

# STUDENTS' SELF-READING LEVEL RESEARCH - EFFICIENCY AT UNIVERSITY

Masagus Abdullah Akhdan  
English Education

[Masagusabdullah@gmail.com](mailto:Masagusabdullah@gmail.com)

## Abstract

Self-efficacy is the belief in one's ability to organize and carry out the actions required to manage potential situations. Self-efficacy refers to a person's belief in his or her own ability to succeed in a given situation. Self-efficacy is a component of the self-system, which includes a person's attitudes, abilities, and cognitive skills. This system has a significant impact on how we perceive situations and how we respond to them. Self-efficacy is a critical component of this self-system. Thus, the purpose of this study was to investigate the level of reading self efficacy in university students majoring in English Education. This research was intended to be qualitative research. Students from Universitas Teknokrat Indonesia's English education major were invited to participate in the study as subjects. Due to the fact that the study was done from home, an online in-depth interview about the objectives was conducted via social media.

**Key words:** Self - efficacy, University, Reading, Qualitative Research, English Education

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## INTRODUCTION

Marking self-efficacy as one's belief in one's "ability to organize and execute the courses of action required to achieve certain goals". Self-efficacy is also task- and context-specific. Self-efficacy is a critical component of human agency and the ability to mobilize control over one's life (Dan, 2021). Because it is a construct that refers to both "affirmation of competence" and the strength of that affirmation when applied to a specific action or skill, self-efficacy is separated from confidence (Dhiona Ayu Nani, 2021; Herison et al., 2019; Sinaga, 2017). Forming a judgment regarding other's skills to perform personal qualifications, such as looks or attributes, is referred to as self-efficacy. Students determine whether or not they are capable of completing a task. Students with a high level of self-efficacy, according to Bandura, see difficult activities as challenges. They are also more motivated to overcome challenges and more confident in their ability to complete difficult task (R Ambarwati & Mandasari, 2021; Oktaviani & Mandasari, 2019; Pradani, 2021). Students with poor self-efficacy, on the other hand, consider things to be more difficult than they are, and they do not believe that their efforts will lead to better results, thus they are less motivated to commit their time to difficult tasks .

Some people require English as a critical ability in order to function as global citizens. English is now widely utilized in many areas of human existence, including educational,

technology, tourism, healthcare, business, etc (Qodriani, 2021b; Utami et al., 2021; Yudha & Mandasari, 2021). Some English discussions are frequently seen or heard in contemporary society (Nuraziza et al., 2021; Sari & Oktaviani, 2021). The classroom is one of the venues where children are exposed to reading exercises that will help them improve their reading skills. Reading education in the classroom is critical in assisting students in their learning (Febriantini et al., 2021; Kiswardhani & Ayu, 2021; Sasalia & Sari, 2020). Reading is vital in English classes because the majority of information currently is delivered in the form of text (Gustanti & Ayu, 2021; Septiyana & Aminatun, 2021).

In those other terms, the purpose of this article is to investigate the level of reading self-efficacy among university students. By using references from earlier research, this article may be relied on for its legitimacy. The current study will look into the level of self-efficacy in reading among university students after going through all of the review processes. As a result, the research questions are as follows:

- How good is the level of reading self-efficacy among university students?
- How can self efficacy affects the students reading comprehension skills?

## **LITERATURE REVIEW**

Reading comprehension is one of the most crucial language abilities because it allows learners to understand what they read, gain new abilities, and improve their academic performance (Erya & Pustika, 2021; Pratiwi et al., 2020). Reading is a remarkable accomplishment that requires mastery of a variety of levels and components. Learners must learn words with graphemes, phonemes, and morphemes, as well as understand syntactic composition, propositions, and stylistic elements in sentences (Novanti & Suprayogi, 2021; Pranoto & Afrilita, 2019). Students can become lifelong learners by reading because their understanding is upgraded and improved each time they read the materials. Those diverse texts play a vital function in reading classes since they are a source of new information for students (Puspita, 2019; Suprayogi et al., 2021). Reading is a complex procedure that requires multiple interactions between readers as well as what they bring to the text (resulted in at least, technique use) as well as variables linked to the text itself (text interest, text type understanding) (Indrayuni, 2019; Kiswardhani & Ayu,

2021). Reading comprehension requires a variety of abilities, which are "very complicated and vary in different ways depending on activities, motives, goals, and language abilities". Phonological awareness, orthography, vocabulary, and decoding are the most major challenges that EFL learners face (Qodriani, 2021a; Renaldi et al., 2016).

Self-efficacy to english reading skills at the University level is also important to note, because based on previous research if a student has a high sense of self-efficacy towards comprehensive reading then it can be ensured they are also proficient in anything related to reading, such as being able to follow all reading classes well and get satisfactory grades , and it can be concluded that those who are proficient in reading skills, then they will realize that they are proficient in their reading skills, therefore their level of efficacy must be high. Students' academic achievement is determined on their ability to learn. They will develop the information and find new information from reading that is related to their studies through reading a book, which is commonly supported by their knowledge from their reading (Agustina et al., 2021; Aminatun et al., 2021). Students' interest in reading is important for their achievement (Nurmala Sari & Aminatun, 2021). This makes students called digital natives, which means they can master technology better than adults (Choirunnisa & Mandasari, 2021).

## **METHOD**

The qualitative research method was used in this study. "An intensive, holistic description and analysis of a single entity, phenomenon, or social unit" is how a qualitative case study is defined (Mandasari & Wahyudin, 2019; Sari & Wahyudin, 2019). This research was conducted during the 2020/2021 academic year. The targets of this study were students of English Education in Universitas Teknokrat Indonesia that consist of 15 students. The subjects are male and female with average ages ranging from 20 to 24 years. This study's data collection method is a survey, which takes the form of online questionnaires and field observations. The questionnaire was created by the researcher using Google Forms. The researcher distributed the questionnaire to the English Education batch 2018 WhatsApp group. The researcher will give each participant a questionnaire to fill out. Since questionnaires are easier to collect data via online platforms, the researcher chose questionnaire as the model. The questionnaire consists of 7 questions. The aim is to gather useful information from respondents that can be used for a number of purposes.

## RESULTS AND DISCUSSION

This study seek to reveal the level of university students self efficacy in reading . The finding is taken from analysis questionnaire consisting 7 items. The data were collected through a questionnaire consisting of 7 items and then distributed to students who has been selected by the researcher . The result can be seen in the following data and the table (See Table 1.1)

Table 1 Questionnaire Result

No	Question	Yes	No
1	Do you like reading courses?	93,3 %	6,7 %
2	Did you easy to understand the material from the reading courses?	60 %	40 %
3	Did you finish your task of English reading all by yourself?	73,3 %	26,7 %
4	Can you read and understand English news reports?	100 %	0 %
5	Can you read and understand English newspapers?	93,3 %	6,7 %
6	Can you read and understand English speeches delivered by famous people?	86,7 %	13,3 %
7	Are you confident of your English reading skills?	60 %	40 %

There is the results from the questionnaire that the researcher get from the 15 samples. And here's a description of the results of the question :

1. The first question is do you like reading courses?

Based on the results of the first question, there were 93.3% answered yes and 6.7% no, so it can be indicated that almost all samples like reading courses or related to it, only a few samples do not like reading. That means those who like reading courses have an awareness of their reading ability, so they have confidence in themselves if they are able to follow the reading courses well (Ayu et al., 2017).

2. The second question is did you easy to understand the material from the reading courses?

The results of the second question show that it almost gets a balanced result between yes or no, 60% for yes and 40% for no. The question reads whether you are easy to understand the material of the reading course, and most of the sample states that they are easy to understand the material of the reading course indicating that they also show that they have

a great confidence in their own ability so that they are able to understand the material material of the reading course (Sari, n.d.).

3. Did you finish your task of English reading all by yourself?

The third question revealed that 73.3 % of the 15 samples believed they could finish their assignment without assistance or dishonesty from others, implying that they do have a high level of confidence in their own abilities to read and perform the task independently.

4. Can you read and understand English news reports?

From the fourth question, there get the most different results, because all of the samples can understand and read the news delivered by news reporters who use English, in this case they also master the basics of reading and believing that they can, that means they have confident in it.

5. Can you read and understand English newspapers?

According from the fifth question, Getting high results also for yes answers, as in the first question, in this question contains whether they can read in English, and almost all of them understand about it, because it is natural they can read and understand the content of newspaper news then no wonder almost all of them choose yes, because reading and understanding the content of newspaper news is not difficult especially for students who like to read and can be sure they have good confidence in their own reading skills (Mandasari & Agusty, n.d.).

6. Can you read and understand English speeches delivered by famous people?

The sixth question was just like number fourth, the same question whether they can read and understand what others talk about in public or in tv news etc, although a little different if repoter news it usually uses a more formal language in conveying the content of the news, different things with famous people or artists who usually speak in the media using a more informal language and easy to understand (Mandasari & Aminatun, 2019).

7. Are you confident of your English reading skills?

For the seventh and last question, we can see that the question is the main question that can be said for this questionnaire, according to the title of this research who wants to find out how much the level of self-efficacy of students to reading, and that means whether the student is confident in the reading ability they are good at this level of study. From the results above shows that 60% say yes and 40% otherwise, so it can be assumed that most of them have a high level of self-efficacy and confidence in their reading ability, so if they have high self-confidence that they can understand reading well, it also impacts on achievement, value, and how well they absorb material material in reading courses (Rosita Ambarwati & Mandasari, 2020; Aminatun et al., 2019).

## CONCLUSION

From the explanation, the opinion of the previous researchers and also the results of research researchers can be concluded that in a person there must be self-efficacy and in this case the self-efficacy discussed is the efficacy of self will read comprehensively. In obtaining the fact that from the results of questionnaires that have been done by researchers, the level of self-efficacy among college students get high results , because the average of the sample can understand from the reading materials and and their reading skills are fairly good, can be seen from their choice of questions that have been asked, so in conclusion English Education students of Indonesian technocratic universities have good reading skills so that they have confidence in themselves that they are proficient in reading and self-efficacy is clearly high (Ayu & Indrawati, 2019; Utami et al., 2020).

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