



## Relationships Among Reading Interest, Reading Self-Efficacy, And Reading Competency In The Junior High School

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### Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan dan menghubungkan minat baca siswa, efikasi diri membaca dengan kompetensi membaca siswa di SMP Negeri Singaraja. Penelitian ini menggunakan penelitian kuantitatif. Sampel yang diambil sebanyak 94 siswa dengan menggunakan cluster quota sampling. Pengumpulan data dilakukan melalui skala minat baca, skala efikasi diri membaca, dan tes kompetensi membaca objektif. Data yang diperoleh dianalisis secara deskriptif dan inferensial. Analisis deskriptif terdiri dari ukuran tendensi sentral dan dispersi. Sedangkan analisis inferensial, data dianalisis dengan teknik korelasi berpasangan dan korelasi berganda. Hasil penelitian menunjukkan bahwa: 1) minat baca siswa, efikasi diri membaca, dan kompetensi membaca pada soal tingkat tinggi terbukti berada pada tingkat sedang; 2) hubungan secara berpasangan antara minat baca siswa dengan efikasi diri membaca, minat baca dan kompetensi membaca siswa, efikasi diri membaca siswa dan kompetensi membaca pada high-order-item berkorelasi positif dan signifikan; dan 3) hubungan secara simultan minat baca dan efikasi diri membaca terhadap kompetensi membaca siswa terbukti signifikan. Untuk menumbuhkembangkan minat baca siswa yang tinggi, efikasi diri membaca, dan kompetensi membaca, sekolah dan guru bahasa Inggris harus menyediakan program literasi dalam membaca. Penelitian sebelumnya menunjukkan bahwa lingkungan yang kaya literasi cenderung menjadi cara yang efektif untuk mendukung pengembangan literasi membaca dengan berbagi bacaan buku. Siswa EFL harus dilatih strategi membaca milenial, menekankan pada empat dimensi keterampilan, yaitu keterampilan berpikir kritis dalam membaca, upaya kreatif dalam proses membaca, upaya kolaboratif dalam mengerjakan item tingkat tinggi, keterampilan komunikatif dalam mengerjakan indikator bacaan.

**Kata Kunci:** Kompetensi, Korelasi, Khasiat, Minat.

### Abstract

The objective of this study was to describe and relate the students' reading interest, reading self-efficacy to the students reading competency in the Junior High School in Singaraja. This study applied quantitative research. There were 94 students as samples by using cluster quota sampling. The data were collected through a reading interest scale, a reading self-efficacy scale, and an objective reading competency test. The obtained data were analyzed descriptively and inferentially. The descriptive analysis consisted of central tendency measures and dispersion. While inferential analysis, the data were analyzed using pair-wise correlation and multiple correlation technique. The findings show that: 1) the students' reading interest, reading self-efficacy, and reading competency on high-order-items proven to be at the moderate levels; 2) the relations pair-wisely between the students' reading interest and reading self-efficacy, students' reading interest and reading competency, the students' reading self-efficacy and reading competency on high-order-items are positively and significantly correlated; and 3) the simultaneous relationships of the reading interest and reading self-efficacy to the students' reading competency is proven to be significant. In order to develop high students' reading interest, reading self-efficacy, and reading competency, the school and EFL teachers should provide literacy programs in reading. Previous researches show that literacy-rich environments tend to be effective ways to support the development of literacy in reading by sharing book readings. The EFL students should be trained millennial reading strategy, emphasizing the four skill dimensions, namely critical thinking skill in reading, creative effort in reading processes, collaborative endeavors in working on high-order-items, communicative skills in working out the reading indicators.

**Keywords:** Competency, Correlation, Efficacy, Interest.

## 1. INTRODUCTION

The curriculum implemented since 2013 is the K-13 curriculum. It is the curriculum that uses a scientific approach in its teaching-learning process. The implementation of the 2013 curriculum is designed by national policy to improve the quality of learning in all subjects. The 2013 curriculum is concerned with basic competencies that are derived from

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the core competencies and the specific content of each subject (Hasan, 2013). Ekawati, (2016) also states that the 2013 curriculum is a curriculum of value that used the character building. As it is known as the way to improve the quality of learning in schools, Wahyono *et al.*, (2017) believe that learning using a scientific approach provides a positive influence to the process of learning between teachers and students, because its learning focuses on a scientific thinking process that trains systematic and holistic thinking.

One of the four language skills that are trained in school using the 2013 curriculum is reading. Nugroho, Anggani, & Hartono, (2019) explain that reading is a part of language skills which known as an essential ability in expanding readers' perspectives, which gives the reader a chance to see the world. In addition, through reading students will get the new vocabulary and also get the meaning of words from the new vocabulary. However, many students still have difficulties in reading. The previous researcher showed the students deficiencies in reading a text. According to Fenanlampir, Batlolona, & Imelda, (2019) The Programme for International Students Assessment (PISA) did research on some countries' performances in reading. The students at the age of 15 years old enrolled in the educational system especially for the students in the eight-grade of Junior High School students or higher will be assessed randomly every three years in order to check and evaluate their performance in reading. The result shows that Indonesia was in 64 positions from 65 country participants with the reading scores is 396 (PISA, 2012). Followed by PISA result in 2015, Indonesia was ranked in 62 positions from 70 countries participants with 397 points (PISA, 2015). It means that after two years of being implemented in Indonesia, the 2013 curriculum with the scientific approach did not show significant improvement for students reading competency. Meanwhile for the PISA 2018 reported that Indonesia's students reading competency was ranked in the 73 positions with 371 scores in reading from 78 countries participants (PISA, 2018). The PISA result indicates Indonesia's position still left behind other countries. This is due to the students' abilities in understanding the contents of the text, they faced difficulties in solving the high order thinking items to their reading competency.

In addition, Jayanti, (2016) assumes that people who have poor comprehension in understanding the text, have difficulty with their higher-order thinking skills such as make conclusions from the text, integrate ideas in it, and monitor their own reading comprehension. In line with this statement, higher-order thinking skills is really contributed to the student's improvement in reading, because in reading there are activities that should involve their critical thinking to answer the reading questions in each level of thinking. In order to improve the higher-order thinking skills, the students need to train using exercise which concerns with higher-order thinking items. Meanwhile, based on the PISA results, the students' reading score indicates the situation of the students' reading competency in which they still struggle and need to improve their reading competency to be better in reading. Besides, students tend to hesitate to participate and shy when they were asked to answer questions given by the teacher in the class. It might come from students' self-efficacy when learning and they tend to less active and less-confident to predict their ability in doing certain activities while studying in the class. To make the students become more critical thinking in reading a text, the students have to be high intention in reading. The intention might come from their interest in reading, if the students are highly interested in reading, they will be a good reader and have a high reading self-efficacy. A high reading interest will influence their capability belief in doing a certain task in reading a text in which it is called as reading self-efficacy.

Due to this problem, reading interest and reading self-efficacy are predictor variables that are suspected to the students' critical thinking in reading. So that educators should make the reading activity as their habit. The text that will be good for the students' to influence their critical thinking is the text that related to the English material in schools such as the texts that contain a description of certain things, people or places, or the text that in form of

the procedural that known as descriptive text, or the text that contains a story of experiences or incident of a certain event that happened in the past, this text is known as recount text. If the students accustomed to reading a text it will engage the students to make reading become their habit. Through reading as a habit, they will have a good habit of reading a text intensively. The students will be able to improve their ability to understand those two kinds of texts in which the text is concerned with the core and detailed information, textual orientation, and word denotation.

Those two predictors variables related to the criterion variable that is Junior High School pupils' reading competency. In line with this research previous researchers have studied the research conducted before in which the two variables were related to reading. [Islamiah, \(2018\)](#) conducted research to investigate a significant relationship between the pupils' interest in reading with their comprehension. There were 30 pupils from D class in the third semester as the sample for the research. The data was collected using a questionnaire and test. Both of variable scores were statistically computed to determine their relationship. The result indicated a significant correlation between those variables. [Peura et al., \(2019\)](#) examined research about the effect of self-efficacy in reading at three specificity levels toward the improvement of Finnish primary school students' reading fluency. This study found that self-efficacy is correlated with pupil's reading fluency and its improvement. Specific and intermediate self-efficacy was correlated with their reading fluency positively. However, it doesn't affect the universal self-efficacy and intermediate self-efficacy is estimated to the improvement of pupils' fluency.

The previous studies have shown the significant correlation between the interest and self-efficacy in reading to the pupil's comprehension in which the predictor and criterion variable were correlated, but the research with the two predictor variables and one criterion variable need to be investigated to see the correlation simultaneously. Reading comprehension makes reader deal with how to construct and understand the meaning of the text while understanding the text will be good if the reading ability supported by competency to improve the high-order thinking skills. Based on these phenomena, the researcher tries to investigate the relationship among students' reading interest, reading self-efficacy toward their reading competency when learning English descriptive and recount texts in the class. This research also aimed to prove the multiple correlations among the interest, self-efficacy, and competency of Junior High School students especially in SMPN 5 Singaraja.

## **2. METHOD**

This research was designed in a quantitative model. The researcher conducted the study to find out the relationships among reading interest, reading self-efficacy, and reading competency at the eight-grade level. The type of design used was a correlational research design. There were 94 the eight-grade students of SMPN 5 Singaraja were sampled by using cluster quota sampling. The data were collected through reading interest and self-efficacy scale, and the students' reading competency was collected by using a reading competency test. The data were analyzed descriptively and inferentially.

## **3. RESULT AND DISCUSSION**

### **Result**

#### **Students' Reading Interest, Reading Self-Efficacy, and reading Competency**

[Table 1](#) presents the students' reading interest mean score = 50.38 out of the total reading interest score = 144. Categorically, the students' reading interest in high-order-thinking items are moderate. Their interests in reading descriptive texts about a person, an

animal, a procedure; and recount texts about a personal experience as well as an accident are moderate (in the range scores between 44.06 to 56,7). The students' range score discloses another interesting fact about the students' reading interest in SMPN 5 Singaraja. The range between the highest-scored and the lowest-scored students on the reading interest is wide or equal to 36.00. The highest score on reading interest is = 72 and the lowest score on reading interest is =36.

**Table 1.** Descriptive Statistics of the Students' Reading Interest

No	Statistics	Descriptive Values
1	Arithmetic Mean	50.38
2	Range	36.00
3	Standard Deviation	6.32
4	Variance	40.04
5	Standard Error	0.65

Source: Data analysis of March 2020, SPSS-X 24 version

Table 2 below shows the students' reading self-efficacy mean score = 40.51 out of the total reading self-efficacy score = 72.00. Categorically, the students' reading self-efficacy in high-order-thinking items are moderate. Their reading self-efficacy in reading both the descriptive texts about a person, an animal, a place, a procedure; and recount texts about a personal experience as well as an accident are moderate which the range score is between 31,45.65 to 49.87. The students' range score discloses another interesting fact about the students' reading self-efficacy in SMPN 5 Singaraja. The range between the highest-scored and the lowest-scored students on the reading self-efficacy is equal to 40.00. The students' reading self-efficacy variability is large (variance = 87.69).

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

No	Statistics	Descriptive Values
1	Arithmetic Mean	40.51
2	Range	35.00
3	Standard Deviation	9.36
4	Variance	87.69
5	Standard Error	0.96

Source: Data analysis of March 2020, SPSS-X 24 version

The table below shows the students' reading competency mean score = 37.89 out of the total reading competency score = 100. Categorically, the students' reading competency in high-order-thinking items are moderate on both the descriptive texts about a person, an animal, a place, a procedure, and recount texts about a personal experience as well as an accident (in the range scores between 29.73 to 46.09). The students' range score discloses another interesting fact about the students' reading competency in SMPN 5 Singaraja. The range between the highest-scored and the lowest-scored students on the reading competency is equal to 40.00.

**Table 3.** Descriptive Statistics of the Students' Reading Competency

No	Statistics	Descriptive Values
1	Arithmetic Mean	37.91
2	Range	40.00
3	Standard Deviation	8.18

No	Statistics	Descriptive Values
4	Variance	67.00
5	Standard Error	0.84

Source: Data analysis of March 2020, SPSS-X 24 version

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

Tables 4 below show empirical evidences of the relationships among the three variables. Firstly, the students’ reading interest and their reading self-efficacy in working out high-order-thinking items of both the descriptive and recount texts is positively and significantly correlated ( $r_{xy} = 0.87$ ;  $\alpha = 0.01$ ). The coefficient index of determination is as much as 75.69%. Put it simply, variance of the students’ reading interest is shared in common with their reading -self efficacy in working out high-order-thinking items of both the descriptive and recount texts in SMPN 5 Singaraja. Secondly, the students’ reading interest and their reading competency in working out high-order-thinking items of both the descriptive and recount texts is positively and significantly correlated ( $r_{xy} = 0.85$ ;  $\alpha=0.01$ ). The coefficient index of determination is as much as 72.25%. Put it simply, variance of the students’ reading interest is shared in common with their reading competency in working out high-order-thinking items of both the descriptive and recount texts in SMPN 5 Singaraja.

Thirdly, the students’ reading self-efficacy and their reading competency in working out high-order-thinking items of both the descriptive and recount texts is positively and significantly correlated ( $r_{xy} = 0.84$ ;  $\alpha=0.01$ ). The coefficient index of determination is as much as 70.56%. Put it simply, variance of the students’ reading self-efficacy is shared in common with their reading competency in working out high-order-thinking items of the descriptive and recount texts in SMPN 5 Singaraja.

**Table 4. Correlation between Reading Interest and Self-Efficacy**

	Interest	Self-Efficacy	Competency	Significance
Interest	1	0.879**	0.852**	0.01
Self-Efficacy	0.879**	1	0.845**	0.01
Competency	0.852**	0.845**	1	0.01

Source: Data analysis of March 2020, SPSS 24 version

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

Table 5 below shows the simultaneous or multiple relationships of the reading interest and reading self-efficacy to the students’ reading competency is proven to be significant ( $R_{yx, x_2} = 0.87$ ;  $\alpha = 0.00$ ). In other words, when reading become the students’ interest and their self-efficacy or confidence to read both the descriptive and recount texts, the students’ reading competency in finding the main idea, specific ideas, textual reference, and word meanings are positively and significantly related. In prediction term, the students’ reading competency could be accounted for as much as 76% by the students’ reading interest and reading self-efficacy (R square =0.766 or Adjusted R square = 0.761).

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

R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
0.875	0.766	0.761	4.00066	0.000

Source: Data analysis of March 2020, SPSS-X 24 version

## Discussion

This study was a multiple correlation research focused on the students' reading interest, reading self-efficacy, and reading competency on both the descriptive and recount texts in SMPN 5 Singaraja. The research results show three major findings. **First**, the students' reading interest, reading self-efficacy, and their reading competency on the main ideas, specific ideas, textual references, and word and phrase meanings of both descriptive and recount texts are categorized as at moderate levels. The students' reading interests are categorized as at a moderate level because they were not very much interested in all the six reading interest indicators theorized by Crow and Crow (1956). The students' reading interest firstly due to their enjoyment in reading both descriptive and recount texts. Secondly, they are interested in determining the specific information of both descriptive and recount texts. Thirdly, they are interested in determining the textual references of both the descriptive and recount texts due to their motivation and emotional. Fourthly, they are interested in understanding the words and phrases meanings in both the descriptive and recount texts.

The students reading self-efficacy was found at the moderate level. The students' reading self-efficacy are categorized at a moderate level because they were not very much confident in all the three reading self-efficacy indicators theorized by Olivares, Fidalgo, & Torrance, (2016) The students' reading self-efficacy is firstly due to their self confidence in figuring out the main ideas of both the descriptive and recount texts. Secondly, the students' reading self-efficacy is due to their ability to contextualize the specific ideas of both the descriptive and recount texts. Thirdly, the students' reading self-efficacy is due to their ability in situating the relevant textual references both in the descriptive and recount texts. The students' reading competency was measured quantitatively and their reading competency lies at a moderate level. This level of competency in working on high-order-items on both the descriptive and recount texts could be explained as follows. The students' reading competency is firstly due to their ability in determining the textual references of both the descriptive and recount texts. Secondly, the students' reading competency is due to their ability in understanding the word and phrase meanings of both the descriptive and recount texts. Thirdly, the students' reading competency is thirdly due to their ability in determining the specific and the main idea both in the descriptive and recount texts.

**Second**, the positive and significant correlations between reading interest and reading self-efficacy, reading interest and reading competency, reading self-efficacy and reading competency could be speculated as follows. Previous research show that reading interest and reading self-efficacy is related positively because when the students do have 1) pleasure describes a feeling of enjoyment in determining the main ideas of descriptive and recount texts, 2) focusing attention describes a feeling of interest to concentrate in determining the specific ideas of descriptive and recount texts, 3) time use describes an interest of involvement in determining the textual references in descriptive and recount texts, 4) motivation describes interest to motivated in understanding the word meanings in descriptive and recount texts, 5) emotional describes a feeling of excitement in determining the main ideas of descriptive and recount texts, and 6) effort describes a power of interest to find complex specific ideas of descriptive and recount texts (Crow and Crow, 1956), they will have positively high confident in 1) determining the main ideas of descriptive and recount texts, 2) determining the specific ideas of descriptive and recount texts, and 3) discovering relevant textual references in descriptive and recount texts (Olivares et al., 2016) Third, the relationships among the two predictor variables that are reading interest and reading self-efficacy and one the criterion variable that is reading competency were supported by previous studies. Conway, (2017) investigated the relationship between self-efficacy or not in high school students and their reading comprehension scores at Smith High School. The results found that there was a correlation between reading comprehension and general perception

(0.49). There was a correlation found between reading comprehension and social feedback (0.46) categorized as moderate correlation and (0.62) for the observational comparison was found to be highly correlated with reading the MAP (Measure of Academic Progress) score with the mean score. When compared with this present study in which the reading self-efficacy and reading competency are 0.84, which mean the present study seems to be higher than the previous study.

Abbott, (2017) done research to understand the role of interest and self-efficacy in reading and writing by using specific learning disabilities (SLDs) and without using specific learning disabilities (SLDs) in literacy. The study found that the relevance and domain-specificity of interest and self-efficacy in reading and writing by using SLDs in literacy positively correlated. Furthermore, the correlation of the reading interest, and reading self-efficacy, and reading competency was positively correlated which means the previous study has supported the result of the current study. Natalia, (2018) have done the research to find out a positive and significant correlation between interest to read the result of the study grade V SD Tangkir Tengah 02 School year 2017/2018 Salatiga. The result showed the value of 0.36 significance which means that value was greater than 0.05 and not correlated. A negative correlation was also found in her research that the value is -385.\* mean declared negative correlation while 383\* is in the range value between 0.21 to 0.41 which indicates there was a weak correlation between the interest to read and the result of learning. Furthermore, this research has supported the current research, meanwhile, the current research was positively correlated and categorized as highly correlated.

Rachman, (2018) conducted research about the correlation of students' interest and reading comprehension. The research was conducted in SMAN 13 Samarinda. The result showed that the student' reading interest is good with 76.33 which mean they have interest in reading. The reading comprehension score of the correspondents is good and it proved that there was a significant correlation between students' reading interest and their reading comprehension ability. investigated research to find out the correlation of reading self-efficacy and reading comprehension in the twelfth-grade students of SMAN 5 Bengkulu. The result found that reading self-efficacy and reading comprehension was significantly correlated with the significance level score was  $< 0.05$  ( $0.000 < 0.05$ ) ( $r=0.324$ ). It means that the correlation of the current study is higher than the previous study in which the significant value of the present study is  $r=0.84$ ; ( $\text{sig.}= 0.01$ ). Fitria, (2019) had conducted research about the correlation between reading interest and reading comprehension in SMP Ahmad Dahlan Kota Jambi. The result found that the coefficient correlational between those two variables was  $r$  (0.983) which means those two variables were significantly correlated. The result of the analysis indicates a significant value was 0.01, which means that  $0.01 < 0.05$ . Meanwhile, the result of the present study showed that the correlation between reading interest and reading competency was  $r$  (0.85) which indicates the current research is lower than this previous research.

#### **4. CONCLUSION**

Conclusively, three research findings can be implied as follows: First, the learners' reading interest, reading self-efficacy and reading competency on high-order-items on both descriptive and recount texts in SMPN 5 Singaraja proven to be at the moderate levels. Second, the relations pair-wisely between the learners' reading interest and reading self-efficacy, students reading interest and reading competency, the learners' reading self-efficacy and reading competency on high-order-items on both the descriptive and recount texts in SMPN 5 Singaraja positively and significantly correlated. Third, the simultaneous relationships among the reading interest and reading self-efficacy to the learners' reading

competency is verified to be significant. It can be inferred that reading becomes the students' interest and their self-efficacy or confidence to read both the descriptive and recount texts, the students' reading competency in discovering the main idea, specific ideas, textual reference, and word meanings are positively and significantly related.

In order to develop high students' reading interest and reading self-efficacy, there are some suggested programs and techniques as follows. First, the school and EFL teachers should provide a literacy program in reading. Previous researches show that literacy-rich environments tend to be effective ways to support the development of literacy in reading by sharing book readings. Second, in order to develop literacy culture whether a family, a school, and society, the Indonesia Ministry of Education and Culture launched the 'Gerakan Literasi Nasional (GLN)', national literacy movement since 2016. The so-called GLN policy needed to be implemented in all schools in Indonesia. The EFL teachers and the students should be involved in serious in the program. Third, In order to be competent on high reading competency on high-order-items, the EFL students should be trained using the millennial reading strategy, which emphasize the four skill dimensions, such as, critical thinking skill in reading, creative effort in reading processes, collaborative attempts in working on high-order-items, and communicative skills in working out the reading indicators. Third, in order to find out other variables that are predicted to be related to reading competency, it is expected there will be research that study more than three variables simultaneously.

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