

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

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### **Abstract**

The current research objectives were to describe and to relate the students' reading interest, reading self-efficacy to their reading competency in the *Sekolah Menengah Pertama Negeri 8 Singaraja*. The subject were the students in the eight-grade students. This research was designed a quantitative research. The data were gathered using reading interest scale, reading self-efficacy scale, and objective reading competency test. The obtained data were analyzed in two phases, namely: descriptively, that is the description consisted of central tendency and inferentially, that is 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 are 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 or multiple relationships of the reading interest and reading self-efficacy to the students' reading competency is proven to be significant.

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

### **INTRODUCTION**

Since 2013, the curriculum implemented in all schools in the 2013 Curriculum (Kemdikbud, 2013). This Curriculum is a national curriculum design with a scientific approach. Since then, all subjects taught in the primary to senior high schools use such a curriculum including English as a Foreign Language, (Kemdikbud, 2013). EFL is organized in fours skill, namely; speaking, listening, writing, and reading. The diction of such a curriculum is meant to improve the educational quality in Indonesia. One of the educational qualities is reading. According to Gilakjani & Sabouri (2016), reading is an interactive process which the readers construct meaningful representation of a text using effective reading strategies. In other words, reading is an interactive process between the readers and text (Alyousef, 2006). According to Takaloo & Ahmadi (2017)

reading competency is an active and communicative process between readers, the text, the reading activity, and the larger socio-cultural context for reading. He also states that reading competency is important. It is not only to understand the text, but for success in education, and employment. Therefore, reading is becoming one of the skills that need serious attention.

Nowadays, Indonesia's deficiencies in reading. It can be seen from the results of Program for International Students Assessments (PISA). The students' reading scores were declining over the years since 2012 to 2018. When compared to other countries, Indonesia positioned lowest in the rank when joined the Program for International Students Assessment (PISA) in three consecutive years, they are, 2012, 2015, and 2018.

In 2012, there were 65 countries including Indonesia participated in PISA (PISA, 2012). As reported in PISA, the Indonesian students' reading scores showed deficiencies. The students' reading scores, when compared to other countries, were ranked on 64 out of 65 countries. Moreover, their reading mean score was equal to 396 out a total score of 1000. The PISA's reading performance proofed that the scientific approach was not a better approach than the communicative approach.

In 2015, there were 70 countries participated in PISA (PISA, 2015). As reported in PISA, the Indonesian students' reading scores still showed deficiencies. The students' reading scores, when compared to other countries, were ranked on 62 out of 70 countries. Moreover, their reading mean score remained the same as in 2012, that is, 397 out a total score of 1000. The PISA's result proofed that the scientific approach was not a better approach than the communicative approach despite it has been deployed for three years.

In 2018, there were 78 countries participated in PISA (OECD, 2019). As reported in PISA, the Indonesian students' reading scores still showed deficiencies. The students' reading scores, when compared to other countries, were ranked on 73 out of 78 countries, (OECD, 2019). Moreover, their reading mean score dropped to 371 despite the new curriculum has been deployed for five years. The PISA's result proofed that the scientific approach was really a failure in developing the students' reading competency, especially in finishing up high-order items.

Furthermore, the variable predictors such as reading interest and reading self-efficacy are the beginner step for the students in possessing critical thinking skill in reading and able to answer the high-order-thinking items, there are; C4, C5, C6, A3, A4, P3, P4, and P5. Variable predictors thought to be related to increase the students' critical thinking that can be started by habituating students to read, especially in the English text that related to the descriptive text and recount text. An intensive reading interest will increase confidence of the students in the ability to consider both types of text; especially discussing with the main idea, specific ideas, textual references, and word meanings. Those variable predictors are related to the students' reading competency or variable criterion in *Sekolah Menengah Pertama Negeri 8 Singaraja*. Previous researchers have shown the two variables were related to reading.

The first research was conducted by Rachmajanti and Musthofiyah (2017). The study aimed to understand the relationship between reading self-efficacy, reading attitude and EFL reading comprehension based on gender difference. The study involved 120 female and 88 male students. The relationship between reading self-efficacy and reading comprehension shows that reading self-efficacy of male students brings a more significant impact on their reading comprehension rather than of female students ( $p=0.002$ , correlation= $0.570$ ), meaning that male students are more affected by

reading self-efficacy rather than female students. In contrast with male students, female students' reading comprehension scores seem less affected by reading self-efficacy.

The second, Fahrurrozi (2017) conducted a study to find out the relationship between reading interest and reading comprehension ability. The method of the study was descriptive method with correlational technique. The population of this study were all students of class V elementary school which are 78 students and the sample were 38 students with the sampling technique and taken randomly. This study used questionnaire for reading interest and test for reading comprehension ability to collect the data. The result of this study is showing that correlation coefficient between the variables of reading interest and reading comprehension ability of 0.873 which is significant. Then, there is relationship between reading interest to reading comprehension.

The fact that scientific approach to reading did not correlate to the students' reading competency, especially in working on high-order thinking items urged the present study to be resurveyed deploying reading interest and reading self-efficacy. Moreover, previous researchers had proven two other variables, namely: reading interest and reading self-efficacy were proven to be significantly related to reading comprehension of written English texts. The present research was endeavored to correlate the two predictor variables, they are, reading interest, reading self-efficacy, and one criterion variable, that is, reading competency. The reading competency was measured using high-order items, they are, cognitive domain of levels C4, C5, and C6; affective domain of levels A3 and A4; psychomotor domain of levels P3, P4, and P5.

## METHOD

The current research applied was that of a descriptive and correlational research. Data were analyzed in descriptively, and inferentially by implementing a parametric statistics, there are: 1) central tendency measures, 2) measures of dispersion, 3) pair-wise correlations between two predictor variables, they are, reading interest and reading self-efficacy and one criterion variable that is reading competency and 4) multiple relationships of the predictor variables and the criterion variable of the eighth grade students at *Sekolah Menengah Pertama Negeri 8 Singaraja* (Hinkel, 2009).

The research population were the eighth-grade students in *Sekolah Menengah Pertama Negeri 8 Singaraja* in the academic year 2019/2020. There are four classes, three classes were sampled and one class was tryout sampled. This was also done to gain normal sample distribution. The sample size consisted of 101 students altogether (Hinkel, 2009).

## FINDINGS AND DISCUSSION

### Description of the Students' Reading Interest, Self-Efficacy, and Competency

The table on table 4.2 below shows the mean score of the students' reading interest was 48.91 which out of the total reading interest score = 144. Categorically, the students' reading interest in high-order-thinking items are at the moderate levels. The students' interests in reading descriptive texts and recount texts are moderate in the range scores between 42.45 to 55.37. The students' range score discloses another interesting fact about the students' reading interest in *Sekolah Menengah Pertama Negeri 8 Singaraja*. The range between the highest-scored and the lowest-scored students on the reading interest is equal.

Table 1. Descriptive Statistics of the Students' Reading Interest

No	Statistics	Descriptive Values
1	Arithmetic Mean	48.91
2	Range	34.00
3	Standard Deviation	6.46
4	Variance	41.82
5	Standard Error	0.64

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

The table 4.7 below shows the students' reading self-efficacy mean score = 35.94 out of the total reading self-efficacy score = 72.00. Categorically, the students' reading self-efficacy in high-order-thinking items are at the moderate levels. The students' range score discloses another interesting fact about the students' reading self-efficacy in *Sekolah Menengah Pertama Negeri 8 Singaraja*. The range between the highest-scored and the lowest-scored students on the reading self-efficacy is equal.

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

No	Statistics	Descriptive Values
1	Arithmetic Mean	35.94
2	Range	40.00
3	Standard Deviation	9.90
4	Variance	98.11
5	Standard Error	0.98

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

The students' reading competency is shown in the table 4.12 below. The mean score of the students' reading competency was 37.02 which out of the total reading competency score = 100. Categorically, the students' reading competency in high-order-thinking items are at the moderate levels on both the text types of descriptive and recount texts. The students' range score discloses another interesting fact about the students' reading competency in *Sekolah Menengah Pertama Negeri 8 Singaraja*. The range between the highest-scored and the lowest-scored students on the reading competency is equal.

Table 3. Descriptive Statistics of the Students' Reading Competency

No	Statistics	Descriptive Values
1	Arithmetic Mean	37.02
2	Range	40.00
3	Standard Deviation	9.07
4	Variance	82.28
5	Standard Error	0.90

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

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

The Table 4.19 below shows empirical evidences of the correlation among the reading interest, and reading self-efficacy as the predictor variables and reading competency as the criterion variable. *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 ( $r_{xy} = 0.73$ ;  $p = 0.01$ ). The coefficient index of determination is as much as 53.29%. 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 *Sekolah Menengah Pertama Negeri 8 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 ( $r_{xy} = 0.70$ ;  $p = 0.01$ ). The coefficient index of determination is as much as 49%. 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 *Sekolah Menengah Pertama Negeri 8 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 ( $r_{xy} = 0.82$ ;  $p = 0.01$ ). The coefficient index of determination is as much as 67.24%. 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 *Sekolah Menengah Pertama Negeri 8 Singaraja*.

Table 4. Correlation between Reading Interest, Self-Efficacy, and Reading Competency

	Reading Interest	Reading Self-Efficacy	Reading Competency	Significance
Reading Interest	1.00	0.73	0.70	0.01
Reading Self-Efficacy	0.73	1.00	0.82	0.01
Reading Competency	0.70	0.82	1.00	0.01

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

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

The table 4.22 below shows the multiple correlation of the students' reading interest and reading self-efficacy to their reading competency is proven to be significant ( $R_{yx_1x_2} = 0.840$ ;  $p = 0.01$ ). Besides, when reading become the students' interest and their self-efficacy to read both the text types of the descriptive and recount texts; the students' reading competency in finding the indicator of reading competency namely: 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 49% by the students' reading interest and reading self-efficacy ( $R$  square = 0.705 or Adjusted  $R$  square = 0.699).

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

R	R Square	Adjusted R Square	Std. Error of the Estimate	Significance
.840	.705	.699	4.20440	0.01

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

This study was a multiple correlation research which focused on the students' reading interest, reading self-efficacy, and reading competency on both the descriptive and recount texts in *Sekolah Menengah Pertama Negeri 8 Singaraja*. The research results show two 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. It's because they were not very much interested in all the six reading interest indicators theorized by (Crawley, 1995). The students' reading interest firstly valued the textual references, interested in determining the main ideas, specific ideas, and understanding the meaning of the words in both descriptive and recount texts.

The students' reading self-efficacy was found at the moderate level. It's because they were not very much confident in all the three reading self-efficacy indicators theorized by Scherbaum & Kern (2006). The students' reading self-efficacy is firstly due to their self-confidence in determining the main ideas, secondly, the students' reading self-efficacy is due to their positive effort in determining the specific ideas of both the descriptive and recount texts. Thirdly, the students' reading self-efficacy is due to their persistent effort in discovering 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 are due to their ability in determining the main ideas, the specific ideas, discovering the textual references, and understanding the word meaning both in the descriptive and recount texts.

*Second*, the positive and significant interrelations 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 shows that reading interest and reading self-efficacy is related positively because when the students do have 1) an experience in determining the main ideas of descriptive and recount texts, 2) a feeling of interest in determining the specific ideas of descriptive and recount texts, 3) an interest in valuing the textual references in descriptive and recount texts, 4) an interest in understanding the word meanings in descriptive and recount texts, 5) an interest to be involved in determining the main ideas of descriptive and recount texts, and 6) an interest in determining complex specific ideas of descriptive and recount texts (Crawley, 1995), they will have positively high confidence 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 (Scherbaum & Kern, 2006).

## CONCLUSION

The students' reading interest, reading self-efficacy, and reading competency on high-order-items on both the descriptive and recount texts in *SMPN 8 Singaraja* are at the moderate levels. 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 on both the descriptive and recount texts in *SMPN 8 Singaraja* are positively and significantly correlated. The simultaneous or multiple relationships of the reading interest and reading self-efficacy to the students' reading competency is proven to be significant. 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.

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