

ABSTRACT

Lavinia, Keysha. (2026): The Correlation Between Students' Reading Self-Efficacy and Their Reading Comprehension of Recount Text Among Eighth-Grade Islamic Junior High School

Reading self-efficacy is considered a significant element that could impact students' success in reading. Learners with greater reading self-efficacy are usually anticipated to excel in reading activities since they are more likely to trust their skills in reading. Nevertheless, the connection between reading self-efficacy and reading comprehension might differ in various educational settings. Consequently, this research sought to explore the correlation between students' reading self-efficacy and their comprehension of recount texts.

This study employed a quantitative approach using a correlational research design. The participants were 39 students of class VIII – C at MTs Plus Darul Hufadz. Data were collected through a Reading Self-Efficacy Questionnaire and a Reading Comprehension Test on recount texts. Students' reading self-efficacy was categorized into low, moderate, and high levels, while reading comprehension achievement was classified into very poor, poor, average, good, and very good categories. The data were analyzed using SPSS version 27. The Pearson Product-Moment Correlation Coefficient was employed to determine the relationship between the two variables X and Y.

The findings revealed that the majority of students (62%) demonstrated a moderate level of reading self-efficacy, while 20% had high and 18% had low reading self-efficacy. Regarding reading comprehension, 51% of the students achieved the good category, 36% were classified as very good, and 13% were categorized as average. Therefore, the correlation analysis indicated a weak positive correlation between reading self-efficacy and reading comprehension ($r = 0.085$). Furthermore, the p-value ($p = 0.606$) exceeded the significance level of 0.05, indicating that the relationship between the two variables was not statistically significant, since self-efficacy in reading is not the sole factor that contributes to students' reading comprehension skills.

Keywords: *Correlation, Reading Self-Efficacy, Reading Comprehension, Recount Text*