

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It consists of the background of the research, research questions, research purposes, research significance, conceptual framework, hypothesis, and previous studies. These components provide the foundation for understanding the research problem and the direction of the study.

A. Background of the Research

Globalization has established English as the preeminent worldwide language in cross-cultural communication, commerce, and many academic pursuits. Consequently, English ability is now regarded not merely as an ancillary skill, but as an essential requirement for individuals aspiring to compete, work, and contribute in an increasingly interconnected global landscape (Haryadi & Aminuddin, 2023). Reading as a language skill aims to understand ideas, thoughts, and emotions in a written text. Students will engage in critical thinking while reading to comprehend concepts and ideas broadly. Therefore, mastering reading comprehension is crucial to achieving the goal of reading. Lasut & Neman (2025) found that reading comprehension is closely linked to classroom learning activities and instructional techniques, representing students' capacity to process and comprehend textual information. This suggests that the way learning is organized in the classroom has an impact on reading comprehension in addition to being a language competence. According to Gapiano et al (2026), teachers manage possibilities for student engagement in classroom conversation through inquiry, feedback, and instructional cues. Significant classroom engagement provides learners with linguistic input while promoting language creation, both of which are crucial for language acquisition and communicative growth.

However, many junior high school pupils still struggle to understand English literature. Students frequently struggle with reading comprehension because they lack the desire and confidence in their reading skills, resulting in low participation in reading activities (Wati & Yanto, 2022). This lack of desire and confidence occurs because students often experience anxiety and feel insecure about their

reading abilities, which can make them reluctant to engage in reading activities. This issue implies that affective aspects significantly influence pupils' reading performance in addition to cognitive abilities. Self-efficacy is one of the most significant affective aspects affecting reading comprehension. Students' confidence in their capacity to do particular tasks is known as self-efficacy. Self-efficacy influences students' performance because it enables them to assess their capacity to finish academic assignments, such as reading comprehension. This belief is referred to as reading self-efficacy in the context of reading. It impacts how confident pupils feel when handling reading assignments (Apriliyani & Usuludin, 2023)

Previous studies explain that students with higher levels of reading self-efficacy tend to demonstrate better engagement, persistence, and strategy use when interacting with English texts, which contributes positively to their comprehension performance (Apriliyani & Usuludin, 2023; Nofa Rama, 2022; Saad et al., n.d.; Sholihah & Juniardi, 2025). These studies collectively indicate that self-efficacy beliefs shape students' confidence and motivation in reading activities, suggesting a meaningful relationship between reading self-efficacy and reading comprehension in English language learning contexts.

Although previous studies have established a relationship between reading self-efficacy and reading comprehension, research focusing on eighth-grade students in Islamic junior high schools remains scarce. Most existing studies concentrate on higher education or general secondary school contexts, while the specific characteristics of Islamic junior high school students are often overlooked. In addition, limited attention has been given to examining how students' beliefs about their reading ability relate to their actual comprehension performance at this critical stage of learning. To address this gap, the present study investigates the correlation between students' reading self-efficacy and reading comprehension among eighth-grade students in an Islamic junior high school. The novelty of this study lies in its focus on a specific educational context and level, providing empirical evidence on how affective factors contribute to reading comprehension in Islamic junior high schools.

B. Research Questions

This study aims to investigate the correlation between students' reading self-efficacy and their reading comprehension of recount texts among eighth-grade Islamic junior high school students. It also aims to identify the level of students' reading self-efficacy and their reading comprehension of recount texts. Specifically, this study seeks to answer the following research questions:

1. What is the level of reading self-efficacy among eighth-grade Islamic junior high school students?
2. What is the level of reading comprehension among eighth-grade Islamic junior high school students?
3. Is there any significant correlation between students' reading self-efficacy and reading comprehension?

C. Research Purposes

Based on the research questions presented above, this study is conducted to achieve several research purposes. These purposes are intended to provide a clear direction for the study in examining the correlation between students' reading self-efficacy and their reading comprehension of recount texts among eighth-grade Islamic junior high school students. Specifically, the purposes of this study are as follows:

1. To identify the level of students' reading self-efficacy among eighth-grade Islamic junior high school students.
2. To examine the level of students' reading comprehension among eighth-grade Islamic junior high school students.
3. To determine whether there is a significant correlation between students' reading self-efficacy and their reading comprehension.

D. Research Significances

Theoretically, this study contributes to the field of English language education by enriching existing knowledge on the role of affective factors, particularly reading self-efficacy, in reading comprehension. It provides further empirical support for

theories that emphasize the interaction between cognitive and psychological factors in foreign language reading.

Practically, the findings of this study are expected to benefit teachers by increasing awareness of the importance of fostering students' confidence in reading activities. For school practitioners and administrators, the results may serve as a reference for designing instructional programs that integrate self-efficacy development into reading instruction. Additionally, for future researchers, this study provides a foundation for further investigations into the affective variables that influence reading comprehension in similar educational contexts.

E. Research Scope

This research specifically aims to examine the correlation between students' reading self-efficacy and their reading comprehension of recount texts. The study focuses on eighth-grade students of an Islamic junior high school who are currently learning English as part of their formal curriculum. The scope of this research is limited to observing and analyzing how students' levels of self-efficacy based on Bandura's (1997) are related to their ability to comprehend recount texts in English.

The participants were selected from a particular group of eighth-grade students within the school. The research was conducted in the context of English language learning activities, specifically during reading lessons that involve understanding and interpreting recount texts. Students' reading self-efficacy was measured through a reading self-efficacy questionnaire, while their reading comprehension was assessed using a reading comprehension test based on a recount text.

F. Conceptual Framework

This research seeks to ascertain the correlation between students' reading self-efficacy and their comprehension of recount texts. This research encompasses two variables: students' reading self-efficacy as the independent variable and students' reading comprehension as the dependent variable. The variables are elucidated as follows:

Self-efficacy in reading is affected by various factors that affect students' beliefs about their reading abilities. According to Bandura (1997), students' self-efficacy is influenced by four main factors: mastery experience, vicarious

experience, verbal persuasion, and physiological states. These factors affect how students assess their ability to perform academic tasks, including reading. In terms of reading comprehension, mastery experience, which involves completing reading tasks in the past, boosts students' confidence in their ability to understand future recount texts. Vicarious experience, obtained by observing peers succeed in reading assignments, encourages students to believe that they can achieve similar success through effort. Verbal persuasion, which includes encouragement and positive feedback from teachers or peers, further inspires students to engage with reading tasks and continue persevering when they encounter difficulties. Moreover, students' physiological and emotional conditions, such as anxiety, stress, or levels of motivation, also impact their readiness and confidence when facing reading tasks. When these four self-efficacy sources are positive, students are more likely to use effective reading strategies, manage their reading processes, persevere through obstacles, and ultimately attain enhanced comprehension of reading recount texts. Therefore, self-efficacy is vital in shaping how students approach and excel in reading comprehension.

Reading is the skill to derive meaning from written material and interpret information correctly. This indicates that reading involves more than merely recognizing words; it also entails comprehending the intended message. Reading is a taught skill that requires specific instruction rather than a natural aptitude. Effective reading education, cognitive processes, and oral language proficiency all interact to develop reading. Because children rely on their linguistic expertise to decode, analyze, and construct meaning from written texts, spoken language serves as a vital foundation for reading acquisition. As a result, reading can be viewed as a language-based process that includes both word recognition and comprehension of written information. Reading comprehension is not solely determined by linguistic knowledge but is also influenced by cognitive and affective factors, including learners' strategic behaviour and psychological readiness (Grabe & Stoller, 2019; Snow, 2021).

Bloom's revised taxonomy is employed in Indonesian educational institutions to evaluate students' cognitive levels within the framework of the national

curriculum. Additionally, Barrett's taxonomy serves as another method to evaluate students' cognitive and affective dimensions of reading comprehension. Barrett's taxonomy of cognitive and emotional reading comprehension aspects is intended to aid the teacher in the construction of comprehension questions. It divides comprehension into five levels: literal, reorganization, inference, evaluation, and appreciation, which relate to students' reading comprehension of the text (Krismadayanti & Zainil, 2022).

A recount text is a recreation of an event that occurred in the past. It is a chronological series of occurrences, intended to convey what has transpired. A recount informs the reader of the participants, the events occurring, the location, and the timing of the occurrence. A recount text is among the most accessible forms of text that students can produce. This is one of the reasons why recount texts are taught to pupils in both junior and senior high school education levels (Amartya et al., 2022; Qomariah, 2021).

Self-efficacy is essential for completing tasks related to gathering information from reading materials. Additionally, another study found that self-efficacy demonstrates effort and can significantly impact students' reading comprehension achievement. In this case, self-efficacy plays a role in the students' ability to understand reading materials (Apriliyani & Usuludin, 2023).

In conclusion, this study seeks to explore the connection between students' self-efficacy and their comprehension of recount texts, highlighting the need for deeper insight into how these factors relate. This framework aims to enhance the current body of knowledge by analyzing the relationship between students' self-efficacy and their comprehension of recount texts, offering valuable perspectives to guide instructional methods and skill development in educational environments. Overall, the research framework can be summarized as follows:

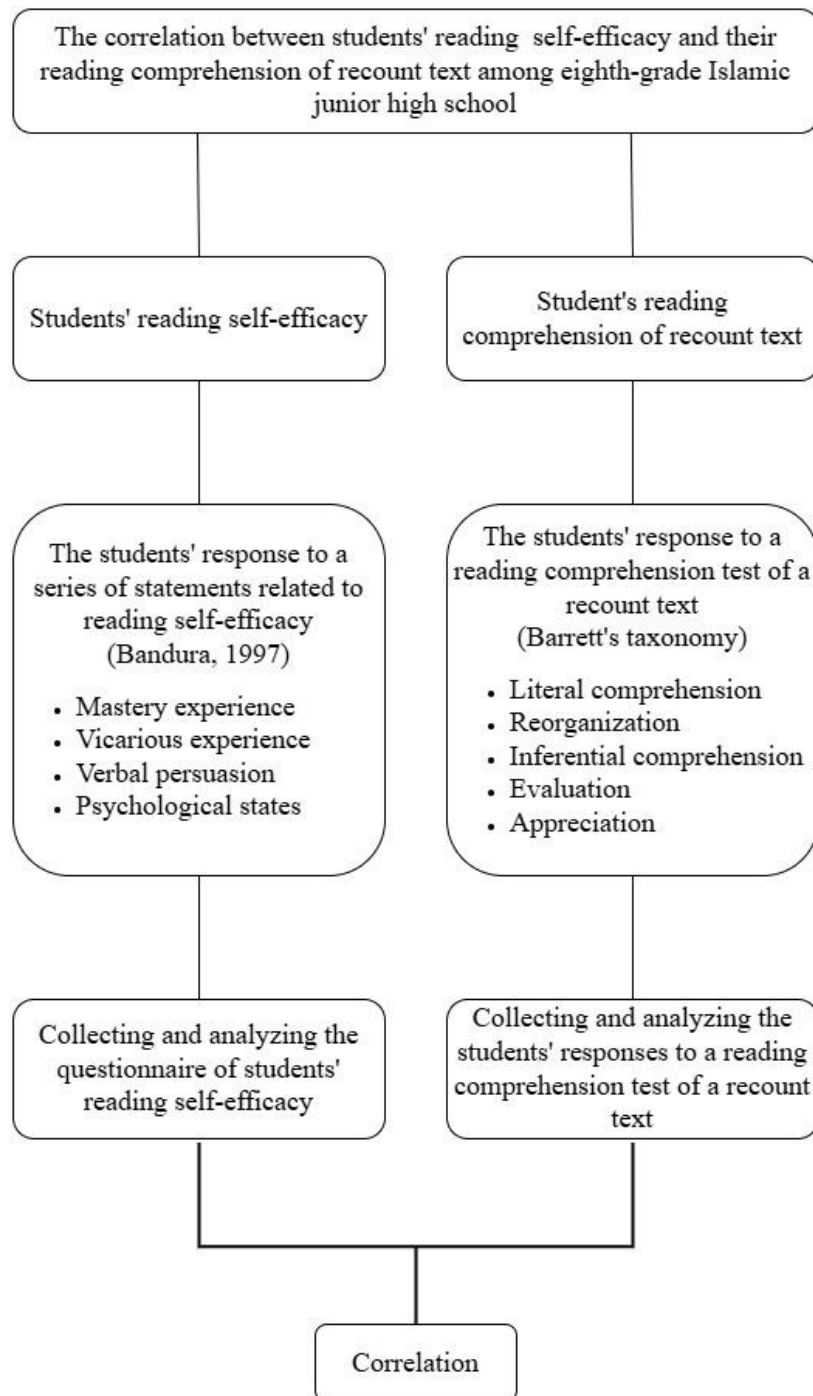


Figure 1.1. Research Scheme

G. Previous Studies

There are previous studies regarding this topic. The first study was conducted by Alabbachy et al (2024), titled "Investigating the Relationship between Self-Efficacy and Reading Comprehension among Iraqi Secondary School EFL Learners." This research examined how self-efficacy relates to reading comprehension among students. The findings indicated a significant and positive correlation between self-efficacy and reading comprehension, suggesting that students with higher self-efficacy generally performed better on reading comprehension assessments. In contrast, those with lower self-efficacy exhibited weaker performance. This previous study exhibits several distinctions from the present research. Whereas the previous investigation examined overall reading comprehension among secondary school EFL learners using both quantitative and qualitative methods, the current study specifically addresses students' reading self-efficacy and their understanding of recount texts among eighth-grade students in an Islamic junior high school setting.

The second study was carried out by Apriliyani & Usuludin (2023), entitled Self-Efficacy and Its Correlation with Reading Comprehension of Senior High School Students. This research explored the relationship between students' self-efficacy and their achievements in reading comprehension. The findings revealed a significant correlation between self-efficacy and reading comprehension, although this correlation was deemed very weak. This suggests that while students' self-efficacy has a role, it only slightly impacts their reading comprehension performance. This previous study presents several distinctions when compared to the current study. This previous study concentrated on senior high school students. It provided a general analysis of reading comprehension, whereas the present study targets eighth-grade students at an Islamic junior high school and specifically investigates their reading self-efficacy in relation to their understanding of recount texts.

The third study was carried out by Rama (2022), entitled The Correlation between Self-Efficacy and Students' Reading Comprehension of Second Grade Students at SMA Negeri 2 Wawotobi. This research examined the relationship

between students' self-efficacy and their reading comprehension abilities. The findings revealed a statistically significant positive correlation, indicating a moderate association between self-efficacy and reading comprehension. This suggests that students who possess higher self-efficacy are likely to perform better in reading comprehension tasks. This previous research has notable differences compared to the current study. The earlier investigation targeted second-grade senior high school students and explored reading comprehension in a general sense. Additionally, it assessed self-efficacy broadly, whereas the current research specifically concentrates on reading self-efficacy among students. Moreover, the present study involves eighth-grade students at an Islamic junior high school, focusing explicitly on their understanding of recount texts.

The fourth study was conducted by Arip (2017), entitled *The Correlation Between Reading Self-Efficacy and Reading Comprehension Achievement of English Education Study Program Students of UIN Raden Fatah Palembang*. This study investigated the relationship between students' reading self-efficacy and their reading comprehension achievement. The findings indicated that there was no significant correlation between reading self-efficacy and reading comprehension achievement. This suggests that reading self-efficacy was not significantly associated with students' reading comprehension achievement and suggests that reading comprehension was influenced by various other factors beyond self-efficacy. This previous study differs from the present research in several aspects. The earlier study involved fifth-semester university students enrolled in an English Education Study Program and measured reading comprehension achievement using a TOEFL reading test. In contrast, the current study focuses on eighth-grade students at an Islamic junior high school and assesses their reading comprehension specifically through recount texts.

H. Hypothesis

In quantitative research, a hypothesis is a statement in which researchers make predictions about the expected results regarding the relationships between different attributes or characteristics. Essentially, the hypothesis aims to determine if there is a relationship between the two variables being studied. The hypotheses for this research are stated as follows:

- 1) Null Hypothesis (H_0): There is no significant correlation between students' reading self-efficacy and their reading comprehension of recount texts among eighth-grade students at MTs Plus Darul Hufadz.
- 2) Alternative Hypothesis (H_1): There is a significant correlation between students' reading self-efficacy and their reading comprehension of recount texts among eighth-grade students at MTs Plus Darul Hufadz

