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**THE IMPLICATION OF READING TECHNIQUE USE AND SELF-BELIEF TO
READING COMPREHENSION IN UNIVERSITY**

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Abstract: The research's purpose is to perceive the implication of reading technique use and self-belief to reading comprehension. This research is conducted to answer the problem do reading technique and self-belief fundamentally implication to college students' reading comprehension. The problem was answered using alternative hypothesis stating reading technique and self-belief significantly implicate to college students' reading comprehension. The reasearch used quantitative and research design is correlation. The subject of the reserach was 240 population students of English Education Department of Universitas Islam Madura Pamekasan. The sample was 150 students after being counted by Sloven theory. The sample was taken using simple random sampling with lottery media. The data was taken using questionnaire for reading technique which consisted of 30 points questions to know the frequency of reading technique use, questiannaire for self-belief which consisted of 9 questions for regulated learning and the answers scored using Likert Scale, the reading comprehension test consisted 40 questions were picked up from Longman Pre TOEFL reading test. The data were analyzed using regression formula to answer the reserach problem. Data analysis was counted using SPSS version 11.0. The result showed that reading technique and self-belief fundamentally implicate to the college students' reading comprehension. It was authenticated by table of regression showing that the value of F is 14.339 ($p < 0.01$). It meant that the data reject nul hypothesis and receive alternative hypothesis. It is substantiated reading technique and self-belief fundamentally to reading comprehension of students university.

Keywords: reading technique used; self-belief, reading comprehension

INTRODUCTION

Reading is difficult expertise because reading needs the composite of notice mind, affective procedure, and understanding activity (Kem, 1989). Alfassi's research (2004) found that reading is difficult understanding action which is very necessary for capable operating and for attaining knowledge in coincident community.

The students who enter to the higher education often selected ineffective and inefficient reading strategies because of the reading demands are placed upon them (Ko, 2002). Cheng (2000) found the students use the similar strategy to read English and Chinese text. The result showed that the use of reading strategy in Chinese text is extra intent-concentrate or universal, contrary English text employs lower level or traditional proceduring technique.

College students commonly experience low ability in reading English text because do not have enough of reading technique knowing and inadequency of self esteem in their educational attainment (Caverly and Orlando, 1991). A lot of foreign language learners such as Taiwan often focused on explicit information transmission beside the instructional practices (Lau, 2006). O'malley, Charnot, Stewner manzaranes, Kupper and Russou (1985) noticed that teachers have duty to prepare a lot of system in students' reading strategy and learning, so, the students are able to fucntion ceratin strategies for the reading test and the enhancing EFL learners' reading perception. The factors that

influence students' reading learning outcome are the ineffective and inefficient reading strategies and their perceive self efficacy (Wong, 2005). According to Bandura (2010) perceived self efficacy is the persons' confidence about their abilities to create planning extent of implementation work effect above appearance that affects alive. The learners who have high self efficacy think that the difficult exercises as defiances and also have motivation to solve the adversities. In contrast, the learners who have low self efficacy think that the difficult exercises are big problem, they are hopeless that they effort has good result and they have less motivation to solve the adversities (Yang, 2004).

Strategy studying and perceive self efficacy are considered as important elements which influent the laerners' reading achievement (Alfassi, 2004). Applying reading strategies and recognizing great self efficacy as the effective ways can help the students to overcome lack of speech and acquiring preferable reading performance on reading competence test. The previous study showed many English classrooms, the learners have accepted insufficient learning on reading skill and methods (Miller and Perkins, 1989).

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Lau's research (2006) showed in Taiwan, the learning practices in foreign language lesson are often focused on teacher-centered and on lineal science transferring. The method of teaching English in Taiwan was still traditional that focus on precribed text teaching where the teacher seldom used any kinds of strategies in teaching. To solve the problem is maximize the teacher's aid by drilling the learners about the method of learning and the way of procedure knowledge applying several reading technique so to increase the students' perceived self-belief and English reading comprehension.

Reading technique is planned of explicit actions that used to help readers in interpratating and translate the text into meaning. The involvement of mental operation when readers make sense of what they read from approach of text (Barnett, 1989). Winstead (2004) found that demonstrating an offering caused learners' strategy awaraness and the significance decidedly teaching learners multiple reading perception strategies. Those technique include Cognitive, Metacognitive, and Compensation.

Huang (2001) explained the steps when conducting reading comprehension strategy instruction such as diagnosis, preparation, instruction and evaluation. He found an individual that requires to understand if she or he could afford to meal certain cafe requires to understand the payment tip prepared on the carte but is not necessary to know the appellation of each appetizer listed.

Perceived self efficacy determines as one's capabilities' personal judgement to recognize and execute action's courses to attain designated goals (Bandura, 2010). When the learners encounter difficulties, self efficacy learners take part over quickly, much efford, insist extensive, and have less hostile emotive reaction than do those who doubt their capabilities (Bandura, 2010). Salomon (1984) found that self efficacy related positively with assteded mental efford and acievement through laerners' learning from script object that was perceive as complicated. Actually, there are many strategies that can be used by the teacher in teaching reading comprehension. But the teacher-centered

approach is often used in the instructional practice in English Foreign language classes. The teachers use traditional English language teaching and seldom teach using any strategies. They stress on the construction of understanding than the transforming ability.

To solve the problem, the research attempted to optimize the use of reading technique, in order to increase students' self-belief and reading understanding in English. There are three primary reading technique in this research such as cognitive, metacognitive, and compensation technique. Those techniques are chosen and examined their relationship among reading technique use and perceived self-belief. This research about the implication of reading technique use and self-belief on reading understanding is conducted to find Do reading technique and self-belief significantly implicate to reading understanding of students in the university? and How much do reading technique and self-belief implicate to reading understanding?. The research was aimed to investigate whether reading technique and self belief significantly implicate to reading understanding and how much reading technique and self-belief implicate to reading understanding. The hypothesis states that reading technique and self-belief significantly implicate to students' reading comprehension. Shang's research (2010) showed that reading strategy influence students' reading comprehension and the students' self efficacy has significant relationship with students' reading comprehension.

METHOD

This research used quantitative approach and it was taken on correlation research design with regression analysis. The research design was applied because this research was to discover the connection of dependent and independent variable beyond manipulation independent variable (Latief, 2018). Independent variable are reading technique used (X1) and self-belief (X2) were measured by questionnaire, while dependent variable is reading comprehension (Y) was measured by using test. The research was conducted in Universitas Islam Madura Pamekasan. It is located at Jl. PP. Miftahul Ulum Bettet Pamekasan Madura.

The target population was private university in Madura, while accessible population was Universitas Islam Madura. The sample was taken from college students majoring in English Education of Faculty of Teacher Training and Education. There are three parallel classes in related semester which consists of regular classes. The number of students is 240 students. The researcher used Sloven theory to take sample from population. The detail counted can be shown as follows:

$$n = \frac{N}{1+N(e)^2}$$

Notes:

n = Sample; N = Population; e = 0.05

$$n = \frac{240}{1+240(0.05)^2} = 150$$

Based on the computation, there were 150 students as sample of the research. The sample was taken by applying random sampling method and use lottery to randomize the sample. The lottery was taken randomly until 150 sample were fulfilled by writing 1-240 in piece of paper.

There are some research instruments that are used in the research such as (1) Questionnaire for self-belief was taken from Bandura (2010) which consists 9 questions of indicator self-belief: finishing the assignment on time, studying everytime, attentiveness in studying, taking note the lecturer's elucidation, discovering the supplementary explanation in working assignment, planning the task, keeping in mind the explanation provided in the class, determining the location to study at large, and working the assignment individually. Each question has 5 points and rated according to Likert scale (1= never, 2= almost never, 3= neutral, 4= almost every time, 5= every time). If the students choose A and B, it means the students have high self-belief. If the students choose D and A, it means the students have low self-belief.

The questionnaire for reading technique was taken from Shang (2010) consists of 30 questions classified into 3 reading techniques. Each reading technique composes of 10 questions. 1-10 for cognitive technique was divided into rehearsal, elaboration, and organizational; 11-20 for metacognitive technique was divided into panning, monitoring, and regulating; and 21-30 for compensation technique was classified into linguistic and semantic. The score is in scale 1-5 in each number. (2) Test consists of a set of 40 questions to collect the data about reading comprehension consisting of TOEFL test for reading because it is one of the standardizes test. The exam material included main idea, verbatim or textual translation, inferred and expressed information, and instruction. Each question has 4 options A, B, C, D. The right answer got 1 and wrong answer got 0. The time was allocated 55 minutes for all the tests.

Tes validity is discrimination index of question is determined from the difference answer proportion in each group. It is counted by using point bi-serial correlation formula symbolized by r_{pbi} . It was taken the try out score test of 40 students as the subject. The result was computed using SPSS version 11.0. The result showed each number of test is valid. It is shown by significance level is lower than 0.01 or 0.05. The reliability is also computed using SPSS version 11.0. the questionnaire result was measured using Cronbach's Alpha Computation and test result was measured using inter item correlation. the test has good reliability if coefficient of Cronbach's Alpha is greater than 0.700. The reliability testing coefficient of reading strategy was taken from Shang (2010) that the Cronbach Alpha internal consistence coefficient for denomination of cognitive, metacognitive, and compensation technique were 0.870, 0.940, and 0.900 in the pre-use and 0.820, 0.860, and 0.850 in

the post-use. The result showed each test is reliable. Reading comprehension reliability was tested using inter item correlation formula. The coefficient was 0.803 greater than 0.700, so, it is reliable.

The data were analyzed using regression linear and computed using SPSS version 11.0. the steps are as follows: First, checking the students' reaction. Second, encode the students' identification using RT (reading technique), SB (self-belief), and RC (reading comprehension). The students were signed into those codes followed by number 1-150. Third, scoring students' response of reading technique and self-belief questionnaire is rated 1 for answer E, 2 for D, 3 for C, 4 for B, and 5 for A. Reading comprehension was rated 1 for correct answer and 0 for incorrect answer. Forth, describing the data into: descriptive statistic (central tendency, variability, frequency of score) and inferential statistic (regression analysis).

Fifth, the fulfillment statistical assumptions, they are residual data has to be ditributed normally ($p > 0.05$), It is not multi co-linearity problem ($VIF < 5$), it is not heteroscedasticity problem ($p > 0.05$), and it is not autocorrelation problem ($p > 0.05$). The data will be examined utilizing parametric test if all assumptions have been fulfilled, but they will be examined applying non-parametric test if one or two assumption did not fulfill. Sixth, establishing statistical hypothesis: Ha stated reading technique use and self-belief implicate significantly to the students' reading comprehension, H0 stated reading technique use and self-belief do not implicate significantly to the students' reading comprehension. Seventh, establishing criteria rejected of Null Hypothesis (H0) is the significance level is lower than 0.05 ($p < 0.05$) and accepted alternative hypothesis.

Before conducted the research, the researcher tried to find information about the students' reading technique and self belief in reading understanding to prepare questionnaires. Then, the questionnaires were surveyed to the students in order to achieve the purpose of the research.

FINDING AND DISCUSSION

Finding

Descriptive Statistic of Reading Technique Use (X₁)

N	Valid	149
	Missing	0
Mean		97.57
Std. Error of Mean		1.030
Median		98.00
Mode		92
Std. Deviation		12.614
Variance		159.120
Range		62
Minimum		66
Maximum		128
Sum		14635

Descriptive statistic reading technique use variable contains mean is 97.57, median is 98.00, standard deviation is 12.614, range is 62, lowest score is 66, and highest score is 128. There are 51 variances score arises, 30 questions in the questionnaire with 5 possible scores on Likert scale. The highest score is 128 and the lowest is 66. 1 student got 128 scored, 2 students got 66, and almost students got 92. It means the students belong to fair the category of reading technique use.

Table of Descriptive Statistic of Self-Belief (X₂)

N	Valid	149
	Missing	0
Mean		34.77
Std. Error of Mean		.490
Median		35.00
Mode		30
Std. Deviation		6.007
Variance		36.086
Range		29
Minimum		12
Maximum		45
Sum		5215

Data shows mean is 34.77, median is 35.00, mode is 30, the standard deviation is 6.007, variance amount is 36.086, lowest score is 16, and highest score is 45. Based on the mean, the students have high self-belief. There are 24 variances score arises, those are gotten from the result questionnaire answer. There are 9 questions which 5 possible options stated in A is 5, B is 4, C is 3. D is 2, E is 1. From the table, the higher score is 45 and lowest is 16. There is 1 student got score 45 and 16. 13 students got score 30 which becomes mode of the data.

Descriptive Statistics of Reading Comprehension (Y)

N	Valid	149
	Mising	0
Mean		77.09
Std. Error of Mean		1.357
Median		80.00
Mode		95
Std. Deviation		16.624
Variance		276348
Range		70
Minimum		28
Maximum		98
Sum		11563

Mean is 77.09, median is 80.00, mode is 95, the standard deviation is 16.624, the variance amount of reading understanding is 276.348, lowest score is 28, and highest score is 98. Based on the

mean, the students have fair achievement. There are 22 variance score arises and those scores was gotten from the students' test answer. 40 numbers of test with 4 possible options sated in A, B, C, D. The right answer gets 1 score. The highest score is 98 and the lowest is 28. 2 students got 28 score and 3 students got 98 score. 21 strudents got 95 score.

Hypothesis Testing

There are four assumptions must be fulfilled. Those assumptions are as follows:

A. Normality of Residual Data

		Unstandardize Residual
N		149
	Mean	.0000000
	Std. Deviation	14.10533016
	Absolute	.088
	Positive	.069
	Negative	.088
	Kolmogrovo-Smirnov Z	1.086
	Asymp.Sig. (2-tailed)	.179

The value Kolmogorov-Smirnov Z is 1.086 and the Asymp Sig. shows 0.179 (p>0.05), so, this asumption is fulfilled.

Multi Co-Linearity of Variable

		Unstandardized coefficients		Standardized coefficients	T	Sig	Collinerity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
1	Constant	18.504	11.135		1.660	.098		
	Reading Technique	.460		.350	4.528	.000	.955	1.047
	Self-belief	.392		.142	1.836	.068	.955	1.047

The independent variable' VIF value is 1.047 which is lower than 5. This assumption is fulfilled because There is not multi co-linearity problem.

B. Heteroscedasticity Computation

			Reading Technique	Self-belief	Unstandardized Residual
Sperman's rho	Reading Technique	Correlation Coeficient	1.000	.210	.000
		Sig.(2-tailed)		.008	1.000
		N	149	149	149
	Self-Belief	Correlation Coeficient	.210	1.000	.000
		Sig.(2-tailed)	.008		1.000
		N	149	149	149

	Unstandardized Residual	Correlation Coefficient	.000	.000	1.000
		Sig.(2-tailed)	1.000	1.000	
		N	149	149	149

The relationship amount of reading technique, self-belief, and unstandardized residual was shown by Sperman's rho is .000 with the significance 1.000 ($p > 0.05$). this assumption is fulfilled because there is not heteroscedasticity problem in this data.

8 C. Autocorrelation Computation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.403	.162	.151	15.309	1.7264

The assumption is fulfilled because there is not autocorrelation problem and Durbin-Watson value is 1.7264. Based on the explanation above, the outcome showed:

The Model Summary of the Variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.403	.162	.151	15.309

the result of collective was signified by R indicates 0.403. The implication of reading technique and self-belief to reading comprehension was symbolized by R Square was 0.162 or 16.2% and the adjusted R indicates 0.151 or 15.1%.

Anova Computation

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	6720.736	2	3361.867	14.340	.000
	Residual	33353.137	146	233.381		
	Total	41074.872	148			

The table shows that significance level is 0.000 or 0%, so, it is clear that reading technique use and self-belief significantly implicate to reading comprehension.

Coefficient of Regression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlation		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	18.505	11.136		1.661	.098			
	Reading technique	.460	.101	.349	4.527	.000	.378	.349	.341
	Self-belief	.391	.213	.141	1.835	.066	.217	.149	.138

Based on the table, the constant is 18.505, then reading technique and self-belief go up 1 point. so, it causes the quantity of reading comprehension reach 0.460 and 0.391. To reach higher reading comprehension, self-belief is necessary to increase.

Discussion

Based on the finding, before testing hypothesis, four assumptions have been fulfilled. It can be proved that residual data has been distributed normally ($p > 0.05$) because residual homogeneity shows the value is 1.086 and asymp. Sig. Is 0.179 ($p > 0.05$). It is not multi co-linearity problem ($VIF < 5$) because the VIF is 1.047 is lower than 5. Huang (2001) stated if VIF is greater than 5, it shows the variable has multi co-linearity problem, but in this research finding is lower than 5. It is not heteroscedasticity problem ($p > 0.05$) because the amount of reading technique, self-belief, and standardized residual showed .000 with the significance 1000 ($p > 0.05$). According to Huang (2001) The data has heteroscedasticity problem if significance residual is less than 0.05, but in this research is greater than 5. And there is no autocorrelation problem ($p > 0.05$) because the value showed 1.7264. It can be seen that there is no autocorrelation problem.

The finding showed that all assumptions have been fulfilled, so it can do the testing of hypothesis by computing the value F. The outcome showed that the implication of self-belief and reading technique to the reading comprehension is 0.162 or 16.2%. The adjusted R square shows 0.151 or 15.1%. The value F is 14.340 and the significance level showed 0.000 or in 1%, so, it can be concluded that the level of error is lower than 1%. It is clear that the outcome refuse the Null hypothesis and admit the alternative Hypothesis, that is reading technique and self-belief implicate to the college students' reading comprehension. It is similar with Shang (2010) found the connection among self-belief and reading comprehension. There is important intercourse among self-belief and reading comprehension. It is also analogous with the theory from Wong (2005) and Zang (1993) stated that applying reading technique and perceiving high self-belief are able to assist foreigner readers because they could attend as usefull manner of surmounting the difficulties in understanding of foreign language because of lack language and gaining the best reading achievement on language competence tests.

CONCLUSION

The result of the relation among reading technique use, self-belief and reading comprehension shows 0.403. The research found that the implication of self-belief and reading technique to the reading comprehension in the level of error is lower than 1%. It is known the outcome is significant in 1% significance degree. The research proved to refuse the null hypothesis and admit the alternative hypothesis. It is clear that reading technique and self-belief implicate to the students' reading

comprehension. Seeing from those results, reading technique use and self-belief is necessary and useful for reading comprehension. By using the appropriate reading technique and have high self-belief can help students to understand the text easily and they can achieve the better score in language competence test, especially in reading comprehension.

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