



**THE CORRELATION BETWEEN SELF-EFFICACY  
AND READING COMPREHENSION ABILITY  
OF THE SECOND YEAR TBI STUDENTS  
IAIN PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary  
Padangsidimpuan as a Partial Fulfillment of the Requirement  
for the Graduate Degree of Islamic Education (S.Pd) in English*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**



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2023**



## LETTER OF AGREEMENT

Term : Munaqasyah  
Item : 7 (seven) exemplars

Padangsidempuan, October 2022  
a.n. **Hafsaltul Mardiah Siregar**  
To: **Dean**  
**Tarbiyah and Teacher Training Faculty**  
In-  
Padangsidempuan

*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Hafsaltul Mardiah Siregar**, entitled “**The Correlation Between Self-Efficacy and Reading Comprehension Ability of the Second Year TBI Students IAIN Padangsidempuan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

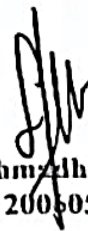
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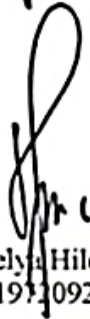
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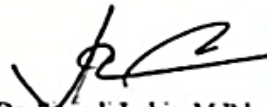


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## **LEGALIZATION**

**Thesis : The Correlation Between Self-Efficacy and Reading Comprehension Ability of the Second Year TBI Students IAIN Padangsidimpuan**

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**Title of Thesis : The Correlation Between Self-Efficacy and Reading Comprehension of the Second Year TBI Students IAIN Padangsidempuan**

#### ABSTRACT

This research discussed about the correlation between students' self-efficacy and reading comprehension ability of the second year TBI students IAIN Padangsidempuan. The students' problem in this research were: 1) the students are lack of self-efficacy in answering reading comprehension task, 2) the students are lack of motivation in learning, 3) the students are lack of patience, and vocabulary in comprehending reading comprehension text, 4) the students are confused in identifying the meaning of the word, sentence, paragraph, main idea, topic sentence, supporting sentence, and concluding sentence.

The formulation of the problems in this research were how is the self- efficacy of the second year TBI students IAIN Padangsidempuan?, how is the reading comprehension ability of the second year TBI students IAIN Padangsidempuan?, and is there any significant correlation between self-efficacy and reading comprehension ability of the second year TBI students IAIN Padangsidempuan?. The purposes of this research were to know self-efficacy, to know students ability in answering reading comprehension task and to find out the correlation between the students' self-efficacy and their ability in reading comprehension.

The kind of this research was quantitative research with correlational method. The population of this research was all the second year TBI students of IAIN Padangsidempuan. The sample of this research were 64 students or all the population from two classroom TBI-1 and TBI-2 taken by using total sampling technique. Further, the instrument of this research used for collecting the data were questionnaire and test in multiple choice forms.

To analyze the data, the researcher used Product Moment formula and t-test. After analyzing the data, the researcher found that the mean score of variable X was 86 and mean score variable Y was 50. Further, for the correlation, the score of  $r_{-xy}$  was more than  $r_{-table}$  ( $0.220 > 0.207$ ) in level significant 5%. It shown that there was the correlation between self-efficacy and reading comprehension in low correlational category. Based on the result of t-test, it was known that  $H_a$  was accepted and  $H_o$  was rejected, because the result of t-test is higher than  $t_{-table}$  ( $1.775 > 1.669$ ). It means that there is significant correlation between students' self-efficacy and students' reading comprehension of the second-year students' TBI IAIN Padangsidempuan.

***Key Words: Self-Efficacy, Reading Comprehension Ability***

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### **ABSTRAK**

Penelitian ini membahas tentang hubungan efikasi diri dengan kemampuan reading comprehension mahasiswa tadris bahasa inggris (TBI) tahun kedua IAIN Padangsidempuan. Masalah mahasiswa dalam penelitian ini adalah 1) kurangnya efikasi diri mahasiswa dalam menjawab soal reading comprehension, 2) kurangnya motivasi dalam belajar, 3) kurangnya kesabaran dan kosa kata dalam memahami teks reading comprehension, 4) mahasiswa kebingungan dalam mengidentifikasi makna dari kata, kalimat, paragraf, ide pokok, kalimat topic, kalimat pendukung, dan kalimat penutup. Dalam penelitian ini, peneliti ingin mengetahui seberapa signifikan hubungan antara efikasi diri dengan kemampuan reading comprehension mahasiswa tadris bahasa inggris (TBI) tahun kedua IAIN Padangsidempuan.

Rumusan masalah dalam penelitian ini adalah bagaimana efikasi diri mahasiswa TBI tahun kedua IAIN Padangsidempuan, bagaimana kemampuan reading comprehension mahasiswa TBI tahun kedua IAIN Padangsidempuan dan apakah ada hubungan yang signifikan antara efikasi diri dan kemampuan reading comprehension pada mahasiswa TBI tahun kedua IAIN Padangsidempuan. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana efikasi diri mahasiswa, bagaimana kemampuan siswa dalam menjawab tugas reading comprehension, dan untuk mengetahui hubungan antara efikasi diri siswa dengan kemampuan reading comprehension.

Jenis penelitian ini adalah penelitian kuantitatif dengan metode korelasional. Populasi dalam penelitian ini adalah seluruh mahasiswa tadris bahasa inggris tahun kedua IAIN Padangsidempuan. Sampel penelitian ini adalah 64 mahasiswa atau seluruh populasi dari dua kelas TBI-1 dan TBI-2 yang diambil dengan menggunakan teknik total sampling. Selanjutnya instrumen penelitian yang digunakan untuk mengumpulkan data adalah memberikan angket dan tes dalam bentuk pilihan ganda.

Untuk menganalisis data, peneliti menggunakan rumus Product Moment dan uji-t. Setelah menganalisis data, peneliti menemukan bahwa skor rata-rata variable X adalah 86 dan skor rata-rata variable Y adalah 50. Selanjutnya, untuk korelasi, nilai  $r_{xy}$  lebih besar dari  $r$ -table ( $0.220 > 0.207$ ) pada taraf signifikan 5%. Hal ini menunjukkan bahwa ada hubungan antara efikasi diri dan pemahaman membaca dalam kategori korelasi rendah. Berdasarkan hasil uji-t diketahui bahwa  $H_a$  diterima dan  $H_o$  ditolak, karena hasil uji-t lebih besar dari  $t$ -table ( $1.775 > 1.669$ ). artinya ada hubungan yang signifikan antara efikasi diri siswa dengan pemahaman membaca siswa tahun kedua TBI IAIN Padangsidempuan.

***Kata Kunci: Efikasi Diri, Pemahaman Membaca***

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Nothing in the world is perfect, I realizes that there are still many short comings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, December 2022

Researcher

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**REFERENCE**  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is an activity for searching some information by seeing the text. Reading is also can be one of someone's hobby, nowadays reading is not only as an activity but, in examination also found in the question to find the main idea from the text. From reading, someone can learn all subjects in learning. Someone will be able to read, comprehend what has been red, and develop what has been red with own language. Reading also affect in people knowledge because what everything that read by a person will be saved in the brain. So, in the future if something is related to the information person still remember.

In Indonesian learning, reading a text is ordinary when doing the examination, where the purpose of the question to make the students are able to find out the main idea from the text. So, in English learning has the same case. But this situation make some of the students are doubt in determine the main idea, because the students only read the text without comprehend the text well. Not all the students understand about the English text cause lack of vocabularies and lack of motivations.

In the English learning process, four skills must be owned, especially as an education English department. The skills are listening, speaking, reading, and writing. From those skills reading is the third stage in learning English include ability for language acquisition. Reading is one of the skills that should be mastered by the

students. It is crucial to get the information through the textbook or passage<sup>1</sup>. Then, reading is an easy skill to apply where it is only see a text then say orally. In daily life reading is important where reading also used in success academic.

Based on the explanation above, reading is not only the interaction between the reader and writer or saying the words, but it is an activity of catching the idea, information, and understanding about the written text. So, to comprehend a text deeply it is needed a reading comprehension.

Moreover, when talking about comprehension, it will talk about full understanding. Further, Harida<sup>2</sup> states that comprehension focuses on reading instruction, such as understanding words and building vocabulary, understanding sentences, sentence structure, and syntax, and understanding paragraph, which are include finding the main idea, topic sentences, supporting detail, drawing conclusion and construction what the read. It means that understanding spoken, written, or visual text is referred to as comprehension.

According to Nanda and Azmy reading comprehension is considered one of the most indispensable skills<sup>3</sup>. It means that reading comprehension is process of getting a text, getting idea, decoding from written text, receptive skills, analysis texts and get

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<sup>1</sup>William and L. Stoller Fredricka Grabe, *Teaching and Researching Reading*, ed. David N.Candlin and R.Hall, Second Edi (Great Britain: Routledge, 2011), <https://id1lib.org/book/2333651/4ad579>.

<sup>2</sup>Eka Sustri Harida, "Understanding Paragraph and Three Phases in Reading Comprehension" 4, no. 1 (2016): 102–13, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/issue/view/203>.

<sup>3</sup>Dodi Widia Nanda and Khairul Azmy, "Poor Reading Comprehension Issue In EFL Classroom Among Indonesian Secondary School Students: Scrutinizing the Causes, Impacts and Possible Solutions," *Englisia: Journal of Language, Education, and Humanities* 8, no. 1 (2020): 12, <https://doi.org/10.22373/ej.v8i1.6771>.



passages. In State for Islamic Studies Padangsidimpuan, Reading comprehension is one of the subject in English department. The purpose of learning reading comprehension are to analysis the topic, main idea, supporting detail, written text, short functional essay, and paragraph.

The students at TBI of the second year IAIN Padangsidimpuan have learnt the subject of reading comprehension I, II, and III. Based on the researcher's experience in the classroom in reading class when the lecture has explain the material it was an easily to comprehend but, if the lecture gives the task, some of the students fill the task is complicated, students confused and less on self-efficacy. Even though reading is an easier thing but if it is made in assignment it is difficult. One of thing that influence students in reading is reading motivation especially in self-efficacy, where the students do the task with the long text, the students are lazy to read all the passages, only read the important part.

Based on experience it is found that some students read the text and did not comprehend the text, in the other hand when examination and final test, the questions of the test are multiple choices. The students are confused to answer the question and less self-efficacy because the answer are similar each other. So, the students are unbelief with the answer.

Based on the previous interview with one of the students<sup>4</sup> at TBI of the Second Year, the researcher asked about the material in reading class and what are the material

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<sup>4</sup> Mujahidah Riski and Yunita permata Sari, "Private Interview on 10 April 13 : 00 Pm," (2022).

that less to comprehending, Some of the students have problems and difficulties in comprehend the English text. When the lecturer ask about the comprehending a material the students said that understood, but in fact when the lecture ask to do the task the students are confused. So that, this statement is student still lack of motivation. The problems are the students are unable to determine where the topic sentence, main idea, supporting idea, conclusion from the text in understanding paragraph.

The researcher found that the problems are caused of some the internal factor and external factor which influence the students' skills especially in reading comprehension. The external factor may come from lack of vocabulary and lack of prior knowledge. The internal factor also come from reading habit such as lazy and feeling uninterested in reading, Next, reading motivation such as self-efficacy. Several studies of self-efficacy is positively linked with reading achievement and one the factor that affected to be success in foreign language<sup>5</sup>. According to Bandura<sup>6</sup> Self-efficacy refers to confidence in one's skill to plan and carry out the steps necessary to achieve a particular goal. It means that self-efficacy comes from ourselves and appears by itself to reach after the thing that done. Beside it, one of the skill in english is reading. self-efficacy and interested in reading can be developed with practice model or cognitive skills such as reading strategies and to produce given attainment.

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<sup>5</sup>Maghfirotul Walidaini, "Self-Efficacy in Relation to Students' Reading Comprehension" 08 (2020): 28–37, <https://jurnal.ar-raniry.ac.id/index.php/englisia/article/view/6771/4772>.

<sup>6</sup> Albert Bandura, *Self-Efficacy The Exercise of Control* (Stanford Univercity, 1997), <https://id1lib.org/book/2708361/d4ef2e>.

The researcher has done the prior interview with seven of the students at English department of the second year of IAIN Padangsidempuan<sup>7</sup>, where the researcher asked about how much students' faith in answering reading comprehension task. From seven students the researcher found there are five students have the same answer and two students have a different answer. Where the result is the student has a high self-efficacy in doing reading comprehension task but sometimes the students feels her ability is decreasing. Even though when the students have a high self-efficacy in answering the task but the result is not as expected. Another student feel has a high self-efficacy in doing reading comprehension and always belief her ability to get the high score based on expectation<sup>8</sup>. It means that students who have a high level of self-efficacy may not always achieve the expected results when completing a task and vice versa for students to achieve satisfactory results their level of self-efficacy must be higher and they must have faith in their ability to succeed if they work hard it will definitely be better.

Based on description above, in term of reading the students have high self-efficacy will be easier in comprehend the text that have read and know the meaning deeply. The other hand the student who has low self-efficacy will be difficult to understand the text and read the text without getting more information from the text. Such as known self-efficacy belief of self-efficacy and how the students behave the reading text. Self-efficacy and the other internal factor will cause the students get

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<sup>7</sup> Yuli Arianggi, "Private Interview on 11th of April at 12 Pm" (2022).

<sup>8</sup> Mujahidah Rizki, "Private Interview on 11<sup>th</sup> of April at 12 p.m" (2022)

successful or failure in learning and motivate the students or make the students feel lazy in reading.

So, those problems above invite the researcher wants to conduct research about the relationship between self-efficacy and reading comprehension ability. it will be done to the second year students of TBI IAIN Padangsidempuan.

## **B. Identification of Problem**

Based on background of the problem above, there are some problems which can be identified by researcher, such as:

1. Some of students are lack of motivation in learning.
2. Some of the students are lack of patience in learning.
3. Some of the students are lack of confidence in learning.
4. Some of the students sometimes feel high self-efficacy is decreasing and sometimes students have high self-efficacy but got the score is not expected.
5. Some of the students are lack of reading interest.
6. Some of the students are lack of vocabulary to support their reading comprehension.
7. Some of the students did not read well only read the specific text.
8. Some of the students still confused in identifying the meaning of the word, sentence, and paragraph include synonym, antonym, structure of sentences, main idea, topic sentence, supporting sentence, and concluding sentence.

## **C. Limitation of the Problem**

Based on identification of the problem above, the researcher limited the problem on students' self-efficacy dimension they are magnitude, strength, and generality in analyzing the meaning of the word, sentence, and paragraph include synonym, antonym, structure of sentences, main idea, topic sentence, supporting sentence, and concluding sentence. It would be correlated to their reading comprehension.

#### **D. Definition of Operational Variable**

Based on the title of proposal above, this research is consisted of two variables, so that the definition of the variables as follows

##### 1. Self-Efficacy

Self-efficacy is the belief in one's own ability to succeed in accomplishing a desired result or objective. In this research, the researcher focuses on students' self-efficacy in reading comprehension

##### 2. Reading Comprehension

Reading Comprehension is the process of understanding deeply and constructing meaning from a text. In this research, the researcher focuses on how is the students' skill in reading comprehension.

#### **E. Formulation of the Problem**

Based on the explanation above, the researcher describes the formulation of the problem as follows:

##### 1. How is the self-efficacy of the second year TBI students IAIN Padangsidimpuan?

2. How is the reading comprehension ability of the second year TBI students IAIN Padangsidempuan?
3. Is there any significant correlation between self-efficacy and reading comprehension ability of the second year TBI students IAIN Padangsidempuan?

#### **F. Purpose of the Research**

Based on the formulation of the problems above, the purposes of this research are as follows:

1. To find out how is the self- efficacy of the Second year TBI students IAIN Padangsidempuan.
2. To find out how is the reading Comprehension ability of the Second year TBI student IAIN Padangsidempuan.
3. To examine about the significant correlation between self-efficacy and reading Comprehension ability of the Second year TBI students IAIN Padangsidempuan.

#### **G. Significances of the Research**

1. Theoretically

Hopefully, the result of this research is to improve background knowledge either for teacher or society. The researcher also expected to be positively and invaluable use, especially to have contribution for English teaching of development, to give more information to the reader about the correlation between students' self-

efficacy and reading comprehension at TBI-1 of the Second Year IAIN Padangsidempuan.

## 2. Practically

### a. For the students

The students can improve their self-efficacy and their ability in reading comprehension. Beside it, the students can give more information and consideration in their teaching and learning process in the future.

### b. For the teacher

The teacher can give additional information about the self-efficacy and reading Comprehension ability of the Second year TBI students of IAIN Padangsidempuan and tshe teacher excepted self-efficacy can be used as an effort in students reading comprehension also the teacher can give students motivation and suggestion to increase they believe.

### c. For the researcher

The researcher has known the skill of the students in reading comprehension also know the influence of students' self-efficacy can affect in reading comprehension. In other hand, the researcher can be consideration and give additional information to another researcher in the same case.

### d. For institute

The result of this research can be as a reference for another researcher related to the correlation between the self-efficacy and reading comprehension ability of the Second year TBI students of IAIN Padangsidempuan.

## **H. Outline of the Thesis**

The systematic of this research is divided into five chapter, each chapter contains of some sub chapters. The first chapter consists of introduction; background of the problem, identification of the problem, limitation of the problem, definition of operational of variables, formulation of the problem, purposes of the research, significances of the research, outline of thesis. The second chapter describes of the theoretical descriptions with some sub theory about students' self-efficacy and reading comprehension, review of related finding, frame work of thinking, hypothesis.

The third chapter includes of the research methodology, place and time of the research, research method, population and sample, instrument of the research, validity and reliability, technique of the collecting data technique of analysis data. The fourth chapter consists the result of research; that talking about the description data, hypothesis of testing. The researcher also has found that there are the significant correlation between students' self-efficacy and reading comprehension. The fifth chapter consists of conclusion and suggestion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Self-efficacy

###### a. Definition of Self-efficacy

According to Albert Bandura<sup>1</sup>, self-efficacy was originally defined as a rather specific type of expectancy concerned with one's beliefs in one's ability to perform a specific behavior or set of behaviors required to produce an outcome. It means that the result of someone's ability based on how it is taught or perceived and how far the beliefs are trusted by someone.

Self-efficacy is how people think of themselves, their level, their motivation, their affective state and actions determined by what they think they are capable of rather than the reality of what the actual<sup>2</sup>. It means that belief that are owned within the form of motivation, cognitive skill or ability to act are ways to achieve something that will be obtained and seen from the activities and the effort that carried out.

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<sup>1</sup> Bandura, *Self-Efficacy The Exercise of Control*. (Stanford University, 1997), <https://id1lib.org/book/2708361/d4ef2e>. P.3

<sup>2</sup>Maryam Habibian and Samsilah Roslan, "The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner ' S" 5 no 14, no. January (2014): 10, [https://www.researchgate.net/publication/272092837\\_The\\_Relationship\\_between\\_Self-Efficacy\\_in\\_Reading\\_with\\_Language\\_Proficiency\\_and\\_Reading\\_Comprehension\\_among\\_ESL\\_Learner's](https://www.researchgate.net/publication/272092837_The_Relationship_between_Self-Efficacy_in_Reading_with_Language_Proficiency_and_Reading_Comprehension_among_ESL_Learner's).

Maddux<sup>3</sup> stated that self-efficacy is a person's belief in what one can do with the skills. It means that a person believes a person can do or capable of doing something. Someone who has the high self-efficacy will find also the lowest self-efficacy in certain situation. However self-efficacy is not only about rating or skill, but how someone can control the way of thinking.

In additional, Dona et.all stated that self-efficacy is related to specific situation and tasks, which is not the case for related concepts like self-esteem, self-confidence and locus of control<sup>4</sup>. It means that self-efficacy is not a personality attributive, but a situational and task related to the characteristic that can be easily influenced.

According Ferrara<sup>5</sup> self-efficacy refers to individual assessment of how well the students think can accomplish a particular reading task and it is influence by how well the students have performed on similar task, including any accompanying feedback and encouragement receive. It means that self-efficacy is the process of how the students respond to the problems given whether the

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<sup>3</sup>James Maddux E, *Self-Efficacy, Adaptation, and Adjustment* (George Mason University: plenum press, 1995), 978-1-4757-6498-7.

<sup>4</sup>Dona Rahma, Dedi Sofyan, and Fernandita Gusweni, "The Correlation Between Reading Self-Efficacy and Reading Comprehension" 3, no. 1 (2019): 1–13, [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjsiuCkzvf0AhVmSmwGHbipDDoQFnoECAcQAQ&url=https%3A%2F%2Fejournal.unib.ac.id%2Findex.php%2FJEET%2Farticle%2Fview%2F6968&usg=AOvVaw2-6K8KJHqp3dcXc6-k\\_yL2](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjsiuCkzvf0AhVmSmwGHbipDDoQFnoECAcQAQ&url=https%3A%2F%2Fejournal.unib.ac.id%2Findex.php%2FJEET%2Farticle%2Fview%2F6968&usg=AOvVaw2-6K8KJHqp3dcXc6-k_yL2).

<sup>5</sup>Sandra L.Nes Ferrara, "Reading Fluency and Self-Efficacy: A Case Study," *International Journal of Disability, Development and Education* 52, no. 3 (2005): 215–31, <https://doi.org/10.1080/10349120500252858>.

accuracy is good or not it depends on the student's ability. Students' self-efficacy is reflected in the successful study of foreign language.

In sum up, self-efficacy is a self-assessment of how a person believes himself in his ability to perform certain tasks by believing he is able to do it in a certain situations.

### **b. Dimension of Self-efficacy**

According Bandura<sup>6</sup>, there are three dimensions of self-efficacy, they are magnitude, strength, and generally.

#### 1) Magnitude of self-efficacy

The magnitude of the effectiveness that is found in oneself refers to improve the behavior which is a step from the difficulties faced by someone to do something that the person believe is capable to solve that. Due to the degree of difficulty the task is faced. An individual's acceptance and confidence in a particular assignment may be limited to one simple, intermediate or difficult one. Each individual's perception will differ as to what le the difficulty of duty, it means that in this aspect someone will complete the task complicated based on individual's ability .

#### 2) Strength of Self-efficacy

Strength of this aspect is how confident one's skill. This has to do with an individual's resiliency and tenacity in carrying out their responsibilities.

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<sup>6</sup>Bandura, *Self-Efficacy The Exercise of Control*.

Individual's that have a strong believe and confidence in their abilities to complete a task will persevere the business despite many pro/blems and hurdles. A person's belief in self-efficacy influenced by the experience.

Individual's believes will be weakened as a result of their bad experiences. Individual's that are confident in the skills will persevere in the effort to communicate the challenges that the confront. This aspect is the lower of perceived confidence in completing the task. So, this aspect someone will confidence to complete the task. It means that in this aspect of someone to complete the task under pressure/condition.

### 3) Generality of self-efficacy

Generality refers to extent to get the best achievement or failure that influenced self-efficacy in expectancies individual. The ability that shown of an individual is a feeling. Moreover, the context shown is different be it through behavior, cognitive and affective. Individual that are able to express themselves have a high level of self-efficacy in a broad/task or specific fields. Individual with high self-efficacy is capable of completing task in variety of profession. In contrast, individual with have low self-efficacy tend to finish their work in only a few locations required to finish the tasks. It means that in this aspect someone is capable with the main task with other task silmutaneously in a certain time.

Based on the explanation above, can be concluded the three of dimensions of self-efficacy are connected each other, where magnitude will affect someone how big

the self-efficacy in himself, and then how strong someone in doing the task. So these dimensions will become a measurement how a person comfort self-efficacy in doing the task based on ability.

**c. Source of Self-efficacy**

Encyclopedia of human behavior the second edition Ramachandran examines there are five process of self-efficacy can develop, they terms are: mastery experiences, imagined experiences, social persuasion, and somatic/ emotional cues<sup>7</sup>.

1) Mastery experience

Mastery experiences are the most effective method of developing self-efficacy belief. The successful attainment of meaningful goals how powerful effects on self-efficacy beliefs if the people attribute the success to their own actions. It related to the individual success is to obtained an effect on his self-efficacy. In the other hand have to people who have success that comes from themselves, like effort and hardwork, they will usually be able to increase their self-efficacy.

2) Modeling/ Vicarious Experience

Modeling is generally not as effective at developing self-efficacy beliefs as achieving personal success, witnessing other people achieve success and perceive despite obstacle can hold inspire people to believe more in their own

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<sup>7</sup>V.S Ramachandran, *Encyclopedia of Human Behaviour*, ed. Mica Haley, Anna Gebicka, and Kate Mittel, Second Edi (University of California: Academic Press, 2012), <https://id1lib.org/book/5156390/00b03f>.

capabilities and to maintain a strong sense of self-efficacy when face with difficult circumstance.

3) Imagine Experience

Imagine experiences are another effective way of developing self-efficacy. It means that self-efficacy can improve success when by imagining our future success, which in wanting to do something. Shout fantasize the ability one has will bring one's success, it means always thinking positively that one can do it.

4) Social Persuasion

Social Persuasion is imagine that the success or failure of others can influence self-efficacy beliefs the encouragement or discouragement of other can help shape our benefit about our capabilities. Self-efficacy can also be acquired, strengthen, or wealth thorough social persuasion the impact may come from feeling, friend, parents and others.

5) Somatic / emotional

This is the least effective method of promoting self-efficacy beliefs, but can still play an important role in many situations. It refers to individual with a high level of emotion will influence of self-efficacy where feels pain, fatigue, and stimulates his ability to achieve success depending on one's physical and emotional level, due to a massive effect would interfee with ability when wants do something.

In sum up, self-efficacy can be sourced from five things, first mastery experience in the past and make a person more successful in doing the task because it is unusual thing. The Second source is modeling where a person will try to get the best self-efficacy based on another person's achievement and become a motivation to reach the same thing. Next source is from imagine experience, means that when someone imagine will past a problem successful, he will be able to bring it. Like a word "you can do it if you think you can ". Then the next source is social persuasion, this come from our environment it can be our family, friends or feelings that influenced our self-efficacy. The last source is somatic, where someone feels hard, exhausted in reach a successful.

#### **d. Process of Self-efficacy**

In self-efficacy there are some process that occur in self. Where, the process is related to each other. Process of self-efficacy means how the way or steps self-efficacy.

According to Bandura<sup>8</sup> there are four process of self-efficacy that can be developed, as follows :

##### 1) Cognitive Process

These cognitive effects have various forms. People who have a high sense of self-efficacy take a future time perspective in structuring their lives.

The stronger perceive self-efficacy the higher a target of the challenge/ task that

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<sup>8</sup>Bandura, *Self-Efficacy The Exercise of Control*.

will be chosen for individual and the stronger commitment attached to the individual.

2) Affective Process

The self-efficacy mechanism also plays a pivotal role in the self-regulation of affective states. It is related to one's belief in solving the problem or tribulation that influences one's stressfulness. It means in affective process is how do a person controls the anxiety, stressfulness, or depressions that hampering in reaching the goals.

3) Motivational Process

The capability for self-motivation and purposive action is rooted in cognitive activity. The most human motivation is cognitively generated, where people motivate themselves and guide their actions anticipatory through the exercise of fore thought. It is related how a person thinks optimistically in achieving the expectation goals.

4) Selection Process

People are partly the products of their environments by selecting their environment, people can have a hand in what they become. Choices are influenced by beliefs of personal capabilities. It is related to individual abilities to select appropriate behaviors and environments in achieve the expected goals. In selecting the right behavior and environment making individuals not confident, confused and easily give up in the face of problems.



Based the explanation above it can be concluded that in the process of self-efficacy, individuals evaluate their own skills using cognitive processes that are important for influencing how people understand events and make plans so that self-efficacy can influence their behaviors afterwards. The process of motivation, which is useful for creating beliefs about what an individual is capable of, is the next role. While the affective process is important for overcoming a lot of strain that people feel when they are confronted with challenges, those who have a lot of affection will be able to easily solve any existing difficulty. In addition, the choosing process is impacted.

So the process of self-efficacy influences each other so that people who having high self-efficacy will easily overcome all problems that arise facing him, while those who have low self-efficacy will be more easy to give up and easy to worry.

**Table 1.**  
**Indicators of Self-Efficacy<sup>9</sup>**

<b>Aspect</b>	<b>Indicator</b>
Level/Magnitude	Someone will complete the task based on his/her ability
Generality	Completing the main task with other tasks simultaneously in a certain time
Strength	Planning based on schedule confidence to complete work tasks under pressure/ conditions

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<sup>9</sup>Maddux E, *Self-Efficacy, Adaptation, and Adjustment*.

## 2. Reading Comprehension

### a. Definition of Reading

As source of knowledge and enjoyment, reading is one of the most important academic skills that pupils require. Reading is without a doubt the most crucial skill a kid can learn in order the success in school and in life. Furthermore in the context of English foreign learners, reading can be defined as the act of decoding, interpreting and comprehending information.

Reading is the process of seen and understand the content of what is written whether is verbally or only silently. According to Linse, reading is a combination of abilities that allows you to understand and deduce meaning from the written word<sup>10</sup>. It means that to decode printed text required and understanding what the reader read.

According to Brown, reading can be done visually<sup>11</sup>. Reading is activity of someone which is a text that is suddenly seen and immediately seen by the sense of sight and spoken whether in a book, magazine, article and the other. Chesla states that reading begins with the acquisition of meaning from written symbols<sup>12</sup>. It means by the reading symbols by reading the symbols in written language can provide information.

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<sup>10</sup>Caroline Linse T, *Practical English Language Teaching Young Learners*, ed. David Nunan (America, New York: McGraw-Hill, 2005), <https://id1lib.org/book/813485/e83d66>.

<sup>11</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Third Edit (Sans Fransisco: Pearsion Education, 2007).

<sup>12</sup>Elizabeth Chesla, *8th Grade Reading Comprehension Success*, First Edit (New York: Learning Express, 2001), <https://id1lib.org/book/813485/e83d66>.

Moats states<sup>13</sup>, that reading is the foundational ability that all formal education which is built on. According to research a child who does not acquire the fundamentals of reading at a child is less likely to learn them at all any child who does not learn to read early and well struggle to acquire other skills and information in school and life.

In addition, Johnson<sup>14</sup> stated that reading is the practice of using reading text to construct the meaning. The meaning of these two words is to create and have the meaning. It means that if there is no the meaning to create the text, reading will not occur. So that, reading is skill that can be developed and practice is one of the key to develop it.. However, reading can apply science or knowledge while also providing enjoyment. Reading is certainly important for everyone for a multitude of reasons and requirements. Reading entails not only pronouncing the words but also deciphering the meaning of the book.

From the explanation above it can be concluded that reading is one of the important skills that refers to an activity to understand and explore the information delivered by the author written media that involving visual and cognitive abilities. These abilities are needed to provide letter symbols so that can be understood and become meaningful to the reader.

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<sup>13</sup>Louisa C. Moates, *Teaching Reading Is Rocket Science* (Eric, 1978), <http://www.indiana.edu/~preschal>.

<sup>14</sup>Andrew P. (Andrew Paul) Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (America, New York: Rowman & Little Education, 2008), <https://id.id1lib.org/book/1102231/2a856d>.

**b. Definition of Reading Comprehension**

Readers must be able to build meaning by combining their own past knowledge with information from the text and also able to understand the concepts, recognize relationship, and recognize the structure of ideas. Because the aim of reading is comprehension where the readers must be able to remember and understand the content.

According to Sinha<sup>15</sup>, reading comprehension is the students' ability to understand the information and ideas presented in the passage is tested through questions with variety of answer choices. In the other hand reading comprehension refers to a person's ability that interpret standard written English, analyses complicated idea, and draw inferences from written material is tested more specially.

While, Jane et.al<sup>16</sup> stated that reading comprehension is a difficult undertaking that necessitates the coordination of a variety or cognitive skills and abilities. It means that a reader needs the background knowledge and skill in comprehend a text. In reading comprehension every person has different cognitive skills, so it is based on the abilities.

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<sup>15</sup>Nishit K.Sinha, *Verbal Ability and Reading Comprehension for the CAT, Encyclopedia of Giftedness, Creativity, and Talent*, Third Edit (Delhi: Pearsion Education, 2012), <https://doi.org/10.4135/9781412971959.n399>.

<sup>16</sup> Jane and Karsten Elbrow Jane Oakhil, Kate Cain, *Understanding And Teaching Reading Comprehension*, 2015, <https://www.pdfdrive.com/understanding-and-teaching-reading-comprehension-a-handbook-d184580656.html>.

Then, Namara<sup>17</sup> stated that reading comprehension is a skill of the students to understand and links between ideas provided in a text is related to comprehend. It means that focuses on the cognitive process involved in comprehending information. So reading comprehension means the ability to connect the idea from the first idea into the next ideas in every paragraph that related and able to make the conclusion by own words.

However, Gordon also states that reading comprehension is a context process that involves the successful or failure use of variety skills<sup>18</sup>. By reading should be able to recollect information after read. It means that a successful to get the information from a text that is failure or not, where if the reader has gotten the first information must be able in memorizing the content from the text.

In addition, Janette et.al<sup>19</sup> stated that reading comprehension is a previously complex meaning by coordinating a number of skill that refer to decoding, word reading, and fluency, as well as the integration of background knowledge, vocabulary and prior experience. It means that this skill can build a background of knowledge someone that related to reader identified some words in a passage and the fluency where the reader read a text.

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<sup>17</sup> Daniellw Namara, *Reading Comprehension Strategies* (New: Lawrence Erlbaum Associates, 2007), <https://id1lib.org/book/1068586/6f6400>.

<sup>18</sup> Gordon Wainwright, *How to Read Faster and Recall More* (Oxford: How to Books, 2007), <https://id1lib.org/book/769218/1206a8>.

<sup>19</sup>Janette K. Klingner Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, ed. Karen R. Harris and Steve Graham, New York, (The Guilford Press, 2007), <https://id1lib.org/book/822294/76d47a>. P.8

In sum up, the researcher concluded that reading comprehension is a process of activity that occurs when the reader understand a text by interpreting that from the reading with meaningful words that can be understood by the reader whether analyze the words, getting ideas and meaning in a passage.

### c. Purpose of Reading

Reading has a particular goal. The purpose of reading is to understand what the writer message<sup>20</sup>. By reading the reader will understand what the read to gain more about background knowledge slowly. While Elizabeth et.all stated that the aim of reading is as an motivation for everyone to read a txt whether the writing has meaning or not<sup>21</sup>. A text that has read will memorize and give the additional information soon especially in life.

In additional, Reading as a tool to find the more information based on context and meaning. Here some of the goals reading by Sangia, as follow<sup>22</sup>:

- 1) In activity, the material is caught by teacher and the students during the process of direct reading.
- 2) If the reader and writer are both effective and they have a close relationships there will an agreement on relative implication.

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<sup>20</sup>Richard K. Wagner, Christopher Schatschneider, and Caroline Phythian-sence, *Beyond Decoding The Behavioral and Biological Foundations of Reading Comprehension, Angewandte Chemie International Edition, 6(11), 951–952.* (New York: The Guilford Press, 2009), <https://id1lib.org/book/663051/f03ca4>.

<sup>21</sup>Chesla, *8th Grade Reading Comprehension Success*.

<sup>22</sup>Rohib Adrianto Sangia, “The Process and Purpose of Reading,” 2018, 1–8, <https://doi.org/10.31227/osf.io/2jnf8>.

- 3) To accommodate entry to the most important directions toward meaning or to follow these direction into the own abstract words.

Based on the explanation above the researcher make an inference the purpose of reading is to get the information and increase our knowledge because when you read a book or text will stuck in our brain, so when in another time the reader still remember what the reader have read.

#### **d. Types of Reading**

According to Brown, there two types of classroom reading performed, they are oral and silent reading and intensive reading and extensive reading.

##### 1) Oral and Silent Reading

Oral means directly, in oral reading you have reason to ask students orally at all beginning intermediate levels, oral beginning can.

- a) Serve as an evaluative check on bottom-up processing skills,
- b) Double as pronunciation check, and
- c) Serve to add some extra student participation if you want to highlight a certain short segment of a reading passage<sup>23</sup>.

Reading aloud is typically the only advantage for advanced levels. As a general rule, you want to use oral reading to accomplish these three goals because the negative effects of excessive oral reading may immediately be felt :

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<sup>23</sup>Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*.

- 1) While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph!).
- 2) It may have the outward appearance of student participation when in reality it is mere recitation<sup>24</sup>.

It is based on the students, because some of students while silent reading they will focus so they can comprehend what the text about. Then while in oral reading, some of the students did not focus.

## 2) Intensive and Extensive Reading

Intensive Reading is a reading approach in which students are expected to read a short material carefully and thoroughly in order to obtain the most understanding possible, while extensive reading is a method of language learning in which pupils read extensive texts and a huge amount of material in order to gain a general comprehension of the language<sup>25</sup>. It means that the reader is focused on the language rather than text, where the reader needs to read carefully to understand the meaning of the text. The reader reads in detail with specific form to get the information from the text.

Brown<sup>26</sup> stated that extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, essay, etc). It means that the reader is focused on the meaning not the language. Usually

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<sup>24</sup> Brown.

<sup>25</sup> David Nunan, *Practical English Language Teaching, Language*, vol. 57, 2003, [https://www.academia.edu/34135090/Practical\\_English\\_Language\\_Teaching\\_pdf](https://www.academia.edu/34135090/Practical_English_Language_Teaching_pdf).

<sup>26</sup> Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*.



the text that read by the reader is a long text and it is performed outside of the class, for example reading long article and essay. The reader read a text to obtain a general understanding to improve a general knowledge.

#### **e. Assessment of Reading**

Assessment is the process of determining how the students are developing in their learning so that appropriate decisions may be made about how to design and make schedule in classroom education<sup>27</sup>. Assessment can be gotten by the lectures from the students' activities such as contribution while learning, and doing the assignment. Assessment given by the lecturer to see how far the students' master and comprehend the learning material. Assessment will help the lecturer to see the students' development in every meeting.

Assessment is a tool to help the students evaluating the score in the schools. The indicators of reading comprehension are covering by the following sentences<sup>28</sup>.

- 1) Topic sentence is a sentence that refers to the main idea or message in the paragraph.

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<sup>27</sup>Madani Habib, "Assessment of Reading Comprehension," *Revista Romaneasca Pentru Educatie Multidimensionala* VIII, no. I (2016): 125–47, <https://doi.org/10.18662/rrem/2016.0801.08>.

<sup>28</sup>Dewi Fatimah Sitompul, Eka Sustri Harida, and Sojuangon Rambe, "Improving Students' Reading Comprehension through Guessing Strategy," *English Education : English Journal for Teaching and Learning* 7, no. 01 (2019): 127, <https://doi.org/10.24952/ee.v7i01.1658>.

- 2) Important information is facts or details about the text which it has great effect or value as specific information and piece of story that refers to accident, behavior and character of the actors, and the actors of the text.
- 3) Content of the message is global information that refers to a core of the story and problem in the text.
- 4) Meaning of difficult word/ idiom/ phrases in context meaning of difficult word/ idiom/ phrases in context is a word or phrase that refers to lexical and contextual meaning, idiom and pronoun that identifies a subject of the sentence.
- 5) Conclusion of the text is a sentence that refers to a summary, ending, moral, or learning and problems' solving in the story.

Based on explanation above researcher make a reference to make easy and clearly that assessment is the process of the students activity in classroom to see so far understanding through giving the evaluation. It refers to make a review, test, re-red, and the other, then after do the task counting the score based the students comprehending..

#### **f. Three level taxonomy of Reading Comprehension**

According to Brassell and Rasinski<sup>29</sup> there are three levels of reading comprehension they are literal comprehension, inferential comprehension, and critical comprehension.

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<sup>29</sup> T. Brassell, D. and Rasinski, *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*, 2008, <http://www.shelleducation.com>.

### 1) Literal Comprehension

The lowest of the three levels of comprehension, literal comprehension requires a reader to be able to recount or recollect details from a text. Character names and setting specifics are examples of literal understanding. The majority of the information needed for literal comprehension comes from the text itself. It is simple to assess recall understanding. When replying to a literal inquiry, the reader can either recollect or cannot recall the information from the text.

Literal comprehension refers to the amount of information provided in a written text. At the most basic level, the reader must be able to comprehend the meaning of words before recognizing the details of the message. After that, the reader must link the grammar theories to the main idea presented in the passage. Readers must sequence all of the information given in the chapter in the final step of literal comprehension.

### 2) Inferential Comprehension

The process through which a reader draws an implicit idea from a passage is known as inferential understanding. To establish generalizations, perceive relationships, and draw conclusions at the end of a story, the reader needs the ability to detect mood of the content, such as the authors' tone, purpose, and attitude. When using this comprehension level, the reader must think more deeply.

The ability to analyze written information and understand the text's underlying meaning is known as inferential comprehension. This data is then utilized to infer or identify deeper meaning that isn't presented clearly.

### 3) Critical Comprehension

Reading comprehension that is critical is a higher level of thinking. The author's knowledge should elicit an active response from the reader. The reader must be able to analyze the information and connect it to their prior knowledge. Additionally, the readers assess. Then. The ability to evaluate the accurate and inappropriate statements of information in a text is referred to as critical comprehension.

Based on explanation above the researcher make reference all three level of comprehension are important and need to be developed. However by reading only the facts in the text, a reader can demonstrate literal comprehension, but inferential comprehension requires the reader to comprehend what occurs in the background of the facts. Additionally, the reader is urged to read between the lines and try to assess the writer's messages.

### **g. Reading Material**

Reading material defined as written items created to be read. Reading materials are essentials since they are tools that support students in reading class.

In Harida there are three instructions of reading comprehension they are, understanding word, vocabulary, sentence, and paragraph.<sup>30</sup>

1) Understanding word and vocabulary

Biemiller and Boote<sup>31</sup> found that when words and easy-to-understand explanations are provided in context, understanding of those words increases and word meanings are better learned. When an unknown word is likely to impair comprehension, the best time to introduce the word's definition may be right when it appears in the text.

Understandings of words that children have, such as processing and encoding symbols into words, rhyming, word families, grouping sections of words, vocabulary, synonym, antonym, recognizing high-frequency words, and recognizing familiar and unfamiliar words.

Vocabulary knowledge aids in activating and building background knowledge to make connections to text, and having vocabulary knowledge can increase reading comprehension and fluency while reading.

2) Understanding sentence

A sentence is a group of words that use to convey the ideas. Each sentence is made up of one or more clauses and expresses a complete

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<sup>30</sup> Eka Sustri Harida, "Authentic Assessment for Reading Comprehension," *English Education* 3, no. 02 (2015): 1–15, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/issue/view/204>.

<sup>31</sup> Andrew Biemiller and Catherine Boote, "An Effective Method for Building Meaning Vocabulary in Primary Grades" 98 (2006): 44–62, [https://www.researchgate.net/publication/247410360\\_An\\_Effective\\_Method\\_for\\_Building\\_Meaning\\_Vocabulary\\_in\\_Primary\\_Grades](https://www.researchgate.net/publication/247410360_An_Effective_Method_for_Building_Meaning_Vocabulary_in_Primary_Grades).

thought. There are four basic kinds of sentences are simple, compound, complex, and compound complex<sup>32</sup>. The explanation as follows:

a) Simple sentence

A simple sentence is one independent in clause and can't not take another clause.

Example : “ I always wanted to become a teacher” (one clause-one verb)

b) Compound sentence

Compound sentences require multiple independent clauses without subordinate clauses. Use some specific conjunctions, punctuation, or both to combine these phrases. Example : “I always wanted to become a teacher and he wanted to become a police” (two independent clauses- two verbs).

c) Complex sentence

Complex sentences also have multiple clauses, one of which must be an independent clause and the other / others must be (a) subordinate clauses. There are also some specific connectors for complex statement clauses that are connected Example : “I know that you always wanted to be a teacher”. ( Here, a dependent clause is

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<sup>32</sup> Hogue Alice Oshima, *Writing Academic English, Pearson Longman*, Fourth, n.d., [https://www.academia.edu/34852184/Oshima\\_alice\\_hogue\\_ann\\_writing\\_academic\\_english](https://www.academia.edu/34852184/Oshima_alice_hogue_ann_writing_academic_english).

followed by a connector and an independent clause. The other way around is also possible.)

d) Compound Complex Sentence

A compound complex sentence) is a mixture of compound sentences and compound sentence features in one sentence. Therefore, it must contain at least two independent clauses and at least one dependent clause. Example : “I know that you always wanted to become a teacher, but I always wanted to become a police”. (Here, one dependent clause is followed by a complex connector and two independent clauses with a compound conjunction between them.)

3) Understanding Paragraph

A paragraph is a collection of related sentences that describe one (and generally only one) central theme. A paragraph might be as little as one sentence long or as many as ten sentences long. Although the quantity of phrases is unimportant, the paragraph should be long enough to clearly convey the main topic.

There are three type components of paragraph, they are topic sentence, supporting sentence and concluding sentence.

a) Topic sentence

The topic sentence states the main idea of the paragraph. It is not only names the topic of the paragraph, but it also limits the

topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called the controlling idea. Notice how the topic sentence of the model states both the topic and the controlling idea.

b) Supporting sentence

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. Following are some of the supporting sentences that explain the topic sentence about gold.

c) Concluding sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.



**Table.2**  
**Indicator of Reading Comprehension<sup>33</sup>**

Component	Indicator	Sub Indicator
Literal Comprehension	Understanding word, vocabulary	1. Synonym 2. Antonym
Inferential Comprehension	Understanding sentences	3. Sentence's structure
Critical Comprehension	Understanding paragraph	4. Main idea 5. Topic sentence 6. Supporting sentence 7. Concluding sentence

These indicators were adopted from Brassel and Harida<sup>34</sup>

## B. Review of Related Finding

This research is not the first research that had been done. There are some research that related to this research, as follow:

The first research is Ningsih. Based on data analysis research found that the students' self-efficacy was categorized into "good category", in the students' reading comprehension was categorized into "enough category". the result was gotten that "r" ser 0.374 was higher than "r" table either at 5% or 1% level of significance (0.288<0.374>0.372). it can be concluded that H<sub>a</sub> was accepted while H<sub>o</sub> was rejected.<sup>35</sup>

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<sup>33</sup> Brassell, D. and Rasinski, *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*.

<sup>34</sup> Harida, "Authentic Assessment for Reading Comprehension."

<sup>35</sup>Tri Kurniawati Ningsih, "The Correlation Between Sel-Efficacy and Reading Comprehension of Second Grade Students at SMA N 1 Moro Karimun" (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2014), <http://repository.uin-suska.ac.id/4742/>.

The second research is Fitri, et.al<sup>36</sup>. The research was calculated by using Pearson Product Moment in SPSS 15. The result shows that there is a significant correlation between reading self-efficacy and reading comprehension. The score of significance level is  $< 0.05$  ( $0.000 < 0.05$ ) which means that  $H_a$  was accepted and  $H_0$  was rejected. So, it can be inferred that the higher the reading self-efficacy, the higher the reading comprehension. It means that there is a significant correlation between self-efficacy and reading comprehension of twelfth grade students of science class at SMAN 5 Bengkulu.

The third research by Pratiwi<sup>37</sup>, based on the data analysis, it was found that the result of the calculation in the correlation, it from the results of the calculated r count (0.632) higher than r table (0.3173) N 65 with a significant value of 0.01. The influence of self-efficacy and reading comprehension is 63.2%. So that there is a high correlation between variable X and Y, 2) In the contribution, it for the value of f table with numerator 63 and denominator 1 is 3.99. Obtained the f count value of 41.886. So that there is significant contribution  $41.886 > 3.99$ . The increase of self-efficacy be followed by reading comprehension using formula  $Y = a + bx$  ( $Y = 33.537 + 1.220x$ ) shows that the value of b is positive, that is 1.220, this shows the increase in the value of the questionnaire that represents self-efficacy contributed to the increase in reading

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<sup>36</sup>Dona Rahma Fitri E., Dedi Sofyan, and Fernandita Gusweni Jayanti, "The Correlation between Reading Self-Efficacy and Reading Comprehension," *Journal of English Education and Teaching* 3, no. 1 (2019): 1–13, <https://doi.org/10.33369/jeet.3.1.1-13>.

<sup>37</sup>Nadya Pratiwi, "A Correlation Study Between Self Efficacy and Reading Comprehension of the Eight Grade Students OF SMP N 2 Ambarawa in the Academic Year 2019/2020" (IAIN Salatiga, 2020), <http://e-repository.perpus.iainsalatiga.ac.id/10071/>.

comprehension value. It means that there is a significant correlation between self-efficacy and reading comprehension of the eight grade students of SMP N 2 Ambarawa.

The fourth research is Tahti<sup>38</sup>, where the result of the correlation is 0.451. From the data analysis, the hypothesis t-count and t-table in the data is t-count = 2.316. t-table = 1.721. From this result, it can be seen if the t-count > t-table so, nul hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there is a relationship between student's self-efficacy and student's reading comprehension in the first-grade of MAN 2 Kota Serang.

The fifth research is Wahyono, et.al<sup>39</sup>. There were 35 students as the sample and used questionnaire and test to take the data. The questionnaire used for collecting the data of students' self-eficacay and test used for collecting the data of students' reading comprehension. The result of this study shows that the correlation between students' self-efficacy (X) and reading comprehension (Y) is 0.445. There are 44% of students' reading comprehension is influenced by the rest of the kid's self-efficacy other things have a part to play. The conclusion is significant and there is positive correlation between students' self-efficacy (X) and reading comprehension (Y). self-efficacy take role in the success of students in comprehending English text.

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<sup>38</sup> Ermayani Tanti, "The Correlation between EFL Students' Self-Efficacy and Reading Comprehension at the First Grade Students of MAN 2 Kota Serang" (UIN Sultan Muhammad Hasanuddin Banten, 2020), <http://repository.uinbanten.ac.id/5552/>.

<sup>39</sup>Sugeng Wahyono, "The Correlation between Students' Self-Efficacy, Lexical Meaning Mastery and Reading Comprehension and Its Implication in Teaching Reading," no. 1 (2016), <https://digilib.uns.ac.id/dokumen/download/53707/MjMxMji0/The-Correlation-Between-Students-Self-Efficacy-Lexical-Meaning-Mastery-And-Reading-Comprehension-And-Its-Implication-In-Teaching-Reading-A-Correlational-Study-in-SMA-Negeri-Kebakramat-in-the-Academ>.

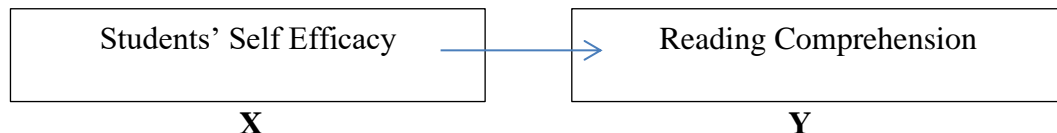
From the previous findings reviewed have similarities with this study, so based on above, the researcher want to conducted thatthere are some correlation between students' self-efficacy and reading comprehension of the second year TBI IAIN Padangsidempuan.

### C. Framework of Thinking

Reading comprehension is the part of cognitive skill that has to be mastered and build someone to recognize the meaning of the word to each other and give more information. Self-efficacy is one of the part motivation that belief to themselves especially where do the task. It is also important where the reader can help the reader when the read passage by confident. Self-efficacy in reading can also be supported by clear instructions in the materials before reading. As long as people continue to believe in their ability to perform certain activities, they will remain accustomed to that belief.

A person's academic beliefs, especially his ability to read, are related to motivation. In other words, the beliefs that individuals hold about their abilities and the results of their efforts influence in large ways how they will behave to determine children's success in learning reading comprehension.

Based on the explanation above can be assumed that there is correlation between students' self-efficacy and reading comprehension.



#### **D. Hypothesis**

Based on the frame of thinking above, the researcher formulates the hypothesis as follow:

1. There is a significant correlation between self-efficacy and reading comprehension ability of the second year TBI tudents IAIN Padangsidimpuan. ( $H_a$ )
2. There is no significant correlation between self-efficacy and reading comprehension ability of the second Year TBI students IAIN Padangsidimpuan. ( $H_o$ )

## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. Place and Time of the Research**

The research have been taken place in IAIN Padangsidimpuan, the located is JL.T Rizal Nurdin No. Km 4, RW.5, Sihitang, Padangsidimpuan Tenggara, Sumatera Utara. Then, the process of arranging this research was began from November 2021 until Desember 2022.

#### **B. Research Method**

The kind of this research method was quantitative research with the type is correlational research, where the researcher wanted to see the correlation between two variables with the data that obtained from two variables. It is to see the correlation self-efficacy and reading comprehension ability of the second year TBI students of IAIN Padangsidimpuan.

#### **C. Population and Sample**

##### **a. Population**

Population is a generalization area consisting of objects and subject that have certain qualities and characteristics that determined by the researcher to be studied and draw the conclusion. Population is also not only the number of the object and subject studies but include the all characteristics property.

The population of this research is the students of the second year TBI IAIN Padangsidimpuan which show as follows.

**Table 3.**  
**The population of the second year TBI IAIN Padangsidempuan<sup>48</sup>**

No	Class	Students
1	TBI-1	29
2	TBI-2	35
<b>Total population</b>		<b>64</b>

b. Sample

Sample is one of the parts in population which sample is the process to select a number of individual parts to represent a larger group for them to be selected. In this research the researcher used total sampling. Total sampling is a sampling technique where the number of samples is the same with the population. The population is less than 100 the entire population is used as a research sample. So, in this research, a sample that is used is 64 people.

#### **D. Instrument of the Research**

Instrument of the research is one the point that important in this research as tool for the researcher to collect the data. Instrument is a tool for obtaining relevant for research. There are many alternative ways to choose from to obtain research data. Based on this research, the researcher uses two instrument, they are questionnaire for self-efficacy and test for reading comprehension.

a. Questionnaire

Questionnaire is one of the techniques to collect the data. Questionnaire is collecting the data indirect. It means that the researcher did not ask the question with

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<sup>48</sup> Riski and Sari, "Private Interview on 10 April 13 : 00 Pm."

the respondent directly. Based on the researcher, this research used Likert scale to know the statement of the behavior, opinion, attitude and perception.

**Table 4. Self-Efficacy Likert Scale**

<b>Statement</b>	<b>Favorable</b>	<b>Unfavorable</b>
SS (Strongly Agree)	4	1
S (Agree)	3	2
TS (Disagree)	2	3
STS (Strongly Disagree)	1	4

The scaling method developed by the researcher using three answer choices, where the aspects of constructing this scale of this research are level, generality, and strength. This scale consists of 30 items.

**Table 5.**  
**Indicators of Self-Efficacy<sup>49</sup>**

<b>Aspect</b>	<b>Indicator</b>	<b>No item</b>	<b>Total</b>
Level/Magnitude	Someone will complete the task based on his/her ability	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	11
Generality	Completing the main task with other tasks simultaneously in a certain time	12, 13, 14, 15, 16, 17	7
Strength	Planning based on schedule confidence to complete work tasks under pressure/ conditions	18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	12
Total		30	

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<sup>49</sup>Maddux E, *Self-Efficacy, Adaptation, and Adjustment*.



## b. Test

Test is one of the most that commonly used in assessment education to carryout test. Test is the part of the instrument. Test also process of using to get the data score that systemically measure for instances behavior by asking a series of question. Test designed by quality, ability, knowledge and skill.

The researcher used multiple choice tests to know students reading comprehension ability. There are 50 items of multiple choice questions.

**Table.6**  
**Indicator of Reading Comprehension**

<b>Component</b>	<b>Indicator</b>	<b>Sub Indicator</b>	<b>Item</b>
Literal Comprehension	Understanding word, vocabulary	1. Synonym 2. Antonym	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15,16, 17
Inferential Comprehension	Understanding sentences	3. Sentence's structure	18, 19, 20, 21, 22, 23, 24, 25, 46, 47, 48, 49, 50
Critical Comprehension	Understanding paragraph	4. Main idea 5. Topic sentence 6. Supporting sentence 7. Concluding sentence	26, 27, 28, 29, 30, 31, 32, 33, 34,35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45
<b>Total</b>			<b>50</b>

## **E. Validity and Reliability**

### **a. Validity**

Validity is a term that defines the ability of an instrument to measure what it wants to measure. Validity is the extent to which a test measures what it claims to measure. It means that validity is talking about the durability of measuring device to get the data.

The researcher used test instrument in which questions were based on categories studied in reading comprehension of the second year TBI students of IAIN Padangsidempuan.

#### **1) Questionnaire**

In this research, the researcher would use content validity to establish validity of the instrument. Content validity is regarding the content and format of the instrument. It means that more that trump of a test in hindsight of the content is the test.

In questionnaire, the researcher make 30 items before valid for self-efficacy and will be checked by a psychologist's lecture in state Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan by a validator letter. So, the validator provides several revisions regarding the statements that have been made after which it provides a value according to the questionnaire assessment letter.

The revision provided by validator is only to adjust the statement sentence according to the correct spelling. All of the statements in the

questionnaire are correct with the initial number of 30 statements and none of them are invalid. So that, the researcher uses all statement items that have been validated to be used as instrument in this research where consist of 30 items.

## 2) Test

In this research, the researcher used item validity for reading comprehension test. Item validity is the extent to which an individual item measures what it purports to measure. The test would be validated by correlation biserial formula. It will be explain below:

$$R_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Where:

R<sub>pbi</sub>: Coefficient item validity

M<sub>p</sub> : Mean score

M<sub>t</sub> : Mean score of the total score

SD<sub>t</sub> : Standart Devition of total score

Examination of validity done by comparing  $r_{count}$  with  $r_{table}$  of product moment to show how far the test can be testing to get the data. With criterion of  $r_{count} > r_{table}$  test classified was valid. The calculating of the validity could be seen in appendix IV

It is for reading comprehension that established by the test as the representative which was provided by the researcher. In this research, the researcher had used item validity to find out the validity of instrument. Item validity is a part of the test as a totally to measure the test by items. The researcher used multiple choice tests to know students reading comprehension. There are 60 items of multiple choice questions before valid and 50 items of multiple choice questions after valid. The number of valid could be seen in appendix IV on table.

b. Reliability

Reliability is the quality that essential in any kind of measurement. Reliability is the ability of measuring instrument to remain consistent despite change in time<sup>50</sup>. An instrument has an adequate level of reliability, if the instrument is used to measure the aspect measured several times the result remain the same.

For reliability, this research used formula to calculate the magnitude of the reliability coefficient of description item was the *Alpha Cronbach* formula, where this research was reliable with the formula of below:

$$r_{11} = \left( \frac{k}{k-1} \right) = \left( 1 - \frac{\sum s_i^2}{s_t^2} \right)$$

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<sup>50</sup>Syahrum & Salim, *Metodologi Penelitian Kuantitatif*, ed. Rusydi Ananda (Bandung: Ciptakapustaka Media, 2014), <https://id1lib.org/book/5686386/c97e9a>.

$r_{11}$  : Reliability

$k$  : The number of scale items

$\sum s_i^2$  : The variance associated with item  $i$

$s_t^2$  : The variance associated with the observed total scores

**Table.7**

**The Table of Classification of Test Reliability**

No	Reliability( $r_{11}$ )	Description
1	$0 < r_{11} > 0.2$	Lowest
2	$0.2 < r_{11} > 0.4$	Low
3	$0.4 < r_{11} > 0.6$	Medium
4	$0.6 < r_{11} > 0.8$	High
5	$0.8 < r_{11} > 1.02$	Highest

The result that have been obtained were  $r_{11}$  0.9797, so that it could be concluded the description of reliability was highest and be declared reliable.

The calculating could be seen in appendix v.

## **F. Technique of Data Collecting**

In collecting the data, in this research is through questionnaire and test.

### a. Questionnaire of Self-efficacy

The procedure of collecting data as follows:

- 1) The researcher prepared the questionnaire sheet

- 2) The researcher contacted all respondent/sample and make WhatsApp group to for helping in collecting data. Then the researcher asked permission to do the research with them until finish.
- 3) The questionnaire was done by online using Google form. The researcher prepared the form of questionnaire
- 4) The researcher sent the link of questionnaire form into WhatsApp group.
- 5) The researcher asked the respondents/samples to answer the questionnaire
- 6) The researcher saw the respondents' answer on google form to analyze it.

b. Test for Reading Comprehension

- 1) The researcher prepared the test
- 2) The researcher made the test on google form. The kind of test was multiple choice
- 3) The test was done by online also google form.
- 4) The researcher sent the google form test link into whatsapp group
- 5) The researcher asked the respondent/samples to answer the test
- 6) Giving chance to the students to answer the test.
- 7) The researcher saw the respondents' answer on google form to analyze it.

From these questionnaire and test would know the students' answer and make a research report.

## G. Technique of Analysis Data

After collecting the data, the researcher analyze the data. The researcher uses quantitative formula because this research is quantitative research. The steps of analyzing the data are :

1. The researcher checked of all the sample work sheets on google form and see the scores.
2. The researcher noted scores in tables and analyze it by using descriptive statistic to find the meanscore, highest, lowest, mean, and median.

**Table 8.**  
**The Table Interpretation of Means Score**

No	Interval	Predicate
1.	80 – 100	Very good
2.	60 – 79	Good
3.	50 – 59	Enough
4.	40 – 49	Less
5.	0 – 39	Fail

The next is to find the correlation between the variables. It is to determine correlation between self-efficacy and reading comprehension by using the formula of correlation “r” product moment as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Description:

R<sub>xy</sub> : Coefficient of correlation

N : The number of sample

$\Sigma X$  : The sum of scores in X – distribution

$\Sigma Y$  : The sum of scores in Y – distribution<sup>51</sup>

The result should be appropriated with interpretation to the index of product moment of correlation. The interpretation of the result could be seen in the following table:

**Table 9.**  
**Criteria Score Interpretation of Correlation**

Percentage	Criteria
0.00-0.199	Very low correlation
0.20-0.399	Low correlation
0.40-0.599	Enough correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation <sup>52</sup>

After knowing the correlation of both variables, it needs to find the contribution of self-efficacy to students' reading comprehension. To know the contribution of coefficient correlation between variable X and Y, it can be defined using Formula Determine Correlation:

$$Kp = r^2 \times 100\%$$

Description:

Kp: Determine Correlation

r : Coefficient correlation

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<sup>51</sup>Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, ed. Mara Samin Lubis, Revision E (Medan: Perdana Publishing, 2015).

<sup>52</sup>Sugiyono, *Statiska Untuk Penelitian* (Bandung: Alfabeta, 2007).



The last is to examine the significanses correlation variable X and Y, it was done by t.test as follow:

$$T = \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-(r_{xy})^2}}$$

Description:

T : result of t-test

n : total of sample

$r_{xy}$  : coefficient correlation between X dan Y

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

In this chapter, this research discussed the result of testing, in order to evaluate the correlation between self-efficacy and reading comprehension ability of the second year TBI students of IAIN Padangsidimpuan. The researcher has calculated the data by using descriptive method. Applying the quantitative analysis, this research used the formulation “r” product moment. Then the researcher described the data as follow:

#### **A. The Description of Data**

To facilitate understanding of the result of this study, the data were described by sequence of variables. Description of research result was started from variable (X) which was Self-efficacy, and variable (Y) which was Reading Comprehension. IN this part, the researcher showed the result or score of both of the variable.

##### **1. Students' Self-Efficacy**

In this part, this research showed the result of the research that has been done to the dependent variable that was Self-Efficacy. The researcher presents 30 items questionnaire in this research.

After calculating the scores, it was found that the highest score was 100 and the lowest score was 55 (see appendix XII ). To complete this research, it was needed for the researcher to calculate the mean score was 86 , the median score was 87, the mode score was 88.3 where mean was the score which represent the general value that was the achieved by the students.

Meanwhile, median was the score in the middle of the score which divides a distribution of data into two equal part and mode was a score which has the most frequency. So, the specification calculation was described in the table below.

**Table 10.**  
**The Resume of Variable Score of Self-Efficacy**

<b>NO</b>	<b>Statistic</b>	<b>Variable</b>
1	High Scores	100
2	Low Score	55
3	Range	45
4	Interval	6
5	Mean Score	86
6	Median Score	87
7	Mode	88.3

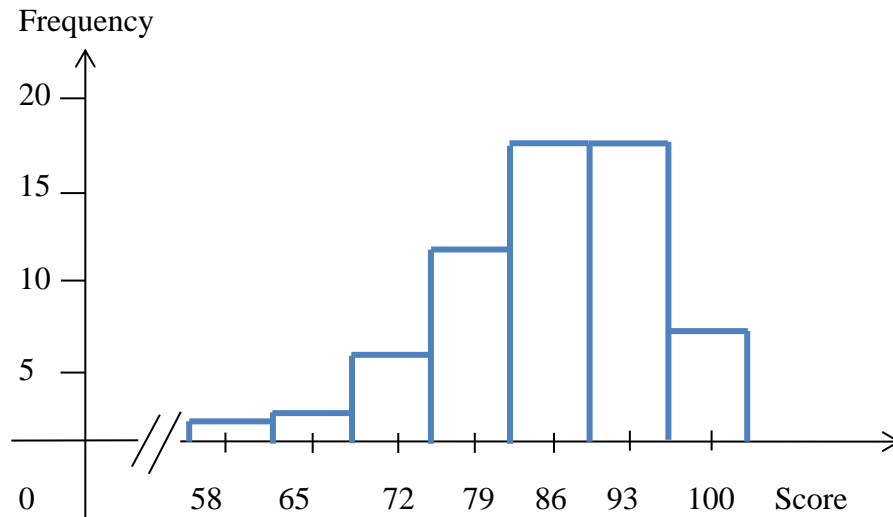
Based on the table 10, the conclusion of the result from the students' answer. It showed that mean score was 86 it means that the students' self-efficacy was very good category. Then, the computed frequency distribution of students' score of group can be applied into table frequency distribution as follow.

**Table 11.**  
**The Frequency Distribution of Students' Self-Efficacy**

No	Interval	Mid Point	Frequency	Percentage
1	55-61	58	1	2%
2	62-68	65	2	3%
3	69-75	72	6	9%
4	76-82	79	12	19%
5	83-89	86	18	28%
6	90-96	93	18	28%
7	97-103	100	7	11%
$i = 7$		553	64	100%

Based on the table 11, it was known that the variable revelation of students' self-efficacy showed the respondent an interval 55-61 were 1 student (2%), interval 62-68 were 2 students (3%), interval 69-75 were 6 students (9%), interval 76-82 were 12 students (19%), interval 83-89 were 18 students (28%), interval 90-96 were 18 students (28%), and the last interval 97-103 were 7 students (11%).

In order to get a description of the data clearly and completely, the researcher presented of them in histogram on the following figure.



**Figure 1:**  
**The Histogram of Self-Efficacy**

In the histogram it can be seen that most of students has good self-efficacy, it is for 86-93 % where the interval 83-89 were 18 students and the percentage was 28%. It can be said that the curve was normal. The degree of students' (respondent) in agreement of self-efficacy were the highest at the middle position.

## 2. Students' Reading Comprehension

The resume score of variable Y of the second year IAIN Padangsidimpuan has been gotten as table below.

**Table 12.**  
**The Frequency Distribution of Students' Reading Comprehension Ability**

NO	Statistic	Variable
1	High Scores	100
2	Low Score	18

3	Range	82
4	Interval	14
5	Mean Score	50
<b>NO</b>	<b>Statistic</b>	<b>Variable</b>
6	Median Score	58.4
7	Mode	49.28

Based on the table above, the researcher got high score was 100, low score was 18, mean score was 50, median score was 48, mode score was 40, and interval class was 12. The data could be seen (appendix XIII). The calculation of means score of students' reading comprehension ability was enough category, to know the relavation of data was done to group the variable score of students' reading comprehension ability.

Then, the computed of frequency distribution of the students score can be applied in to frequency distribution as follow:

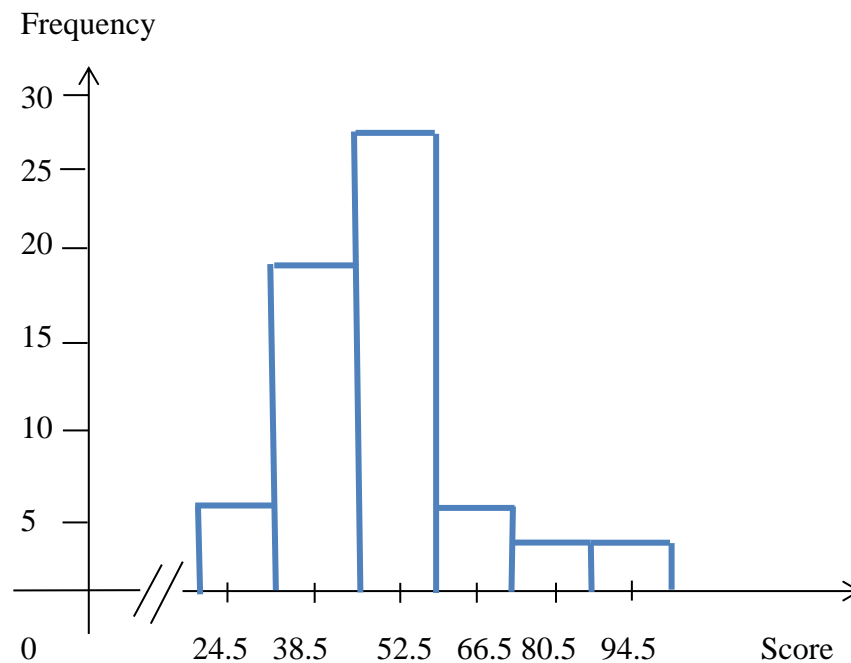
**Table 13.**  
**The Frequency Distribution of Reading Comprehension**

<b>No</b>	<b>Interval</b>	<b>Mid Point</b>	<b>Frequency</b>	<b>Percentage</b>
1	18-31	24.5	6	9%
2	32-45	38.5	19	30%
3	46-59	52.5	27	42%
4	60-73	66.5	6	9%
5	74-87	80.5	3	5%

6	88-101	94.5	3	5%
i = 14		357	64	100%

Based on the table above, it was known that the variable revelation of students' reading comprehension showed the respondent an interval 18-31 were 6 students (9%), interval 32-45 were 19 students (30%), interval 45-59 were 27 students (42%), interval 60-73 were 6 students (9%), interval 74-87 were 3 students (5%), and the last interval 88-101 were 3 students (5%)

In order to get a description of the data clearly and completely, the researcher present of them in histogram on the following figure.



**Figure 2:**  
**The Histogram of Reading Comprehension**

Based on the histogram above, it can be seen that most of the students in the 52.5% , it is on the enough level category where the interval 45-59 were 27 students and the percentage was 42 %. It can be said that the curve was normal. The degree of students'(respondent) in agreement of reading comprehension were the highest at the middle position.

## B. Analysis Data

### 1. Normality Test

To analyze the data was normal or not, the researcher used Chi-Square formula. Normality test was as the requirement of test before go to the testing hypothesis. Based on the table below with  $n = 64$  and taraf significant 5 %. It meant that data X and Y were distributed normal (appendix XII&XIII).

**Table 14.**

#### Normality of Data X and Data Y

Class	Normality Test	
	t <sub>count</sub>	t <sub>table</sub>
Data X	9.963	12.59
Data Y	9.762	11.07

Based on the table above, the researcher found that  $X^2 \text{ count} < X^2 \text{ table}$  ( $9.963 < 12.59$ ) with degree of freedom (dk)  $7-1 = 6$  and significant level  $\alpha = 5\%$ .  $Y^2 \text{ count} <$



Y2 table ( $9.762 < 11.07$ ) with degree of freedom (dk)  $6-1 = 5\%$ . Distribution of data X and Y (Self-Efficacy and Reading Comprehension) were normal.

## 2. The Correlational Result

Before testing hypothesis, first performed the calculation of the scores obtained by the respondents as below :

$$\Sigma X = 5480 \qquad \Sigma X^2 = 475004$$

$$\Sigma Y = 3182 \qquad \Sigma Y^2 = 179188$$

$$\Sigma XY = 274886$$

By using the values above, calculated the value of correlation between variable X dan Y explained below :

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N(\Sigma X^2 - (\Sigma X)^2) - (NY^2) - (\Sigma Y^2)}}$$

$$\frac{64(274886) - (5480)(3182)}{\sqrt{64(475004) - (5480^2)64(179188) - (3182^2)}}$$

$$\frac{17592704 - 17437360}{\sqrt{(30400256 - 30030400)(11468032 - 10125124)}}$$

$$\frac{155344}{\sqrt{(369856)(1342908)}}$$

$$\frac{155344}{\sqrt{49668258124800}}$$

$$\frac{155344}{7047571}$$

$$= 0.220$$

So, based on the calculation of variable X and Y by  $r_{xy}$ , the researcher got  $r_{xy} = 0.220$ . The calculating product moment by getting correlation coefficients  $r_{xy} = 0.220$  was smaller than  $r_{table} = 0.207$  on 5% significance. The result showed that there was low correlation between variable X and Y. It has been written in the table of coefficient correlation interpretation below :

**Table 15.**  
**Criteria Score Interpretation of Correlation**

Percentage	Criteria
0.00–0.199	Very low correlation
0.20–0.399	Low correlation
0.40–0.599	Enough correlation
0.60–0.799	High correlation
0.80–1.000	Very high correlation

To see the contribution of variable X and Y as follows:

KP : the score of determine coefficient

r : the score of the coefficient correlation

KP :  $r^2 \times 100\%$

:  $(0.220)^2 \times 100\%$

:  $0.048586 \times 100\%$

: 4.85 %

Based on X variable (self-efficacy) and Y variable (reading comprehension), the result of contribution was 0.220 belong to low correlation category contribution variable has KP 4.85 % and 95.15 % influenced by other variable.

### 3. Testing Hypothesis

Hypothesis testing aims to determine the correlation between self-efficacy and reading comprehension ability of the second year TBI of IAIN Padangsidimpuan by using product moment formula. Testing the truth of significant correlation, used the formulate

$t_{\text{count}}$ :

$$\begin{aligned}
 t_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0.220\sqrt{64-2}}{\sqrt{1-(0.220)^2}} \\
 &= \frac{0.220\sqrt{62}}{\sqrt{1-0.0484}} \\
 &= \frac{\sqrt{0.220(7.874)}}{\sqrt{0.9516}} \\
 &= \frac{1.7322}{0.9755} \\
 &= 1.775
 \end{aligned}$$

Based on the calculative above the researcher found that,  $t_{\text{count}} > t_{\text{table}} : 1.775$  and  $dk = N-2 = 64-2 = 62$  and  $t_{\text{table}}$  on significant 5 % = 1.669. So,  $t_{\text{count}} > t_{\text{table}}$  ( $1.775 >$

1.669). It showed that  $H_a$  was accepted and  $H_o$  was rejected, and it means that there was a significant correlation between two variables were student's self-efficacy and reading comprehension ability.

### **C. The Discussion of the Result**

After did the research, the researcher found that the correlation between self-efficacy and reading comprehension ability of the second year TBI students of IAIN Padangsidimpuan was in low correlation. The researcher discussed the result and compared it with result in research related finding. But, previously, the researcher said that there was no research that was exactly the same as the tittle of this study, namely "The Correlation Between Self-Efficacy and Reading Comprehension Ability".

The researcher compared with the other research one by one the variable of this research, the first is Ningsih<sup>1</sup> the result in her thesis was categories into good category while the students reading comprehension was categories into enough category. She found that the students had problems difficulties in comprehending english reading text include difficult to identify topic sentence, main idea, and not confident enough to read the text also the students doubt the pronounciation was correct. It means the result same as this research, but they have different indicator in arranging the questionnaire with this research. The result was r count ( $0.228 < 0.37 > 0.372$ ), it showed rcount is higher than ttable means hypothesis is accepeted and there is a significant correlation between

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<sup>1</sup>Ningsih, "The Correlation Between Sel-Efficacy and Reading Comprehension of Second Grade Students at SMA N 1 Moro Karimun."

students' self-efficacy and reading comprehension. Based on this explanation it was proved that this research get the same result with Ningsih found in their research.

The second research is Rahmawati<sup>2</sup>, et.al. They found that there is a correlation between reading self-efficacy in low coefficient (0.324) same as the researcher result, but the different is they used Pearson Product Moment in SPSS 15 in analyzing the data. It means that reading self-efficacy is not the only factor that influence high reading comprehension.

The third is Pratiwi<sup>3</sup>, she found that  $r_{count}(0.632 > 0.3173)$  means there is a significant correlation between self-efficacy in reading comprehension, but in taking the data she used different instrument from the researcher's instrument. She used teachers' document to collect the students' reading comprehension. she used SPSS in version 24.0 in calculating the data.

Based on the explanation, it can be seen that the correlation both of the variable was significant proven by t-count was higher than t-table. So, it is proved self-efficacy has a significant correlation in reading comprehension ability. The higher self-efficacy, the higher reading comprehension. The last from hypothesis testing of the research, it is found that self-efficacy has significant correlation in reading comprehension ability of the second year TBI students of IAIN Padangsidempuan in low correlation. Based

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<sup>2</sup> Rahma, Sofyan, and Gusweni, "The Correlation Between Reading Self-Efficacy and Reading Comprehension."

<sup>3</sup> Pratiwi, "A Correlation Study Between Self Efficacy and Reading Comprehension of the Eight Grade Students OF SMP N 2 Ambarawa in the Academic Year 2019/2020."

on the result, it found that  $r_{count>rtable} (0.220>0.207)$  and  $t_{count>ttable} (1.775>1.669)$ .

Students with high level of self-efficacy will have more confidence in comprehending english text. It means that building students self-efficacy is an important factor to help them comprehend english text. On the other hand, when they are less confident in comprehending english text it will make it effective for comprehend an English text.

From the statements above, it can be inferred that some researches had significant correlation but in low level between variables. It may influence by the situation or the condition of the students during answer the questionnaire.

#### **D. Threats of the Research**

The researcher limits this research, as follow:

1. The researcher gave the students questionnaire for self-efficacy and test for reading comprehension also explained them how to answer.
2. The researcher was incapable of measuring honest aspects of the students in answering the test that given until possibility some students cheat or guess the answer.
3. The researcher did not know whether students concentrated or not in answering the test and questionnaire.
4. Time was limited

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After getting the result of research work, the researcher came to describe the data as follow:

1. Students' Self-efficacy of the second year TBI of IAIN Padangsidimpuan was "very good" category by getting mean score were 86.
2. Students' Reading Comprehension ability of the second year TBI of IAIN Padangsidimpuan was "enough" category by getting mean score was 50.
3. The correlation between self-efficacy and reading comprehension ability of the second year TBI students of IAIN Padangsidimpuan was low, it is gotten from the value of the correlation product moment  $r_{xy} = 0.220$ , because  $r_{\text{count}} > r_{\text{table}}$  ( $0.220 > 0.207$ ) on significant level 5%. The alternative hypothesis ( $H_a$ ) was accepted whereas null hypothesis ( $H_o$ ) was rejected because  $t_{\text{count}} > t_{\text{table}} : 1.775$  and  $dk = N - 2 = 64 - 2 = 62$  and  $t_{\text{table}}$  on significant 5 % = 1.669. It means that there was a significant correlation between self-efficacy and reading comprehension ability of the second year TBI students of IAIN Padangsidimpuan. It implied that self-efficacy has contribution to students' English learning, especially for reading ability.

## **B. Suggestion**

Here, the researcher gave information as follows:

### 1. Students

Despite of the significant relationship between students' self-efficacy and reading comprehension ability, it is advisable for the students to have high self-efficacy while doing reading comprehension task. The researcher believes that there is a need to develop students' self-efficacy that relevant to reading task. If the students have motivation, confidence, and patience in doing reading task it can be helpful for them.

### 2. Lectures

Even though the result of this study showed low correlation between students' self-efficacy and reading comprehension ability, the lectures hopefully can encourage the students to reinforce them to help confidence in reading task especially reading comprehension. to help the students the lectures should motivate how to develop confidence without hesitate to do reading comprehension task.

### 3. Other researcher

The result of this study might different output, therefore it is advisable for other researcher who have the same research or relate to the topic of this research and expand more deeply.



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## CURRICULUM VITAE



### A. Identity

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### B. Parents

Father's Name : Pirkon Siregar  
Mother's Name : Dra.Saripanur  
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### C. Educational Background

1. Elementary School : MIN 1 Padangsidempuan, 2012
2. Junior High School : MTs Negeri 1 Padangsidempuan, 2015
3. Senior High School : SMA Negeri 4 Padangsidempuan, 2018
4. University : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

## APPENDIX I

The questionnaire sheets are about the students' self-efficacy

### A. Informant Identity

1. Name :
2. Nim :
3. Class/semester :

### B. Instruction

1. This questionnaire is only academic research
2. Read and answer all of question and honestly
3. The confidentiality of the answer is maintained
4. Give mark check on the choice that has been provided  
The criteria of the answer's choice:  
SA : Strongly Agree  
A : Agree  
DA : Disagree  
SD : Strongly Disagree
5. Thank you for your participation

NO	Question	Answer			
		SA	A	DA	SD
1.	Saya merasa tidak mampu mengerjakan tugas yang sulit pada mata kuliah reading comprehension				
2.	Saya merasa dapat mengerjakan tugas yang sulit pada mata kuliah reading comprehension				
3.	Saya tidak yakin mampu mengerjakan tugas yang sulit pada mata kuliah reading comprehension meskipun tugas itu dirasa sulit				
4.	Saya tidak percaya dengan kemampuan saya untuk menjawab tugas pada mata kuliah reading comprehension sehingga				

	saya menghindari tugas yang sulit				
5.	Saya tidak suka mengerjakan tugas reading comprehension yang sulit karena tugas itu membuat saya merasa bosan				
6.	Saya semangat mengerjakan tugas mata kuliah reading comprehension yang sulit karena itu menjadi tantangan bagi saya				
7.	Saya ragu akan mendapatkan nilai yang bagus pada tugas reading comprehension yang saya rasa itu sulit				
8.	Saya berusaha dengan gigih saat menghadapi kesulitan dalam menjawab tugas mata kuliah reading comprehension				
9.	Saya merasa optimis dalam mengerjakan semua jenis tugas reading comprehension meskipun tugas itu sulit				
10.	Saya tidak mudah menyerah ketika mengerjakan tugas reading comprehension yang sulit				
11.	Saya merasa cepat putus asa ketika mengerjakan tugas yang sulit				
12.	Saya mampu mengerjakan tugas mata kuliah reading comprehension dengan tepat waktu meskipun saya juga harus menyelesaikan tugas lainnya yang waktu pengumpulannya sama				
13.	Saya yakin dapat menyelesaikan semua				

	tugas reading dengan maksimal walaupun saya sedang aktif terlibat dalam sebuah organisasi				
14.	Saya ragu dapat mengerjakan semua tugas dalam waktu bersamaan karena saya tidak mampu membagi waktu dengan baik				
15.	Saya mampu mengerjakan mata kuliah reading comprehension meskipun saya harus mengerjakan pekerjaan rumah				
16.	Saya mampu mengerjakan tugas mata kuliah reading comprehension meskipun saya harus mengikuti kompetisi				
17.	Saya ragu dapat mengerjakan tugas tepat waktu meskipun saya tidak melakukan kegiatan apapun di rumah/kos				
18.	Saya mampu mengerjakan tugas mata kuliah reading comprehension meskipun saya diluar rumah				
19.	Saya yakin mampu mengerjakan tugas mata kuliah reading comprehension yang saya terima dari dosen karena saya menguasai materinya				
20.	Saya ragu mampu mengerjakan tugas reading yang diberikan karena saya tidak menguasai materi reading comprehension tersebut				
21.	Saya yakin dengan mencatat semua materi				



	dan mendengarkan penjelasan dengan sungguh-sungguh saya dapat menyelesaikan semua tugas dengan baik.				
22.	Saya yakin mendapat nilai yang maksimal dalam ujian mata kuliah reading comprehension karna saya mengerjakannya sungguh-sungguh.				
23.	Saya ragu mendapat nilai yang maksimal dalam mengerjakan ujian reading comprehension karena saya tidak belajar				
24.	Saya merasa diri saya bodoh karna saya gagal dalam mengerjakan tugas mata kuliah reading comprehension				
25.	Saya merasa yakin jika saya mengerjakan tugas reading dengan penuh kesungguhan dan kemampuan sendiri.				
26.	Saya merasa ragu mengerjakan tugas mata kuliah reading comprehension karena saya tidak memiliki waktu untuk belajar				
27.	Saya yakin mampu mengerjakan soal reading comprehension karena saya selalu belajar dan berlatih mengerjakan soal tersebut.				
28.	Saya tidak malu bertanya kepada orang lain saat saya tidak bisa mengerjakan tugas reading comprehension tersebut.				
29.	Saya mengorbankan waktu bermain untuk				

	mengetjakan tugas mata kuliah reading comprehension				
30.	Jika saya gagal dalam mengerjakan tugas reading comprehension saya akan bangkit dari kegagalan tersebut.				

## APPENDIX II

### Question for Reading Comprehension Test

Name :

Nim :

Class/Semester :

Instruction :

#### Text 1 (question 1-4)

#### Prophet Muhammad

A great thing happened in the year 571 A.D. (the Christian Era). Muhammad, the last prophet was born in Mecca 571 years after the prophet Jesus. His father was Abdullah, who died before his birth. He lost his mother, Aminah, when he was only 6 years old. He married Khadijah when he was 25 years old. She was a noble lady of Mecca. He lived for 63 years. He received the first revelation from Allah in 611 A.D. when he was 40. At that time the Arabic people were idol worshippers. For 25 years he preached the message of truth. Muhammad invited the people to return to Islam.

1. The word “message” in line 6 is closet in meaning to
  - a. News
  - b. Report
  - c. Treatise
  - d. Circular
2. The word “idol” in line 5 could best replaced by which of the following ?
  - a. Statue
  - b. Likeness
  - c. God

- d. Stone
3. The word “preached” in line 6 is not close in meaning to which of the following?
- a. Advised
  - b. Teach
  - c. Coach
  - d. Lead
4. The word “noble” in line 4 is closest in meaning to...
- a. Aristocratic
  - b. Sublime
  - c. Lofty
  - d. All the answer correct

**Text 2 (question 5-9)**

Allah Knows Everything

Mr. Abdullah had three sons, the oldest was Ali, the second was Ahmad and the youngest was Hasan. He loved his sons very much and he wanted them to be good Muslims when they grew up. As a father, Mr. Abdullah was a good Muslim so that his sons could regard him as their model.

One day Mr. Abdullah tested his sons to know their belief in God. He gave his sons some cake and asked them to eat it in a place where no one could see them. Ali took the cake and he went to his room. He shut the door and ate the cake. He thought that no one could see him. Ahmad went to a cave near his house. It was dark in the cave. He was sure that nobody was there who could see him. He ate the cake in the darkness of the cave. Hasan thought and thought about finding a place where nobody could see him. He thought that there was no such place. He remembered that Allah could always see him. So he did not eat the cake.

"Ali and Ahmad came back to their father and told him about what they did. Hasan came back and returned the cake to his father and said that there was no place which was secret from Allah. Mr. Abdullah was very pleased with Hasan and told his

two sons to learn a lesson from their brother, Hasan. He said that Allah knew everything, saw everything and was with them all the time. So, it was said, they should not do anything bad even in secret.

5. The word “cave” is similar to... (paragraph 2)
  - a. Den
  - b. Tree
  - c. Building
  - d. Room
6. He “shut” the door and ate the cake (in line 7). It contrasts to...
  - a. Lock
  - b. Close
  - c. Open
  - d. Set
7. The word “very pleased” is meaning to... (paragraph 3)
  - a. Sad
  - b. Glad
  - c. Gloomy
  - d. Down
8. What is the meaning of “regard” word (in line 3)
  - a. Ignore
  - b. Cares
  - c. Consider
  - d. Disregard
9. The word “return” is contrasts to (the last paragraph in line 2)
  - a. Restore
  - b. Reverse
  - c. Bring back
  - d. Lend

### Text 3 (question 10-17)

#### Faith

A Muslim believes in Allah and he expresses his belief in words, plants it in the heart and actualizes it in deed. This faith is expressed in detail by two kinds of expression: general and specific.

As a general faith, a muslim believes in Allah with all His names and attributes, and he accepts all His commands. There are ninety-nine attributes and names of Allah and a muslim believes in all His attributes. Allah is All-Powerful, The All-Knowing and The Creator of the universe. A muslim regards Him as the only Ruler and Master. A muslim has to depend upon Allah's mercy alone

A specific faith or faith in detail is that a Muslim believes in Allah, His angels, His Holy books, all of His prophets, the day of judgement and life after death, and in the fact that good and evil all come from Him. A trt Muslim believes in all of these articles of faith, ar follows the last prophet in his actions. The teaching ox the last prophet is known in full detail; either it is written in the Qur'an, the final book, or in Sunnah. The faith gives human beings peace and security.

10. The word “faith” is contras to...
  - a. Faithlessness
  - b. Belief
  - c. Love
  - d. Trust
11. What is the meaning of “creator” refers to paragraph 2 in line 3
  - a. Maker
  - b. God
  - c. Destroyer
  - d. Author
12. The word “attributes” is similar to...(paragraph 2)
  - a. Adjective
  - b. Ascribe
  - c. Characteristics

- d. Name
- 13. The word “regards” is contrast to (paragraph 2)
  - a. Admire
  - b. Respect
  - c. Esteem
  - d. Disregard
- 14. What is the meaning of “sunnah” (last paragraph )
  - a. Prophet Muhammad stories/action
  - b. Holy books
  - c. Qur’an
  - d. Deed
- 15. What is the meaning of “good” (paragraph 3)
  - a. Bad
  - b. Unpleasant
  - c. Pleasant
  - d. Goodness
- 16. The word “commands” is similar to (paragraph 2)
  - a. Order
  - b. Do
  - c. Like
  - d. Obey
- 17. The word “judgment” is contras to (paragraph 3)
  - a. Punishment
  - b. Penalty
  - c. Acumen
  - d. Simplicity

**Choose the correct answer with the question 18-25**

- 18. Islam means to accept God
  - a. Simple sentence
  - b. Compound sentence
  - c. Complex sentence

- d. Compound – complex sentence
19. Allah has given his protection to it and it will always be preserved
- a. Simple sentence
  - b. Compound sentence
  - c. Complex sentence
  - d. Compound – complex sentence
20. What we have done makes our parents happy
- a. Simple sentence
  - b. Compound sentence
  - c. Complex sentence
  - d. Compound – complex sentence
21. Some muslims learn the whole of the Qur'an by heart, but all muslims learn the parts of the Qur'an by heart
- a. Simple sentence
  - b. Compound sentence
  - c. Complex sentence
  - d. Compound – complex sentence
22. Allah, God \_\_\_\_\_ the most merciful and the most gracious
- a. Which is
  - b. Is
  - c. Where is
  - d. Who is
23. The word islam, \_\_\_\_\_ derived from Arabic means to accept to follow and to obey
- a. Is
  - b. Which is
  - c. Who is
  - d. Where is
24. The Qur'an is God's words which \_\_\_\_\_ to the prophet Muhammad and the sunnah is the prophet's tradition.
- a. Is revealed
  - b. Was reveal



- c. Were revealed
  - d. Are revealed
25. We will be happy and successful if we obey Allah's command \_\_\_\_\_ written the Qur'an
- a. Where is
  - b. Which are
  - c. Which were
  - d. What is

**Text 4 (question 26-28)**

Islam

The word Islam, which is derived from Arabic, means to accept, to follow and to obey. In other words, Islam is following God, the Master. God is our Creator and Master. Our success in life relies fully on following the Master. Therefore, we must all obey His commands, either in words or in deeds. But God has let us be free to obey or not to obey Him. Life is like a test. The successful test taker is one who obeys God. In other words, the real success in this life and the life after death is in obeying God. True peace also lies only in following God. The word Islam also means peace. Therefore, Islam means both obedience to God and peace. Islam seeks peace through obedience to God, the Creator and the Master. Islam is a religion from God which leads its followers to gain true peace.

26. The topic of passage is...
- a. Story of islam
  - b. Islam is religion
  - c. Islam means peace
  - d. Definition of islam
27. What is the concluding sentence from the text above ?
- a. Islam is a religion from God which leads it follower to gain true peace
  - b. God is the creator and peace
  - c. The word islam which is derived from Arabic
  - d. The successful test take is one who obeys good

28. What does islam mean?
- Religion
  - Peace
  - To accept, to follow, and to obey
  - Follows to gain true peaces

**Text 5 (question 29-34)**

Books of Allah

Allah sent prophets and messengers to show us the right path. God, the Kind and Loving Creator, also sent books for guidance. He sent them to His messengers. These books are called the Books of Allah. Allah sent the books through the angel Gabriel. Books of guidance sent by Allah are also called books of revelation. Revelation is wahyu in Arabic. There are four books of Allah mentioned in the Qur'an. They are the Tawrah, Zabür (Psalms), Injil (Gospel) and the Qur'an. Tazurah was sent to the prophet Moses, the Psalms was sent to the prophet David and the Gospel to the prophet Jesus, The last book of Allah and the most comprehensive was sent down to the last prophet, Muhammad (p.b. u.h.), its name is the Qur'an. We know the names of the books of Allah from the Qur'an, There was also the sahifah or scroll, a kind of book which was given to the prophet Abraham. The scroll of Abraham can not be found now.

The original books or parts of the books given to the prophets before Muhammad were either lost or changed. The people took away the originals of the books and added their own words to Allah's words. This is why we do not have these books as they were revealed. The Quran is the last and the most complete book of guidance from Allah. It is not only for a certain group of people and a certain period of time, but it is for all people, all races and nations and for all times. It is with us today, without any change, with nothing added or taken away. It is the last book of guidance for mankind.

29. What is the main idea of the text above ?
- Allah sent prophet and messengers to show us the light faith \
  - There are four books of Allah mentioned in the Qur'an
  - These books are called the books of Allah

- d. The Qur'an is the last and the most complete book of guidance from Allah
30. What is the major supporting sentence from the text above ?
- a. The books of Allah and its messenger
  - b. Gospel
  - c. Original book
  - d. Sahifah
31. What does revelation mean?
- a. Books of Allah
  - b. Wahyu in Arabic
  - c. Prophet
  - d. Guidance
32. The following statement is not correct based on the text above
- a. There are four books of Allah mentioned in the Qur'an
  - b. The last book of Allah was sent to Muhammad
  - c. The scroll of Abraham can be found now
  - d. Allah sent prophets and messengers to show us the right path
33. What is the conclusion from the text above ?
- a. Allah sent four holy books to four messenger
  - b. There four books of Allah they are Tawrah, Zabur(psalm), Injil (Gospel), and the Qur'an which is the last and the most complete book of guidance from Allah.
  - c. Allah sent prophet and messengers to show us the right path
  - d. Books of Allah guidance sent by Allah are also called book of revelation
34. Why the Qur'an was said original book?
- a. Because people took away and added their owns words to Allah words
  - b. Because the messenger is Muhammad
  - c. Because Qur'an is muslim holy books
  - d. Because Allah do sent the messenger

**Text 6 (question 35-41)**

Life after Death

One of the articles of faith in Islam is belief in life after death. The prophet has shown us the path of obedience, peace and happiness. It depends on us to follow the Prophet or to follow the devil. We are free to choose the path to paradise and happiness or the path to hell and misery. The ways to hell are the ways of the devil which are the ways of evil.

Life on this earth is very short. This short life should be utilized properly by obeying the will of God and pursuing the wishes of Allah. One day all lives in this world will come to an end and all creatures will die. Then there will be the Day of Judgment when Allah will ask us what we did in the world. Every man will be judged. Those who obey Allah and follow the prophets will go to paradise. Those who disobey Allah and follow the devil will go to hell.

Life in paradise will be a life of peace and happiness which will never end. Those who go to hell will live there in pain and suffering.

Life in hell will be miserable, sad and horrible. Belief in life after death is part of the muslim faith. May Allah protect the believers from hell and reward them with His mercy and paradise.

35. Life after death is....
- The ways to hell
  - New life
  - One of the articles of faith in islam
  - There is no people in the world
36. What is the topic sentence in paragraph 1 ?
- One of the articles in islam is belief in life after death
  - Life on this earth is very short
  - Life in paradise
  - Life in hell will be miserable, sad, and horrible
37. Which of these fact shows that life in paradise is better than in hell
- Those who disobey Allah and follow the devil will go to hell
  - Life in hell will be miserable, sad, and horrible
  - Life on this earth is very short

- d. Life in paradise will be a life of peace and happiness which will never end
38. What is the day of judgment and what will happen?
- a. A day when all creatures will die
  - b. Allah will ask us what we did in the world
  - c. The word is end
  - d. A day when people get reward
39. What is the main idea of paragraph 1 of the text above ?
- a. Life after death is one the articles of faith in islam
  - b. Life after death are paradise and hell
  - c. Life after death will be happiness
  - d. Life after death is very short
40. What is the supporting sentence from the text above in paragraph 2?
- a. Those who disobey Allah and follow the devil will go to hell
  - b. This short life should be utilized properly by obeying the will of God and persuing the wishes of Allah
  - c. Every man will be judged
  - d. Those who obey Allah and follow the prophets will go to paradise
41. What is the conclusion from the paragraph above ?
- a. The way to life after death is very hard
  - b. Believe in life after death is part of the msulim
  - c. May Allah protect the believes from hell
  - d. There are two lives after death they are paradise and hell

**Text 7 (question 42-45)**

**The Angels**

Allah has created everything whether physical or spiritual beings. The angels are spiritual beings created by Allah. The angels are the creation of Allah, they are not His partners. They are His servants created from light.

Because the angels are spiritual beings, they are invisible. The angels always obey the commands of Allah and carry out His orders. There are different angels who are engaged in different duties. Some are engaged in keeping records of all our actions; some others brought the message of God to the prophet Muhammad (p.b.u.h.). The famous angels constantly occupied in carrying out Allah's order are Gabriel, Izrail, Israfil and Mikael (Michael). Belief in Angels is one of the pillars of Islamic faith. We have to believe in the angels and it is a part of our belief as Muslims. The prophet Muhammad (p.b.u.h.) was given the power to see and to talk with the angel Gabriel.

42. What is the main idea of paragraph above ?
  - a. Angels are got servants created from light
  - b. Angels are not got partner
  - c. The angel is spiritual beings
  - d. Allah has created everything
43. What is the topic sentence of paragraph 2?
  - a. The different of angels
  - b. The angels always obey the command of Allah and carry out his orders
  - c. The angels are spiritual beings and invisible
  - d. We have to believe the angels
44. What is the supporting sentence of paragraph 2?
  - a. The angels always obey the command of Allah and carry out his orders
  - b. Because the angels are spiritual beings
  - c. There are the different angel who are engaged in different duties
  - d. Belief in angels is one of the pillars of Islamic faith
45. What is the conclusion from the paragraph above?
  - a. Angels are spiritual beings

- b. Angel one of the faith pillar of muslim
- c. Angels always obey Allah
- d. Angels are got servant who engaged in different duties that is believe a part of belief muslim

**Choose the correct answer 46-50**

46. The revelation \_\_\_\_\_ over a period of 23 years
- a. Was completed
  - b. Were completed
  - c. Was complete
  - d. Were complete
47. \_\_\_\_\_ about 1000 millions muslim all over the world accept islam
- a. Now
  - b. Today
  - c. Then
  - d. Until
48. In mecca he tried to \_\_\_\_\_ belief in one God among Arabic people.
- a. Established
  - b. Establishes
  - c. Establish
  - d. Establishing
49. \_\_\_\_\_ , it was said, they should not do anything bad even in secret.
- a. Fortunately
  - b. Furthermore
  - c. In sum up
  - d. So
50. Hasan said there was no place \_\_\_\_\_ was secret from Allah .
- a. Which
  - b. It

c. What

d. With

### **APPENDIX III**

### **Key Answer**

- |       |       |
|-------|-------|
| 1. C  | 26. D |
| 2. A  | 27. A |
| 3. D  | 28. C |
| 4. D  | 29. B |
| 5. A  | 30. A |
| 6. C  | 31. B |
| 7. B  | 32. C |
| 8. C  | 33. B |
| 9. D  | 34. A |
| 10. A | 35. C |
| 11. B | 36. A |
| 12. C | 37. D |
| 13. D | 38. B |
| 14. A | 39. A |
| 15. D | 40. B |
| 16. A | 41. D |
| 17. D | 42. A |
| 18. A | 43. B |
| 19. B | 44. C |
| 20. C | 45. D |
| 21. D | 46. A |
| 22. B | 47. B |
| 23. B | 48. C |
| 24. C | 49. D |
| 25. B | 50. A |



## APPENDIX IV

### VALIDITY OF THE TEST READING COMPREHENSION ABILITY

Calculation of the formulation  $r_{pbv} = \frac{M_P - M_T}{SD_T} \sqrt{\frac{P}{q}}$

1. Mean score from score total ( $M_t$ )

$$M_t = \frac{x_t}{M}$$

$$M_t = \frac{694}{20} = 34,7$$

2. Standard Deviation (SDt)

$$\begin{aligned} S D t &= \sqrt{\frac{\sum x_t^2}{n} - (\sum x_t)^2} \\ &= \sqrt{\frac{(20 \times 28682) - (694^2)}{20(20-1)}} \\ &= \sqrt{\frac{(573640) - (481636)}{20(19)}} \\ &= \sqrt{\frac{92004}{380}} \\ &= \sqrt{242.1158} \\ &= 15.56 \end{aligned}$$

3. Mean Score

#### Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$M_{pl} = \frac{45+36+54+39+47+45+59+54+37+54+37+54+23+35}{12}$$

$$= \frac{528}{12}$$

$$= 44$$

#### Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{pl} = \frac{54+39+47+45+59+54+37+54+23+35}{10}$$

$$= \frac{447}{10}$$

$$= 44.7$$

Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{45+54+39+38+19+47+59+30+34+54+29+35}{12}$$

$$= \frac{483}{12}$$

$$= 40.25$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{45+36+54+39+38+45+59+54+54+23}{10}$$

$$= \frac{447}{10}$$

$$= 44.7$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{45+36+54+39+47+45+59+54+37+54+20+35}{12}$$

$$= \frac{525}{12}$$

$$= 43.75$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{45+36+54+39+47+45+59+54+37+54+29}{11}$$

$$= \frac{449}{11}$$

$$= 45.35$$

**Item 7**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$\begin{aligned} M_{pl} &= \frac{45+54+39+47+45+59+54+37+54+20}{10} \\ &= \frac{454}{10} \\ &= 45.4 \end{aligned}$$

**Item 8**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$\begin{aligned} M_{pl} &= \frac{45+36+54+39+47+45+59+54+37+54+23}{11} \\ &= \frac{493}{11} \\ &= 44.81 \end{aligned}$$

**Item 9**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$\begin{aligned} M_{pl} &= \frac{54+39+47+45+59+54+37+54+20}{9} \\ &= \frac{409}{9} \\ &= 45.44 \end{aligned}$$

**Item 10**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$\begin{aligned} M_{pl} &= \frac{45+36+54+38+47+45+59+30+54+37+54+29+35}{13} \\ &= \frac{563}{13} \\ &= 43.30 \end{aligned}$$

**Item 11**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{pl} = \frac{45+36+54+39+38+19+47+59+30+54+54+29+35}{13}$$

$$= \frac{539}{30}$$

$$= 41.46$$

Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{12}}$$

$$M_{pl} = \frac{45+54+39+47+45+59+54+37+54+23+20}{11}$$

$$= \frac{477}{11}$$

$$= 43.36$$

Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{13}}$$

$$M_{pl} = \frac{45+36+54+39+38+47+45+59+12+54+20}{11}$$

$$= \frac{449}{11}$$

$$= 40.81$$

Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{14}}$$

$$M_{pl} = \frac{45+36+54+39+47+45+59+54+37+54}{10}$$

$$= \frac{470}{10}$$

$$= 47$$

Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{15}}$$

$$M_{pl} = \frac{54+39+47+45+59+54+37+54+20+35}{10}$$

$$= \frac{444}{10}$$

$$= 44.4$$

Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$\begin{aligned} M_{pl} &= \frac{36+54+8+39+19+47+59+30+54+37+54+23+20+29+30}{15} \\ &= \frac{539}{15} \\ &= 35.93 \end{aligned}$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$\begin{aligned} M_{pl} &= \frac{45+36+54+38+47+45+59+30+54+37+54+29+35}{13} \\ &= \frac{563}{13} \\ &= 43.30 \end{aligned}$$

Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$\begin{aligned} M_{pl} &= \frac{54+39+47+45+59+54+37+54+20}{9} \\ &= \frac{409}{9} \\ &= 45.44 \end{aligned}$$

Item 19

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n19}$$

$$\begin{aligned} M_{pl} &= \frac{45+54+39+38+19+47+59+30+54+54+29+35}{12} \\ &= \frac{503}{12} \\ &= 41.91 \end{aligned}$$

Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$\begin{aligned} M_{pl} &= \frac{54+39+47+45+59+54+37+54+20+29}{10} \\ &= \frac{438}{10} \end{aligned}$$

$$= 43.8$$

Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{54+39+47+45+59+54+37+54+20}{9}$$

$$= \frac{409}{9}$$

$$= 45.44$$

Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{45+36+54+39+38+47+45+59+30+54+37+54+29}{13}$$

$$= \frac{567}{13}$$

$$= 43.61$$

Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{36+54+39+47+45+59+54+37+54+20+35}{11}$$

$$= \frac{480}{11}$$

$$= 43.63$$

Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{45+36+54+38+47+45+59+30+54+37+54+23+29+35}{14}$$

$$= \frac{581}{14}$$

$$= 41.5$$

Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$\begin{aligned}
 M_{pl} &= \frac{54+39+47+45+59+54+37+54+20}{9} \\
 &= \frac{409}{9} \\
 &= 45.44
 \end{aligned}$$

Item 26

$$\begin{aligned}
 M_{pl} &= \frac{\text{total score of students' score that true item answer}}{n26} \\
 M_{pl} &= \frac{45+54+39+38+19+14+59+30+54+54+29+35}{12} \\
 &= \frac{470}{12} \\
 &= 39.16
 \end{aligned}$$

Item 27

$$\begin{aligned}
 M_{pl} &= \frac{\text{total score of students' score that true item answer}}{n27} \\
 M_{pl} &= \frac{45+36+38+47+45+59+30+54+54+23+29+35}{12} \\
 &= \frac{495}{12} \\
 &= 41.25
 \end{aligned}$$

Item 28

$$\begin{aligned}
 M_{pl} &= \frac{\text{total score of students' score that true item answer}}{n28} \\
 M_{pl} &= \frac{45+36+54+38+47+45+59+30+54+37+54+35}{12} \\
 &= \frac{534}{12} \\
 &= 44.5
 \end{aligned}$$

Item 29

$$\begin{aligned}
 M_{pl} &= \frac{\text{total score of students' score that true item answer}}{n29} \\
 M_{pl} &= \frac{54+39+47+45+59+54+37+54+20+35}{10} \\
 &= \frac{444}{10} \\
 &= 44.4
 \end{aligned}$$

**Item 30**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n30}$$

$$\begin{aligned} M_{pl} &= \frac{45+36+54+8+38+47+4+59+30+54+37+54+35}{13} \\ &= \frac{542}{13} \\ &= 41.69 \end{aligned}$$

**Item 31**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n31}$$

$$\begin{aligned} M_{pl} &= \frac{36+54+39+47+45+59+54+54+20+35}{10} \\ &= \frac{443}{10} \\ &= 44.3 \end{aligned}$$

**Item 32**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n32}$$

$$\begin{aligned} M_{pl} &= \frac{45+54+8+39+38+19+47+59+54+37+54+29+35}{13} \\ &= \frac{518}{13} \\ &= 39.84 \end{aligned}$$

**Item 33**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n33}$$

$$\begin{aligned} M_{pl} &= \frac{45+54+38+19+59+30+54+54+29}{9} \\ &= \frac{382}{9} \\ &= 42.44 \end{aligned}$$

**Item 34**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n34}$$

$$M_{pl} = \frac{36+8+38+19+47+59+54+54+20+29+35}{11}$$



$$= \frac{399}{11}$$

$$= 36.27$$

Item 35

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n35}$$

$$M_{pl} = \frac{45+54+38+19+47+4+45+12+54+23+35}{11}$$

$$= \frac{376}{11}$$

$$= 34.18$$

Item 36

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n36}$$

$$M_{pl} = \frac{45+54+39+38+19+47+59+54+54+35}{10}$$

$$= \frac{444}{10}$$

$$= 44.4$$

Item 37

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n37}$$

$$M_{pl} = \frac{45+36+54+8+19+47+4+45+59+30+12+54+37+54+23+29+35}{17}$$

$$= \frac{591}{17}$$

$$= 34.76$$

Item 38

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n38}$$

$$M_{pl} = \frac{45+36+54+19+45+59+12+54+54+23+29}{11}$$

$$= \frac{430}{11}$$

$$= 39.09$$

Item 39

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n39}$$

$$\begin{aligned} M_{pl} &= \frac{45+36+54+8+38+45+59+30+12+54+37+54+29+35}{14} \\ &= \frac{536}{14} \\ &= 38.28 \end{aligned}$$

Item 40

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n40}$$

$$\begin{aligned} M_{pl} &= \frac{45+54+8+38+19+59+30+12+54+37+54+23+29}{13} \\ &= \frac{462}{13} \\ &= 35.53 \end{aligned}$$

Item 41

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n41}$$

$$\begin{aligned} M_{pl} &= \frac{45+54+39+38+19+48+59+30+54+54+29+35}{12} \\ &= \frac{504}{12} \\ &= 42 \end{aligned}$$

Item 42

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n42}$$

$$\begin{aligned} M_{pl} &= \frac{45+54+39+38+19+47+59+54+35}{9} \\ &= \frac{390}{9} \\ &= 43.33 \end{aligned}$$

Item 43

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n43}$$

$$\begin{aligned} M_{pl} &= \frac{45+36+54+38+47+45+59+30+12+37+54+35}{12} \\ &= \frac{501}{12} \end{aligned}$$

$$= 41.75$$

Item 44

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n44}$$

$$M_{pl} = \frac{45+36+54+38+47+45+59+30+54+37+54+23+29+35}{14}$$

$$= \frac{586}{14}$$

$$= 41.85$$

Item 45

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n45}$$

$$M_{pl} = \frac{54+39+47+45+59+54+37+54}{8}$$

$$= \frac{389}{8}$$

$$= 48.62$$

Item 46

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n46}$$

$$M_{pl} = \frac{45+54+30+38+19+47+59+30+54+54+29+35}{12}$$

$$= \frac{503}{12}$$

$$= 41.91$$

Item 47

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n47}$$

$$M_{pl} = \frac{45+36+54+39+38+45+59+54+54+23}{10}$$

$$= \frac{447}{10}$$

$$= 44.7$$

Item 48

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n48}$$

$$\begin{aligned}
 M_{pl} &= \frac{45+36+54+38+47+45+59+30+12+54+23+20+29}{13} \\
 &= \frac{492}{13} \\
 &= 47.84
 \end{aligned}$$

Item 49

$$\begin{aligned}
 M_{pl} &= \frac{\text{total score of students' score that true item answer}}{n49} \\
 M_{pl} &= \frac{45+36+54+39+38+45+59+54+54+23+20}{11} \\
 &= \frac{467}{11} \\
 &= 42.45
 \end{aligned}$$

Item 50

$$\begin{aligned}
 M_{pl} &= \frac{\text{total score of students' score that true item answer}}{n50} \\
 M_{pl} &= \frac{45+36+54+38+47+59+30+54+37+54+23+29+35}{13} \\
 &= \frac{541}{13} \\
 &= 41.61
 \end{aligned}$$

Item 51

$$\begin{aligned}
 M_{pl} &= \frac{\text{total score of students' score that true item answer}}{n51} \\
 M_{pl} &= \frac{45+36+54+38+47+45+59+30+12+37+54}{11} \\
 &= \frac{457}{11} \\
 &= 32.64
 \end{aligned}$$

Item 52

$$\begin{aligned}
 M_{pl} &= \frac{\text{total score of students' score that true item answer}}{n52} \\
 M_{pl} &= \frac{45+36+54+39+38+45+59+30+54+37+20+35}{12} \\
 &= \frac{493}{12} \\
 &= 41
 \end{aligned}$$

**Item 53**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n50}$$

$$\begin{aligned} M_{pl} &= \frac{45+39+38+19+45+59+30+12+54+23+29}{11} \\ &= \frac{393}{11} \\ &= 35.72 \end{aligned}$$

**Item 54**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n54}$$

$$\begin{aligned} M_{pl} &= \frac{45+36+54+39+38+45+59+54+54+23}{10} \\ &= \frac{447}{10} \\ &= 44.7 \end{aligned}$$

**Item 55**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n55}$$

$$\begin{aligned} M_{pl} &= \frac{45+36+39+19+4+45+59+30+54+54+23+20+35}{13} \\ &= \frac{463}{13} \\ &= 35.61 \end{aligned}$$

**Item 56**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n50}$$

$$\begin{aligned} M_{pl} &= \frac{54+38+47+45+59+30+54+37+54+23+29+35}{12} \\ &= \frac{505}{12} \\ &= 42.08 \end{aligned}$$

**Item 57**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n57}$$

$$M_{pl} = \frac{45+36+54+39+38+45+59+30+54+37+20+35}{12}$$

$$= \frac{492}{12}$$

$$= 41$$

**Item 58**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n58}$$

$$M_{pl} = \frac{36+39+38+19+45+59+30+12+54+23+29}{11}$$

$$= \frac{384}{11}$$

$$= 34.90$$

**Item 59**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n59}$$

$$M_{pl} = \frac{45+36+54+38+47+59+30+54+37+54+23+29+35}{13}$$

$$= \frac{541}{13}$$

$$= 41.61$$

**Item 60**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n60}$$

$$M_{pl} = \frac{45+36+8+38+47+4+45+59+12+37+23+29+35}{13}$$

$$= \frac{418}{13}$$

$$= 32.1$$

4. Calculating of the Formulation  $r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$

**Item 1**

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{9,3}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,597 \times 1,22 = 0,72834$$

**Item 2**

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44,7 - 34,7}{15,56} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{10}{15,56} \sqrt{0,6}$$

$$r_{pbi} = 0,642 \times 0,77 = 0,49434$$

**Item 3**

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{40,25 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{5,55}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,36687 \times 1,22 = 0,44752$$

**Item 4**

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44,7 - 34,7}{15,56} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{10}{15,56} \sqrt{1}$$

$$r_{pbi} = 0,642 \times 1 = 0,642$$

### Item 5

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{43,75 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{9,05}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,5816 \times 1,22 = 0,7095$$

### Item 6

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{45,36 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{10,66}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,6850 \times 1,22 = 0,8358$$

### Item 7

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{45,4 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{10,7}{15,56} \sqrt{1,22}$$

$$r_{pbi} = 0,6876 \times 1,10 = 0,7594$$

### Item 8

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44,81 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{10,11}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,6497 \times 1,22 = 0,7926$$

### Item 9

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$



$$r_{pbi} = \frac{45,44 - 34,7}{15,56} \sqrt{\frac{0,45}{0,55}}$$

$$r_{pbi} = \frac{10,74}{15,56} \sqrt{0,81}$$

$$r_{pbi} = 0,6902 \times 0,9 = 0,6211$$

### Item 10

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{43,30 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{8,6}{15,56} \sqrt{1,857}$$

$$r_{pbi} = 0,5526 \times 1,36 = 0,7515$$

### Item 11

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,46 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{6,76}{15,56} \sqrt{1,85}$$

$$r_{pbi} = 0,434 \times 1,36 = 0,5908$$

### Item 12

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{43,36 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{8,66}{15,56} \sqrt{1,2}$$

$$r_{pbi} = 0,5565 \times 1,10 = 0,61221$$

### Item 13

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{40,81 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{6,11}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0.3926 \times 1.10 = 0.4319$$

#### Item 14

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{47 - 34,7}{15,56} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{12,3}{15,56} \sqrt{1}$$

$$r_{pbi} = 0.790 \times 1 = 0.7904$$

#### Item 15

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44,4 - 34,7}{15,56} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{9,7}{15,56} \sqrt{1}$$

$$r_{pbi} = 0.6233 \times 1 = 0.6233$$

#### Item 16

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{35,93 - 34,7}{15,56} \sqrt{\frac{0,75}{0,25}}$$

$$r_{pbi} = \frac{1,23}{15,56} \sqrt{3}$$

$$r_{pbi} = 0.079 \times 1.73 = 0.1366$$

#### Item 17

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{43,30 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{8,6}{15,56} \sqrt{1,857}$$

$$r_{pbi} = 0.5526 \times 1.36 = 0.7515$$

### Item 18

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{45,44 - 34,7}{15,56} \sqrt{\frac{0,45}{0,55}}$$

$$r_{pbi} = \frac{10,74}{15,56} \sqrt{0,81}$$

$$r_{pbi} = 0,6902 \times 0,9 = 0,62118$$

### Item 19

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,91 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{7,21}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,4633 \times 1,22 = 0,5652$$

### Item 20

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{43,8 - 34,7}{15,56} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{9,1}{15,56} \sqrt{1}$$

$$r_{pbi} = 0,5848 \times 1 = 0,5848$$

### Item 21

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{45,44 - 34,7}{15,56} \sqrt{\frac{0,45}{0,55}}$$

$$r_{pbi} = \frac{10,74}{15,56} \sqrt{0,81}$$

$$r_{pbi} = 0,6902 \times 0,9 = 0,62118$$

### Item 22

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{43,61 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{8,91}{15,56} \sqrt{1,857}$$

$$r_{pbi} = 0,5726 \times 1,36 = 0,0778$$

### Item 23

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{43,63 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{8,93}{15,56} \sqrt{1,22}$$

$$r_{pbi} = 0,5739 \times 1,10 = 0,6312$$

### Item 24

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,5 - 34,7}{15,56} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{6,8}{15,56} \sqrt{2,3}$$

$$r_{pbi} = 0,437 \times 1,52 = 0,6642$$

### Item 25

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{45,44 - 34,7}{15,56} \sqrt{\frac{0,45}{0,55}}$$

$$r_{pbi} = \frac{10,74}{15,56} \sqrt{0,81}$$

$$r_{pbi} = 0,6902 \times 0,9 = 0,62118$$

### Item 26

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{39,16 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{4,46}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,2866 \times 1,22 = 0,6362$$

### Item 27

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,25 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{6,55}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,4209 \times 1,22 = 0,5135$$

### Item 28

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44,5 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{9,8}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,6298 \times 1,22 = 0,7683$$

### Item 29

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44,4 - 34,7}{15,56} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{9,7}{15,56} \sqrt{1}$$

$$r_{pbi} = 0,6233 \times 1 = 0,6233$$

### Item 30

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,69 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{6,99}{15,56} \sqrt{1,8}$$

$$r_{pbi} = 0,4492 \times 1,3 = 0,5839$$

### Item 31

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44,3 - 34,7}{15,56} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{9,6}{15,56} \sqrt{1}$$

$$r_{pbi} = 0,6169 \times 1 = 0,6169$$

### Item 32

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{39,84 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{5,14}{15,56} \sqrt{1,8}$$

$$r_{pbi} = 0,3303 \times 1,3 = 0,6134$$

### Item 33

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{42,44 - 34,7}{15,56} \sqrt{\frac{0,45}{0,55}}$$

$$r_{pbi} = \frac{7,74}{15,56} \sqrt{0,81}$$

$$r_{pbi} = 0,4974 \times 0,9 = 0,44766$$

### Item 34

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{36,27 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{1,57}{15,56} \sqrt{1,22}$$

$$r_{pbi} = 0,1008 \times 1,10 = \mathbf{0,11088}$$

### Item 35

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{34,18 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{0,52}{15,56} \sqrt{1,22}$$

$$r_{pbi} = 0,0334 \times 1,10 = \mathbf{0,0367}$$

### Item 36

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44,4 - 34,7}{15,56} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{9,7}{15,56} \sqrt{1}$$

$$r_{pbi} = 0,6233 \times 1 = \mathbf{0,6233}$$

### Item 37

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{34,76 - 34,7}{15,56} \sqrt{\frac{0,85}{0,15}}$$

$$r_{pbi} = \frac{0,06}{15,56} \sqrt{5,6}$$

$$r_{pbi} = 0,003 \times 2,3 = \mathbf{0,0069}$$

### Item 38

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{39,09 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{4,39}{15,56} \sqrt{1}$$

$$r_{pbi} = 0.6233 \times 1 = 0.6233$$

### Item 39

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44 - 34,7}{15,56} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{9,7}{15,56} \sqrt{1}$$

$$r_{pbi} = 0.6233 \times 1 = 0.6333$$

### Item 40

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{35,53 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{0,83}{15,56} \sqrt{1,8}$$

$$r_{pbi} = 0.053 \times 1.3 = 0.0689$$

### Item 41

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{42 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{7,3}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0.469 \times 1.22 = 0.5723$$

### Item 42

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{43,33 - 34,7}{15,56} \sqrt{\frac{0,45}{0,55}}$$

$$r_{pbi} = \frac{8,63}{15,56} \sqrt{0,81}$$

$$r_{pbi} = 0.5546 \times 0.9 = 0.4991$$

### Item 43



$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,75 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{7,05}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,4530 \times 1,22 = 0,5527$$

#### Item 44

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,85 - 34,7}{15,56} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{7,15}{15,56} \sqrt{2,3}$$

$$r_{pbi} = 0,4595 \times 1,5 = 0,68925$$

#### Item 45

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{48,625 - 34,7}{15,56} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{13,92}{15,56} \sqrt{0,6}$$

$$r_{pbi} = 0,8928 \times 0,7 = 0,62496$$

#### Item 46

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,91 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{7,21}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,4633 \times 1,22 = 0,5653$$

#### Item 47

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44,7 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{10}{15,56} \sqrt{1,22}$$

$$r_{pbi} = 0,6426 \times 0,10 = 0,7097$$

#### Item 48

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{37,84 - 34,7}{15,56} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{3,14}{15,56} \sqrt{2,33}$$

$$r_{pbi} = 0,2017 \times 1,5 = 0,30255$$

#### Item 49

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{42,45 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{7,75}{15,56} \sqrt{1,22}$$

$$r_{pbi} = 0,4980 \times 0,1 = 0,54553$$

#### Item 50

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,61 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{6,91}{15,56} \sqrt{1,8}$$

$$r_{pbi} = 0,4440 \times 1,3 = 0,5772$$

#### Item 51

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,54 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{6,84}{15,56} \sqrt{1,2}$$

$$r_{pbi} = 0,4395 \times 1,10 = 0,4835$$

### Item 52

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{6,3}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,404 \times 1,22 = 0,4939$$

### Item 53

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{35,72 - 34,7}{15,56} \sqrt{\frac{0,45}{0,55}}$$

$$r_{pbi} = \frac{1,02}{15,56} \sqrt{0,8}$$

$$r_{pbi} = 0,0655 \times 1,3 = 0,0852$$

### Item 54

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{44,7 - 34,7}{15,56} \sqrt{\frac{0,55}{0,45}}$$

$$r_{pbi} = \frac{10}{15,56} \sqrt{1,22}$$

$$r_{pbi} = 0,6426 \times 1,10 = 0,7097$$

### Item 55

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{35,61 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{0,91}{15,56} \sqrt{1,7}$$

$$r_{pbi} = 0,058 \times 1,3 = 0,0756$$

### Item 56

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{42,08 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{7,38}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,4742 \times 1,22 = 0,5785$$

### Item 57

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{6,3}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,404 \times 1,22 = 0,4939$$

### Item 58

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{34,90 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{0,2}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,012 \times 1,22 = 0,0156$$

### Item 59

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{41,61 - 34,7}{15,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{6,91}{15,56} \sqrt{1,5}$$

$$r_{pbi} = 0,4440 \times 1,22 = 0,5417$$

**Item 60**

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{32,15 - 34,7}{15,56} \sqrt{\frac{0,65}{0,35}}$$

$$r_{pbi} = \frac{2,55}{15,56} \sqrt{1,7}$$

$$r_{pbi} = 0,404 \times 1,3 = 0,4939$$

**TABLE TEST VALIDITY**

NO	Mp	Mt	SD	P	Q	$r_{pbi} = \frac{M_P - M_T}{SD_T} \sqrt{\frac{p}{q}}$	r1 on 5 % on significant	interpretation
1	44	34.7	15.56	0.6	0.4	<b>0.72834</b>	0.44	Valid
2	44.7	34.7	15.56	0.4	0.6	<b>0.49434</b>	0.44	Valid
3	40.25	34.7	15.56	0.6	0.4	<b>0.44752</b>	0.44	Valid
4	44.7	34.7	15.56	0.5	0.5	<b>0.64222</b>	0.44	Valid
5	43.75	34.7	15.56	0.6	0.4	<b>0.7095</b>	0.44	Valid
6	45.36	34.7	15.56	0.6	0.4	<b>0.8358</b>	0.44	Valid
7	45.4	34.7	15.56	0.55	0.45	<b>0.7594</b>	0.44	valid
8	44.81	34.7	15.56	0.6	0.4	<b>0.7926</b>	0.44	valid
9	45.44	34.7	15.56	0.45	0.55	<b>0.6211</b>	0.44	valid
10	43.3	34.7	15.56	0.65	0.35	<b>0.7515</b>	0.44	valid
11	41.46	34.7	15.56	0.65	0.35	<b>0.5908</b>	0.44	valid
12	43.34	34.7	15.56	0.55	0.45	<b>0.6122</b>	0.44	valid
13	40.81	34.7	15.56	0.55	0.45	<b>0.4319</b>	0.44	unvalid
14	47	34.7	15.56	0.5	0.5	<b>0.7904</b>	0.44	valid
15	44.4	34.7	15.56	0.5	0.5	<b>0.6233</b>	0.44	valid
16	35.93	34.7	15.56	0.75	0.25	<b>0.1366</b>	0.44	unvalid
17	43.3	34.7	15.56	0.65	0.35	<b>0.7515</b>	0.44	valid
18	45.44	34.7	15.56	0.45	0.55	<b>0.6211</b>	0.44	valid
19	41.91	34.7	15.56	0.6	0.4	<b>0.5652</b>	0.44	valid
20	43.8	34.7	15.56	0.5	0.5	<b>0.5848</b>	0.44	valid
21	45.44	34.7	15.56	0.45	0.55	<b>0.6211</b>	0.44	valid
22	43.61	34.7	15.56	0.65	0.35	<b>0.0778</b>	0.44	valid
23	43.63	34.7	15.56	0.55	0.45	<b>0.6312</b>	0.44	valid
24	41.5	34.7	15.56	0.7	0.3	<b>0.6642</b>	0.44	valid
25	45.44	34.7	15.56	0.45	0.55	<b>0.6211</b>	0.44	valid
26	39.16	34.7	15.56	0.6	0.4	<b>0.6362</b>	0.44	valid
27	41.25	34.7	15.56	0.6	0.4	<b>0.5135</b>	0.44	valid
28	44.5	34.7	15.56	0.6	0.4	<b>0.7683</b>	0.44	valid
29	44.4	34.7	15.56	0.5	0.5	<b>0.6233</b>	0.44	valid
30	41.68	34.7	15.56	0.65	0.35	<b>0.5839</b>	0.44	valid
31	44.3	34.7	15.56	0.5	0.5	<b>0.6169</b>	0.44	valid
32	39.84	34.7	15.56	0.65	0.35	<b>0.6134</b>	0.44	valid
33	42.44	34.7	15.56	0.45	0.55	<b>0.4476</b>	0.44	valid

34	36.27	34.7	15.56	0.55	0.45	<b>0.1108</b>	0.44	unvalid
35	34.18	34.7	15.56	0.55	0.45	<b>0.0367</b>	0.44	unvalid
36	44.4	34.7	15.56	0.5	0.5	<b>0.6233</b>	0.44	valid
37	34.76	34.7	15.56	0.85	0.15	<b>0.0066</b>	0.44	unvalid
38	39.09	34.7	15.56	0.55	0.45	<b>0.6233</b>	0.44	valid
39	38.28	34.7	15.56	0.7	0.3	<b>0.6333</b>	0.44	valid
40	35.35	34.7	15.56	0.65	0.35	<b>0.0689</b>	0.44	unvalid
41	42	34.7	15.56	0.6	0.4	<b>0.5723</b>	0.44	valid
42	43.33	34.7	15.56	0.45	0.55	<b>0.4991</b>	0.44	valid
43	41.75	34.7	15.56	0.6	0.4	<b>0.5527</b>	0.44	valid
44	44.85	34.7	15.56	0.7	0.3	<b>0.6892</b>	0.44	valid
45	48.62	34.7	15.56	0.4	0.6	<b>0.6249</b>	0.44	valid
46	41.91	34.7	15.56	0.6	0.4	<b>0.5653</b>	0.44	valid
47	44.7	34.7	15.56	0.55	0.45	<b>0.7097</b>	0.44	valid
48	47.84	34.7	15.56	0.7	0.3	<b>0.3025</b>	0.44	unvalid
49	42.45	34.7	15.56	0.55	0.45	<b>0.5455</b>	0.44	valid
50	41.61	34.7	15.56	0.65	0.35	<b>0.5772</b>	0.44	valid
51	32.64	34.7	15.56	0.55	0.45	<b>0.4835</b>	0.44	valid
52	41	34.7	15.56	0.6	0.4	<b>0.4939</b>	0.44	valid
53	35.72	34.7	15.56	0.55	0.45	<b>0.0852</b>	0.44	unvalid
54	44.7	34.7	15.56	0.5	0.5	<b>0.7097</b>	0.44	valid
55	35.61	34.7	15.56	0.65	0.35	<b>0.0756</b>	0.44	unvalid
56	42.08	34.7	15.56	0.6	0.4	<b>0.5785</b>	0.44	valid
57	41	34.7	15.56	0.6	0.4	<b>0.4939</b>	0.44	valid
58	34.9	34.7	15.56	0.6	0.4	<b>0.0156</b>	0.44	unvalid
59	41.61	34.7	15.56	0.65	0.35	<b>0.5417</b>	0.44	valid
60	32.15	34.7	15.56	0.65	0.35	<b>0.4939</b>	0.44	valid

From the table above, it can be seen that 10 items was invalid and 50 items was valid. So, the researcher took 50 items for test reading comprehension.

## APPENDIX V

### RELIABILITY

#### Reliability Test

$$r_{11} = \left( \frac{k}{k-1} \right) = \left( 1 - \frac{\sum s_i^2}{s_t^2} \right)$$

$$r_{11} = \left( \frac{60}{60-1} \right) = \left( 1 - \frac{14.675}{695} \right)$$

$$r_{11} = \left( \frac{60}{59} \right) = (1 - 0.0203)$$

$$r_{11} = 1.01 \times 097$$

$$r_{11} = 0.9797$$



## APPENDIX VI

### The Result of Self-Efficacy

Score of Self-Efficacy		
No	Name	Score
1	Selfiana siregar	87
2	Frylia Dwi Amanda Hasibuan	81
3	Yuli Arianggi	97
4	Aulia Ulfah Br Ritonga	82
5	Sandia siregar	94
6	Taufik Sholeh Siregar	90
7	Desy fitriani nasution	90
8	Khoirunnisa	84
9	DEPI SARMILA SARI HSB	69
10	Sinna Wijaya	87
11	Deviana Sari Pane	100
12	Putri Zul Hilma Lubis	96
13	Yunita Permata Sari Siregar	90
14	Wildan As'at Taufik Hasibuan	96
15	SEILVIANI PASARIBU	67
16	ALAN AHMAD YASSIN	92
17	Jahara Hasibuan	84
18	Dian Fadhillah Ritonga	93
19	Ria Safitri	89
20	Mujahidah Rizki	84
21	Hikmah Asuro Nasution	99
22	Muhammad Rasyid Pulungan	88
23	Elisa Hairani	89
24	Ragil Sinaga	82
25	Nur padilah sari	70
26	Tio Morina Harahap	89
27	Masitoh Rahmadani	79
28	Winda sari	95
29	Ica April Lianja	90
30	Aulia Namora Siagian	99
31	Tinur asia Nasution	84
32	fadilah nasution	76
33	Nur Azizah Hasibuan	99
34	Fatimah Az Zahra Ritonga	91
35	Rami esti siregar	76
36	Eric Ramadhan	77
37	Rahmida Sari	95
38	Widya natahsyah	87
39	Riska Hidayatun Nisa	81

40	Syafrianni lubis	72
41	Avika indah hsb	84
42	Indra sulaiman	55
43	Windi Seviani	68
44	Sri wahyuni nst	69
45	Citra marsanda	89
46	Nurkhodijah Hasibuan	90
47	wardani dlt	96
48	Fauziah Annisa Fitri	72
49	Miftahul Mawaddah	83
50	Adinda Safrini	98
51	Tasya Havifah Handriani Br Rambe	92
52	IKA KOMARIA RAMBE	100
53	INDAH RIZKI BORU SUTI	87
54	Sopiyah Nuriani Siagian	77
55	YOHENI TRI WAHYUNI SITOMPUL	77
56	Marisa	90
57	Ade Siska Nasution	84
58	Efran	93
59	Sumita Sihombing	81
60	Nurul Aulian Nisah Harahap	95
61	ELSY RAHAYU TAMBUNAN	74
62	Khoiriah Siregar	81
63	Suci Almaidah	89
64	IRA YANI PULUNGAN	86
	TOTAL	5480

## APPENDIX VII

### The Result of Reading Comprehension

Score of Reading Comprehension Test		
No	Name	Score
1	Selfiana siregar	46
2	Frylia Dwi Amanda Hasibuan	60
3	Yuli Arianggi	66
4	Aulia Ulfah Br Ritonga	60
5	Sandia siregar	30
6	Taufik Sholeh Siregar	50
7	Desy fitriani nasution	40
8	Khoirunnisa	58
9	DEPI SARMILA SARI HSB	50
10	Sinna Wijaya	50
11	Deviana Sari Pane	48
12	Putri Zul Hilma Lubis	44
13	Yunita Permata Sari Siregar	56
14	Wildan As'at Taufik Hasibuan	34
15	SEILVIANI PASARIBU	52
16	ALAN AHMAD YASSIN	32
17	Jahara Hasibuan	40
18	Dian Fadhillah Ritonga	34
19	Ria Safitri	54
20	Mujahidah Rizki	58
21	Hikmah Asuro Nasution	38
22	Muhammad Rasyid Pulungan	58
23	Elisa Hairani	32
24	Ragil Sinaga	38
25	Nur padilah sari	34
26	Tio Morina Harahap	66
27	Masitoh Rahmadani	32
28	Winda sari	54
29	Ica April Lianja	56
30	Aulia Namora Siagian	56
31	Tinur asia Nasution	26
32	fadilah nasution	46
33	Nur Azizah Hasibuan	58
34	Fatimah Az Zahra Ritonga	86
35	Rami esti siregar	56
36	Eric Ramadhan	24
37	Rahmida Sari	58
38	Widya natahsyah	40
39	Riska Hidayatun Nisa	18

40	Syafrianni lubis	32
41	Avika indah hsb	32
42	Indra sulaiman	48
43	Windi Seviani	38
44	Sri wahyuni nst	32
45	Citra marsanda	84
46	Nurkhodijah Hasibuan	100
47	wardani dlt	50
48	Fauziah Annisa Fitri	20
49	Miftahul Mawaddah	46
50	Adinda Safrini	48
51	Tasya Havifah Handriani Br Rambe	100
52	IKA KOMARIA RAMBE	62
53	INDAH RIZKI BORU SUTI	82
54	Sopiyah Nuriani Siagian	52
55	YOHENI TRI WAHYUNI SITOMPUL	58
56	Marisa	40
57	Ade Siska Nasution	24
58	Efran	56
59	Sumita Sihombing	70
60	Nurul Aulian Nisah Harahap	40
61	ELSY RAHAYU TAMBUNAN	32
62	Khoiriah Siregar	98
63	Suci Almaidah	54
64	IRA YANI PULUNGAN	46
	TOTAL	3182

## APPENDIX VIII

**Test Result of Variable X and Y**

No	Intial of Students	X	Y
1	SES	87	46
2	FD	81	60
3	YA	97	66
4	AUB	82	60
5	SS	94	30
6	TSS	90	50
7	DFN	90	40
8	KS	84	58
9	DPS	69	50
10	SW	87	50
11	DWP	100	48
12	PZH	96	44
13	YPS	90	56
14	WAT	96	34
15	SP	67	52
16	AAY	92	32
17	JH	84	40
18	DFR	93	34
19	RS	89	54
20	MR	84	58
21	HNB	99	38
22	MRP	88	58
23	EH	89	32
24	RS	82	38
25	NPS	70	34
26	TMH	89	66
27	MR	79	32
28	WS	95	54
29	IAL	90	56
30	ANS	99	56
31	TAN	84	26
32	FN	76	46
33	NAH	99	58
34	FAR	91	86
35	RES	76	56
36	ER	77	24
37	RS	95	58
38	WN	87	40
39	RHN	81	18
40	SL	72	32

41	AIH	84	32
42	IS	55	48
43	WS	68	38
44	SWN	69	32
45	CM	89	84
46	NH	90	100
47	WD	96	50
48	FAF	72	20
49	MM	83	46
50	AS	98	48
51	THS	92	100
52	IKR	100	62
53	IRR	87	82
54	SNS	77	52
55	YTW	77	58
56	MA	90	40
57	ASN	84	24
58	ER	93	56
59	SS	81	70
60	NAS	95	40
61	EST	74	32
62	SA	81	98
63	SAH	89	54
64	IYP	86	46
	TOTAL	5480	3182

## APPENDIX IX

### The Correlation Between Self-Efficacy and Reading Comprehension

No	Name	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	SES	87	46	7569	2116	4002
2	FD	81	60	6561	3600	4860
3	YA	97	66	9409	4356	6402
4	AUB	82	60	6724	3600	4920
5	SS	94	30	8836	900	2820
6	TSS	90	50	8100	2500	4500
7	DFN	90	40	8100	1600	3600
8	KS	84	58	7056	3364	4872
9	DPS	69	50	4761	2500	3450
10	SW	87	50	7569	2500	4350
11	DWP	100	48	10000	2304	4800
12	PZH	96	44	9216	1936	4224
13	YPS	90	56	8100	3136	5040
14	WAT	96	34	9216	1156	3264
15	SP	67	52	4489	2704	3484
16	AAY	92	32	8464	1024	2944
17	JH	84	40	7056	1600	3360
18	DFR	93	34	8649	1156	3162
19	RS	89	54	7921	2916	4806
20	MR	84	58	7056	3364	4872
21	HNB	99	38	9801	1444	3762
22	MRP	88	58	7744	3364	5104
23	EH	89	32	7921	1024	2848
24	RS	82	38	6724	1444	3116
25	NPS	70	34	4900	1156	2380
26	TMH	89	66	7921	4356	5874
27	MR	79	32	6241	1024	2528
28	WS	95	54	9025	2916	5130
29	IAL	90	56	8100	3136	5040
30	ANS	99	56	9801	3136	5544
31	TAN	84	26	7056	676	2184
32	FN	76	46	5776	2116	3496
33	NAH	99	58	9801	3364	5742
34	FAR	91	86	8281	7396	7826
35	RES	76	56	5776	3136	4256
36	ER	77	24	5929	576	1848
37	RS	95	58	9025	3364	5510
38	WN	87	40	7569	1600	3480
39	RHN	81	18	6561	324	1458

40	SL	72	32	5184	1024	2304
41	AIH	84	32	7056	1024	2688
42	IS	55	48	3025	2304	2640
43	WS	68	38	4624	1444	2584
44	SWN	69	32	4761	1024	2208
45	CM	89	84	7921	7056	7476
46	NH	90	100	8100	10000	9000
47	WD	96	50	9216	2500	4800
48	FAF	72	20	5184	400	1440
49	MM	83	46	6889	2116	3818
50	AS	98	48	9604	2304	4704
51	THS	92	100	8464	10000	9200
52	IKR	100	62	10000	3844	6200
53	IRR	87	82	7569	6724	7134
54	SNS	77	52	5929	2704	4004
55	YTW	77	58	5929	3364	4466
56	MA	90	40	8100	1600	3600
57	ASN	84	24	7056	576	2016
58	ER	93	56	8649	3136	5208
59	SS	81	70	6561	4900	5670
60	NAS	95	40	9025	1600	3800
61	EST	74	32	5476	1024	2368
62	SA	81	98	6561	9604	7938
63	SAH	89	54	7921	2916	4806
64	IYP	86	46	7396	2116	3956
	<b>TOTAL</b>	<b><math>\sum X=5480</math></b>	<b><math>\sum Y=3182</math></b>	<b><math>\sum X^2=475004</math></b>	<b><math>\sum Y^2=179188</math></b>	<b><math>\sum XY=274886</math></b>



APPENDIX X

APPENDIX X  
The Result of Students Self-Efficacy

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TA	
1	SES	3	4	2	2	3	1	4	3	3	3	3	2	3	3	3	4	3	2	4	3	2	3	3	2	4	3	2	4	3	3	4	87
2	FDHasibuan	3	2	3	3	2	2	3	2	1	1	2	4	1	2	2	3	3	3	4	3	3	4	3	3	4	3	3	3	4	4	81	
3	YA	3	4	3	2	1	3	2	4	3	4	2	4	3	3	4	4	2	2	4	3	4	4	3	4	3	4	4	4	4	4	97	
4	AUB	2	2	4	3	3	3	2	3	2	3	3	3	2	2	3	2	3	2	3	2	4	3	2	3	3	2	3	4	2	3	82	
5	SS	1	4	1	3	1	4	2	4	4	4	4	4	3	1	4	2	4	3	4	2	4	4	2	4	4	2	4	3	4	4	94	
6	TSS	1	3	3	3	2	4	3	4	3	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	4	1	4	4	3	3	90	
7	DFN	3	3	3	2	1	3	2	3	3	3	3	3	2	2	2	3	4	3	4	4	4	4	4	4	4	3	4	2	4	3	4	90
8	BKS	3	3	3	3	2	3	2	3	3	2	3	2	2	3	2	3	2	3	3	3	4	3	3	4	3	4	3	3	3	2	3	84
9	DPS	2	1	2	1	4	2	1	2	3	2	1	2	2	3	2	1	2	1	2	2	3	4	2	2	3	3	3	4	3	4	69	
10	SW	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	4	3	3	2	3	4	2	3	87	
11	DWP	4	4	4	3	3	4	3	4	4	4	3	3	3	1	4	3	3	4	3	3	4	4	1	4	4	3	3	4	2	4	100	
12	PZH	3	3	2	3	3	4	2	4	3	4	4	3	4	1	4	3	2	3	4	2	4	4	2	3	4	3	3	4	4	4	96	
13	YPS	2	3	3	2	3	2	4	3	4	3	2	2	3	3	2	3	3	3	3	4	4	1	3	4	3	4	4	4	3	4	90	
14	WAT	3	3	4	3	2	3	4	3	3	3	4	3	4	3	3	4	4	3	3	2	3	4	2	4	3	3	3	3	3	4	96	
15	SP	2	2	1	2	3	4	2	3	2	4	1	2	1	1	2	1	2	3	2	2	4	2	3	2	3	1	2	4	1	3	67	
16	AAAY	3	3	3	2	3	3	4	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	3	3	4	2	3	2	3	4	92	
17	JH	3	3	3	3	2	2	3	3	2	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	84	
18	DFR	4	3	4	3	4	3	2	4	3	4	1	2	4	2	3	3	4	2	3	2	3	4	1	4	4	1	4	4	4	4	4	93
19	RS	3	2	4	3	1	3	3	4	3	2	2	4	3	2	3	3	4	2	4	2	4	3	2	3	2	3	2	3	4	4	3	89
20	MR	3	3	3	4	3	1	3	3	2	2	4	3	1	3	2	3	2	3	3	4	2	2	3	3	2	3	2	3	4	3	4	84
21	HNH	3	4	3	4	4	3	4	4	4	3	2	3	4	3	3	4	3	3	4	2	3	3	4	3	4	3	4	2	3	4	99	
22	MRP	3	2	3	2	3	3	4	3	3	3	2	2	2	3	2	4	2	2	3	4	4	2	4	4	4	3	3	3	3	4	88	
23	EH	3	3	2	2	3	3	3	3	3	2	3	3	3	3	3	3	3	2	4	4	4	4	4	3	2	4	3	4	3	4	89	
24	RS	3	2	3	3	3	2	3	4	4	1	2	2	2	3	3	1	3	2	3	4	3	1	2	3	4	4	4	3	3	4	82	
25	NPS	3	3	1	2	3	1	3	1	2	3	3	2	3	2	2	1	2	2	3	3	3	4	2	3	2	2	1	2	3	70		
26	TMH	3	3	3	3	2	2	3	2	2	3	4	2	2	3	2	4	3	2	2	4	4	2	4	4	4	4	3	4	4	4	3	89
27	MR	2	3	3	2	2	2	3	3	2	4	3	3	2	3	3	2	3	3	3	3	3	2	2	2	3	2	3	2	3	4	79	
28	WS	3	3	4	2	3	2	3	3	3	4	3	3	4	3	3	4	3	4	4	2	4	4	2	3	3	4	3	4	3	3	95	
29	IAL	1	3	2	4	1	4	3	3	3	4	2	3	2	4	4	4	1	2	3	4	4	1	4	4	4	3	3	4	4	3	90	
30	ANS	4	4	3	4	1	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	2	3	1	1	2	4	3	3	99	
31	TAN	3	3	3	3	4	4	2	3	3	4	2	3	3	2	3	4	2	3	4	1	3	3	1	2	4	2	3	1	3	4	84	

Dipindai dengan CamScanner

36	ER	3	4	3	3	3	3	3	2	2	2	3	3	2	4	4	2	2	2	1	2	3	2	3	1	4	1	2	4	1	77	
37	RS	3	3	4	3	3	4	3	4	4	3	3	4	1	3	2	3	1	3	4	3	4	4	3	4	3	3	4	2	4	95	
38	WN	3	2	3	4	2	3	3	3	3	4	3	2	2	2	4	2	2	3	3	3	2	3	3	3	4	4	4	4	4	87	
39	RHN	1	3	3	2	1	4	3	4	2	4	4	1	4	3	2	1	4	1	4	3	2	4	3	2	4	3	2	2	1	4	81
40	SL	3	3	3	2	2	3	3	2	2	2	2	2	2	2	3	2	2	3	2	3	3	3	3	2	2	1	3	2	3	2	72
41	AIH	3	1	4	2	1	4	3	4	3	4	4	2	1	4	3	3	3	3	2	2	1	1	3	2	4	3	4	2	4	4	84
42	IS	3	1	3	1	3	1	2	2	2	2	2	2	1	2	1	2	2	2	1	2	3	2	2	2	1	1	1	3	1	55	
43	WS	2	1	3	3	2	3	1	3	2	3	2	2	3	2	2	3	2	1	3	2	1	1	3	4	2	4	2	3	68		
44	SWN	2	3	3	3	2	1	3	1	1	1	4	1	3	4	2	1	3	3	2	3	2	1	2	4	2	3	1	3	4	1	69
45	CM	3	3	3	4	2	3	2	3	3	3	3	3	3	3	3	3	3	2	3	2	4	4	1	2	4	4	3	4	3	4	89
46	NH	2	3	3	2	3	2	3	3	3	3	3	3	4	3	2	3	3	3	3	3	4	4	4	4	3	3	3	3	3	90	
47	WD	3	3	3	4	4	3	3	3	4	3	3	3	2	4	3	2	2	3	4	4	4	2	4	4	4	4	2	4	3	3	96
48	FAF	4	1	4	3	3	2	1	2	1	1	2	2	1	3	2	3	3	2	2	4	2	3	3	2	2	2	2	4	3	3	72
49	MM	3	3	3	3	2	2	2	3	2	4	2	3	3	3	3	3	2	3	3	3	3	3	1	3	3	3	4	2	3	83	
50	AS	3	3	4	3	2	4	1	4	3	3	3	4	4	2	4	3	3	4	2	4	4	2	4	4	4	3	3	4	4	4	98
51	THS	3	3	3	3	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	4	4	92
52	IKR	3	3	2	3	3	4	3	4	3	4	4	4	4	4	4	4	4	3	3	2	4	4	1	2	4	2	4	4	4	4	100
53	IRR	1	2	1	2	4	4	3	4	3	3	2	4	4	4	3	3	4	4	3	3	2	1	1	3	3	3	4	3	3	87	
54	SNS	1	1	2	1	4	1	1	2	3	3	1	3	2	4	4	1	2	4	4	4	4	3	1	1	3	2	3	4	4	4	77
55	YTW	1	1	2	1	4	1	1	2	3	3	1	3	2	4	4	1	2	4	4	4	4	3	1	1	3	2	3	4	4	4	77
56	MA	2	3	2	3	2	3	4	4	4	4	3	3	3	2	3	3	3	3	3	3	4	3	2	3	3	3	4	3	3	90	
57	ASN	3	2	2	3	2	3	4	4	2	2	2	4	2	3	3	4	3	3	2	3	2	3	2	2	3	3	3	3	3	84	
58	ER	3	3	3	4	2	3	3	4	3	4	4	3	3	3	3	2	4	3	3	3	4	3	2	4	3	2	2	3	3	4	93
59	SS	3	2	3	3	2	2	3	3	4	2	3	3	2	3	2	3	2	2	3	2	3	2	3	3	3	2	4	3	3	81	
60	NAS	1	2	4	4	1	4	2	4	3	4	2	3	4	3	3	3	3	4	4	4	4	1	4	4	4	2	4	3	4	95	
61	EST	3	3	3	3	2	3	2	3	2	3	2	2	3	2	2	3	2	3	2	2	2	2	2	3	2	2	2	2	2	74	
62	SA	2	2	2	2	3	2	2	3	3	2	3	3	2	3	3	3	2	2	4	4	2	4	2	4	2	4	2	3	3	4	81
63	SAH	3	3	3	3	3	1	3	3	2	2	3	2	3	3																	

APPENDIX XI  
The Result of Students Reading Comprehension

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36					
1	SES	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1				
2	FDHasbuan	1	1	0	0	1	0	1	0	0	1	0	1	1	1	0	1	1	1	1	0	0	0	1	0	0	0	1	0	1	0	1	1	0	1	1	1					
3	YA	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1					
4	AUB	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1					
5	SS	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	0	1	0	1	0	0	0	1	1				
6	TSS	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	1	0	0	1	0	1	0	1	0	1	0	1	1					
7	DFN	0	0	0	0	0	0	1	1	0	1	0	0	1	1	1	0	0	1	1	1	1	1	0	0	0	1	0	0	1	1	0	0	1	0	1	1					
8	KS	0	1	0	1	1	0	0	1	0	0	0	0	1	1	0	0	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	1				
9	DPS	0	0	1	0	0	1	1	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1				
10	SW	0	1	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	1				
11	DWP	1	0	0	0	1	0	1	1	0	1	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1				
12	PZH	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	1				
13	YPS	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1				
14	WAT	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1			
15	SP	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	1			
16	AA	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1		
17	JH	0	1	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1			
18	DFR	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
19	RS	1	0	0	1	1	1	1	0	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
20	MR	0	1	0	0	1	0	1	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
21	HNB	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
22	MRP	0	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
23	EH	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
24	RS	0	0	1	0	0	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
25	NPS	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
26	TMH	1	1	0	1	0	1	0	0	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	
27	MR	1	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
28	WS	0	1	0	0	0	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
29	IAL	0	1	0	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	
30	ANS	0	1	0	1	0	0	1	0	0	1	0	0	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	
31	TAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
32	FN	0	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
33	NAH	0	1	0	0	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
34	FAR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
35	RES	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	





37	38	39	40	41	42	43	44	45	46	47	48	49	50	TA	N	Y <sup>2</sup>
0	0	1	1	1	0	0	0	1	1	0	0	1	1	23	46	2116
1	1	1	1	0	1	0	0	1	1	0	1	0	1	30	60	3600
1	1	1	1	1	0	0	0	1	0	0	0	1	1	33	66	4356
1	1	1	1	1	0	1	1	0	1	1	1	1	0	30	60	3600
0	0	0	0	0	0	0	0	0	1	0	0	0	0	15	30	900
1	1	1	0	1	1	0	1	1	0	1	1	1	1	25	50	2500
0	1	0	0	1	0	0	1	1	0	0	0	0	0	20	40	1600
1	1	1	1	0	1	1	0	1	0	0	0	0	0	29	58	3364
1	0	1	0	1	0	0	0	0	1	1	1	1	1	25	50	2500
0	0	1	1	0	1	0	1	1	0	1	0	0	0	25	50	2500
1	1	1	1	1	0	0	1	0	0	0	0	0	0	24	48	2304
1	1	1	1	0	0	1	1	0	1	0	0	0	1	22	44	1936
1	1	1	1	0	0	0	0	1	1	1	1	1	1	28	56	3136
0	1	0	1	0	1	0	0	0	1	0	0	0	0	17	34	1156
1	1	0	1	1	0	0	0	1	1	0	0	1	1	26	52	2704
1	0	1	0	1	0	0	0	1	1	0	0	1	1	19	38	1444
1	0	1	0	0	1	0	0	0	1	0	0	0	0	18	36	1296
1	0	1	1	0	0	0	0	1	0	1	0	1	1	20	40	1600
1	0	0	1	0	0	1	0	1	1	0	0	1	1	17	34	1156
0	1	0	1	0	1	0	0	1	1	0	0	0	1	27	54	2916
1	0	1	1	0	0	0	1	1	1	0	1	1	0	29	58	3364
1	0	1	0	0	0	0	0	0	0	0	0	0	0	19	38	1444
1	0	1	1	1	0	0	0	0	1	1	0	0	1	29	58	3364
0	1	0	0	0	0	0	1	1	0	0	0	0	0	18	36	1296
0	0	1	1	0	0	0	0	1	0	0	0	0	0	19	38	1444
0	0	1	1	0	0	0	0	0	1	0	0	0	0	17	34	1156
1	1	1	0	0	1	0	0	0	0	1	1	0	1	33	66	4356
0	1	0	1	0	0	1	0	0	0	1	0	0	0	16	32	1024
1	1	1	0	0	0	0	0	1	1	0	0	1	0	27	54	2916
0	0	1	1	1	0	1	1	0	1	0	1	0	1	28	56	3136
0	0	1	1	1	0	1	1	0	1	0	1	0	1	28	56	3136
0	0	0	0	0	0	0	0	0	1	0	1	1	0	13	26	676
0	1	1	0	0	1	1	0	1	1	0	0	0	0	23	46	2116
0	1	1	1	0	0	1	1	0	0	0	0	0	1	29	58	3364
1	0	1	1	0	0	0	1	1	1	1	1	1	1	43	86	7396
0	0	0	0	0	1	0	0	0	1	1	1	1	1	28	56	3136

Dipindai dengan CamScanner

37	38	39	40	41	42	43	44	45	46	47	48	49	50	TA	N	Y <sup>2</sup>
0	0	1	1	1	0	0	0	1	1	0	0	1	1	23	46	2116
1	1	1	1	0	1	0	0	1	1	0	1	0	1	30	60	3600
1	1	1	1	1	0	0	0	1	0	0	0	1	1	33	66	4356
1	1	1	1	1	0	1	1	0	1	1	1	1	0	30	60	3600
0	0	0	0	0	0	0	0	0	1	0	0	0	0	15	30	900
1	1	1	0	1	1	1	0	1	1	0	1	1	1	25	50	2500
0	1	0	0	1	0	0	0	1	1	0	0	0	0	20	40	1600
1	1	1	1	0	1	1	0	1	0	0	0	0	1	29	58	3364
1	0	1	0	1	0	0	0	0	1	1	1	1	1	25	50	2500
0	0	1	1	0	1	0	1	1	0	1	0	0	0	25	50	2500
1	1	1	1	1	0	0	1	0	0	0	0	0	0	24	48	2304
1	1	1	1	0	0	1	1	0	1	0	0	0	1	22	44	1936
1	1	1	1	0	0	0	0	1	1	1	1	1	1	28	56	3136
0	1	0	1	0	0	1	0	0	1	0	0	0	0	17	34	1156
1	1	0	1	1	0	0	0	1	1	0	0	1	1	26	52	2704
1	0	1	0	0	1	0	0	0	1	0	0	0	0	18	36	1296
1	0	1	1	0	0	0	0	1	0	1	0	1	1	20	40	1600
1	0	0	1	0	0	1	0	1	1	0	0	1	1	17	34	1156
0	1	0	1	0	1	0	0	1	1	0	0	0	1	27	54	2916
1	0	1	1	1	0	0	0	1	1	1	0	1	1	29	58	3364
1	0	1	0	0	0	0	0	0	0	0	0	0	0	19	38	1444
1	0	1	1	1	0	0	0	0	1	1	0	0	1	29	58	3364
0	1	0	0	0	0	0	1	1	0	0	0	0	0	18	36	1296
0	0	1	1	0	0	0	0	0	1	0	1	0	0	19	38	1444
0	0	0	0	0	0	1	0	0	0	0	0	1	1	17	34	1156
1	1	1	0	0	1	1	0	1	1	0	1	0	1	33	66	4356
0	1	0	1	0	0	1	0	0	0	1	0	0	0	16	32	1024
1	1	1	0	0	0	0	0	1	1	0	0	1	0	27	54	2916
0	0	1	1	1	0	1	1	0	1	0	1	0	1	28	56	3136
0	1	0	1	1	0	1	1	0	0	0	1	0	1	28	56	3136
0	0	0	0	0	0	0	0	0	1	0	1	1	0	13	26	676
0	1	1	0	0	1	1	0	1	1	0	0	0	0	23	46	2116
0	1	1	1	0	0	1	1	0	0	0	0	0	1	29	58	3364
1	0	1	1	0	0	0	1	1	1	1	1	1	1	43	86	7396
0	0	0	0	0	1	0	0	0	1	1	1	1	1	28	56	3136

Dipindai dengan CamScanner

1	1	1	1	0	0	0	0	1	1	0	0	0	0	29	58	3364
1	1	0	1	0	0	0	0	1	0	0	0	0	0	20	40	1600
1	1	0	0	0	1	0	0	0	0	0	0	0	0	9	18	324
0	0	0	0	0	0	0	0	0	0	1	0	0	1	16	32	1024
0	0	0	1	0	0	0	0	0	0	1	1	1	1	16	32	1024
0	0	1	1	0	1	1	0	1	0	0	0	0	0	24	48	2304
1	0	0	1	0	0	1	1	1	1	0	0	0	0	19	38	1444
0	0	0	1	0	1	0	0	1	0	0	0	0	0	16	32	1024
1	1	0	1	1	1	0	0	0	1	0	0	0	0	42	84	7056
1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	100	10000
1	1	1	1	1	0	0	0	0	1	1	1	1	1	28	56	2500
0	0	0	0	0	1	0	0	0	0	1	0	1	0	10	20	400
1	0	1	0	1	1	1	1	1	1	0	0	1	0	23	46	2116
0	0	0	0	1	1	1	1	1	1	1	0	0	0	24	48	2304
1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	100	10000
1	0	0	1	0	0	1	0	0	1	0	1	0	0	31	62	3844
1	1	1	1	1	1	1	1	1	1	1	1	0	1	41	82	6724
0	1	0	1	0	1	1	1	1	1	1	1	0	0	26	52	2704
0	1	1	1	0	0	0	0	1	1	1	1	1	1	29	58	3364
1	0	0	0	1	0	0	0	1	0	1	0	0	0	20	40	1600
1	0	1	1	0	0	0	0	1	1	0	0	0	0	12	24	576
1	0	1	1	0	0	0	0	1	0	0	1	1	1	28	56	3136
1	1	1	0	0	1	1	1	1	0	1	0	1	1	35	70	4900
1	1	1	0	1	1	1	1	1	0	1	0	1	0	20	40	1600
0	0	0	0	1	0	0	0	1	1	0	0	1	0	16	32	1024
0	0	0	0	0	1	1	0	1	1	0	1	0	0	16	32	1024
1	1	1	1	1	1	1	1	1	1	0	1	1	1	49	98	9804
1	0	1	1	0	1	1	0	1	1	0	1	0	1	27	54	2916
0	0	0	0	0	0	0	0	0	0	0	1	0	0	23	46	2116
74	69	75	82	64	66	70	63	81	89	68	76	73	82	1592	3182	179188

## APPENDIX XII

### VARIABLE X

#### (Self-Efficacy)

1. Maximal and Minimum score gotten by setting the variable score from low score or high score.

55 67 68 69 69 70 72 72 74 76  
76 77 77 77 79 81 81 81 81 82  
82 83 84 84 84 84 84 84 86 87  
87 87 87 88 89 89 89 89 89 90  
90 90 90 90 90 91 92 92 99 93  
94 95 95 96 96 96 96 97 98 99  
99 99 100 100

2. High score : 100
3. Low score : 55
4. Range : high score - low score  
: 100 – 55  
: 45
5. The total of classes (Bk) =  $1 + 3.3 \log n$   
=  $1 + 3.3 \log 64$   
=  $1 + 3.3 (1.80)$

$$= 1+5.94$$

$$= 6.94 \text{ or } 7$$

6. Interval

$$I = \frac{R}{BK} = \frac{45}{6} = 7.5$$

7. Mean Score

No	Interval Class	F	X	Fx	d	Fx	F <sub>kb</sub>	F <sub>ka</sub>
1	55-61	1	58	58	3	3	N=64	1
2	62-68	2	65	130	2	4	63	3
3	69-75	6	72	432	1	6	61	9
4	76-82	12	79	958	0	0	55	21
5	83-89	<b>18</b>	86	1548	-1	-18	43	39
6	90-96	18	93	1674	-2	-36	25	57
7	97-103	7	100	686	-3	-21	7	N=64
<b>TOTAL</b>		64		5476				

$$\begin{aligned} \text{Mean (x)} &= \frac{fx}{F} \\ &= \frac{5476}{64} = 85.56 \end{aligned}$$

8. Median

$$\text{Me} = tb + \left( \frac{\frac{n}{2} - fk}{F} \right) P$$

$$= 82.5 + \left(\frac{32-21}{18}\right) 7$$

$$= 82.5 + \left(\frac{10}{18}\right) 7$$

$$= 82.5 + (0.6)7$$

$$= 82.5 + 4.27$$

$$= 87$$

#### 9. Mode

$$\text{Mo} = b + p \left(\frac{b_1}{b_1+b_2}\right)$$

$$= 82.5 + 7 \left(\frac{6}{6+0}\right)$$

$$= 82.5 + 7$$

$$= 89.5$$



## APPENDIX XIII

### VARIABLE Y

#### Reading Comprehension

1. Maximal and Minimum score gotten by setting the variable score from low score or high score.

18	20	24	24	26	30	32	32	32	32
32	32	32	34	34	34	38	38	38	40
40	40	40	40	44	46	46	46	46	48
48	48	50	50	50	50	52	52	54	54
54	56	56	56	56	56	58	58	58	58
58	58	60	60	62	66	66	70	82	84
86	98	100	100						

2. High Score : 100
3. Low score : 18
4. Range : 100-18  
: 82
5. Bk :  $1 + 3.3 \log n$   
:  $1 + 3.3 \log 64$   
:  $1 + 3.3 \log (1.80)$   
:  $1 + 5.94$   
: 6.94

6. Interval

$$I = \frac{R}{B} = \frac{82}{6} = 13,6 = 14$$

7. Mean Score

No	Interval Class	F	X	F <sub>x</sub>	d	F <sub>x</sub>	F <sub>kb</sub>	F <sub>ka</sub>
1	18-31	6	24.5	147	2	12	N=64	6
2	32-45	19	38.5	731.5	1	19	58	25
3	46-59	<b>27</b>	52.5	1417.5	0	0	39	52
4	60-73	6	66.5	399	-1	-6	12	58
5	74-87	3	80.5	241.5	-2	-6	6	61
6	88-101	3	94.5	283.5	-3	-9	3	N=64
<b>TOTAL</b>		64	357	3220				

$$\begin{aligned} \text{Mean (x)} &= \frac{fx}{F} \\ &= \frac{3220}{64} = 50.31 \end{aligned}$$

8. Median

$$\begin{aligned} \text{Me} &= tb + \left( \frac{\frac{n}{2} - fk}{F} \right) P \\ &= 45.5 + \left( \frac{32 - 58}{27} \right) 14 \end{aligned}$$

$$= 45.5 + \left(\frac{-26}{27}\right) 14$$

$$= 45.5 + (-0.96)14$$

$$= 45.5 + (-13.4)$$

$$= 58.4$$

#### 9. Mode

$$\text{Mo} = b + p \left(\frac{b_1}{b_1+b_2}\right)$$

$$= 45.5 + 14 \left(\frac{8}{8+21}\right)$$

$$= 45.5 + 14\left(\frac{8}{29}\right)$$

$$= 45.5 + 14(0.27)$$

$$= 45.5 + 3.78$$

$$= 49.28$$

APPENDIX XIV

Table r (Coefficient Correlation )

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	<b>0.2075</b>	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568

<b>81</b>	0.1818	0.2159	0.2550	0.2813	0.3547
<b>82</b>	0.1807	0.2146	0.2535	0.2796	0.3527
<b>83</b>	0.1796	0.2133	0.2520	0.2780	0.3507
<b>84</b>	0.1786	0.2120	0.2505	0.2764	0.3487

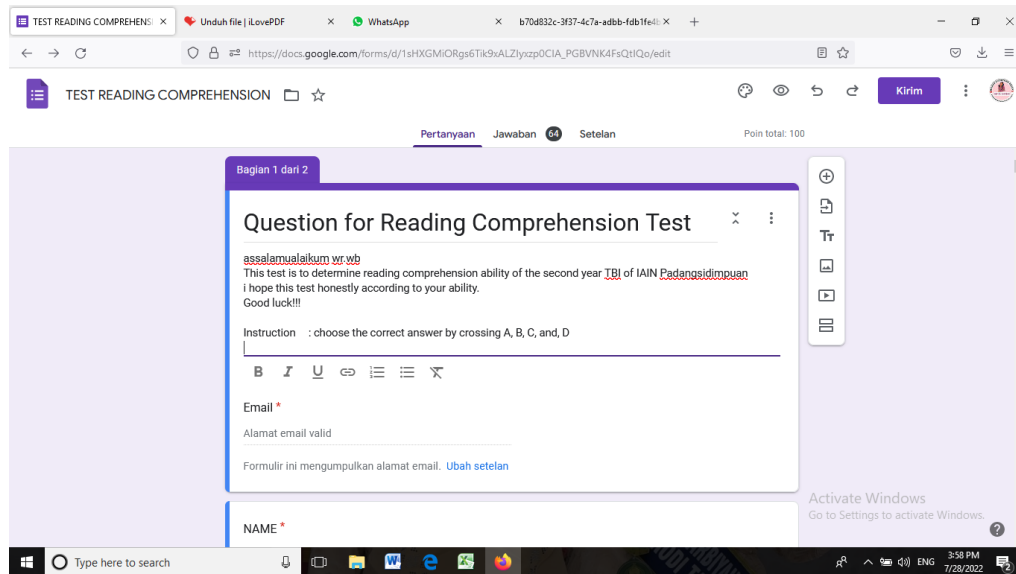
**Table Distribution t**

<b>Pr</b>	<b>0.25</b>	<b>0.10</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>	<b>0.001</b>
<b>df</b>	<b>0.50</b>	<b>0.20</b>	<b>0.10</b>	<b>0.050</b>	<b>0.02</b>	<b>0.010</b>	<b>0.002</b>
<b>41</b>	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
<b>42</b>	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
<b>43</b>	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
<b>44</b>	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
<b>45</b>	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
<b>46</b>	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
<b>47</b>	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
<b>48</b>	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
<b>49</b>	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
<b>50</b>	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
<b>51</b>	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
<b>52</b>	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
<b>53</b>	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
<b>54</b>	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
<b>55</b>	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
<b>56</b>	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
<b>57</b>	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
<b>58</b>	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
<b>59</b>	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
<b>60</b>	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
<b>61</b>	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
<b>62</b>	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
<b>63</b>	0.67840	1.29513	<b>1.66940</b>	1.99834	2.38701	2.65615	3.22471
<b>64</b>	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
<b>65</b>	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
<b>66</b>	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
<b>67</b>	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
<b>68</b>	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
<b>69</b>	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
<b>70</b>	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079

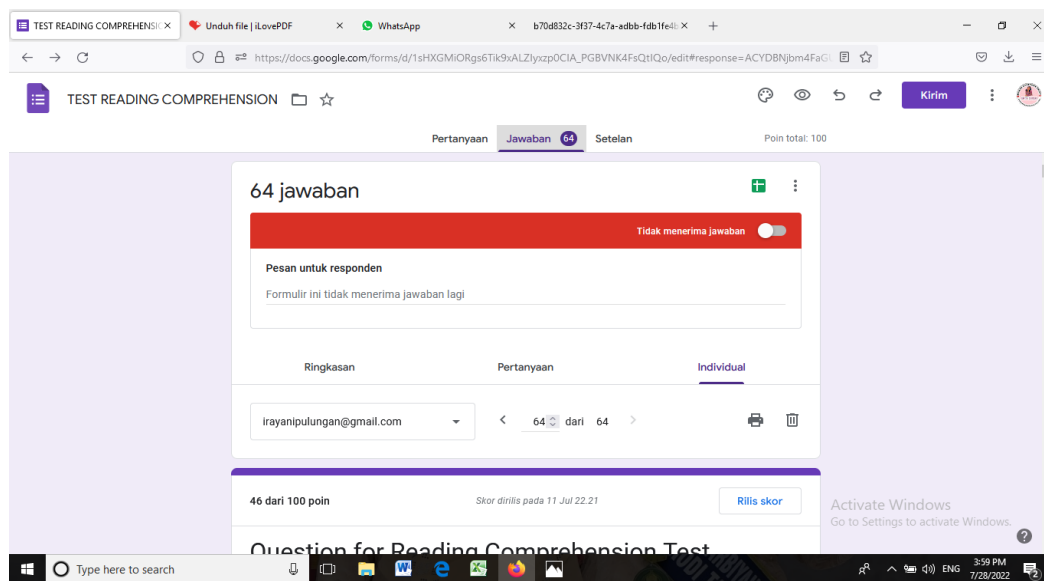
## APPENDIX XV

### Documentation

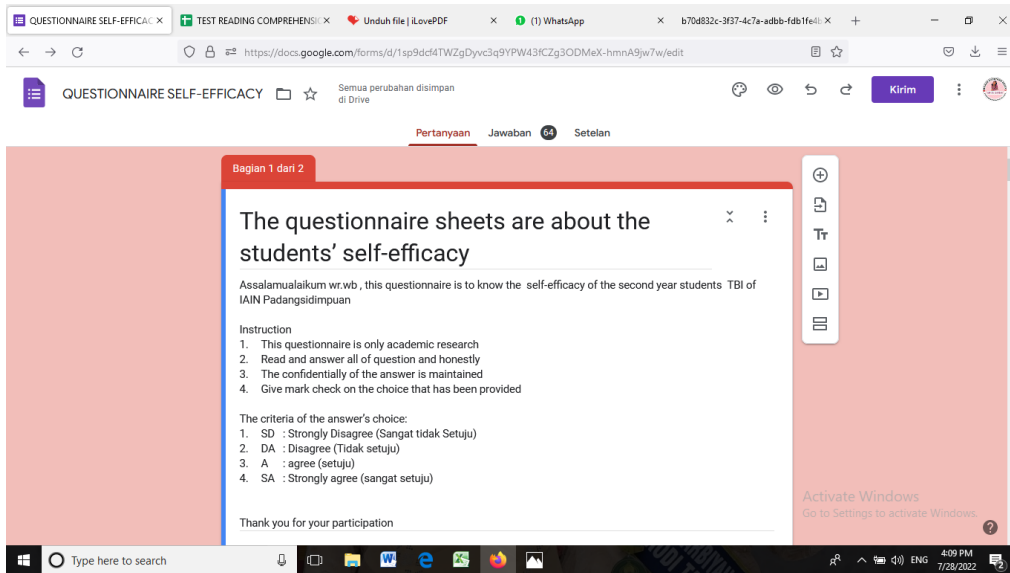
**Picture 1 : Screen of Reading Comprehension Test on Google form**



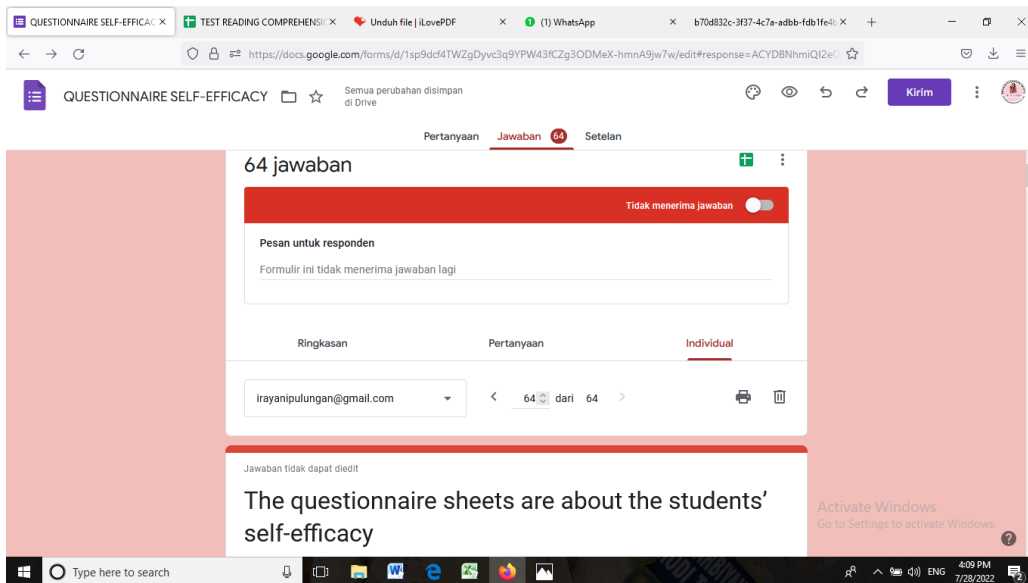
**Picture 2 : Screen of students' respond in reading comprehension test**



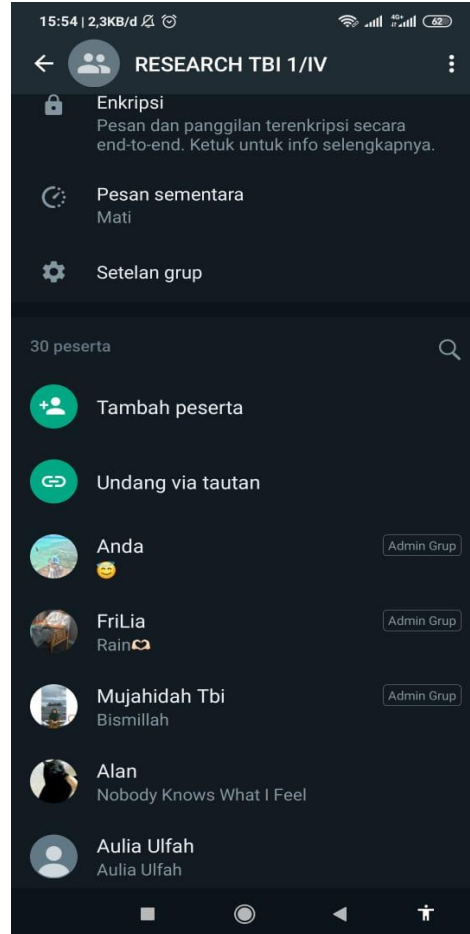
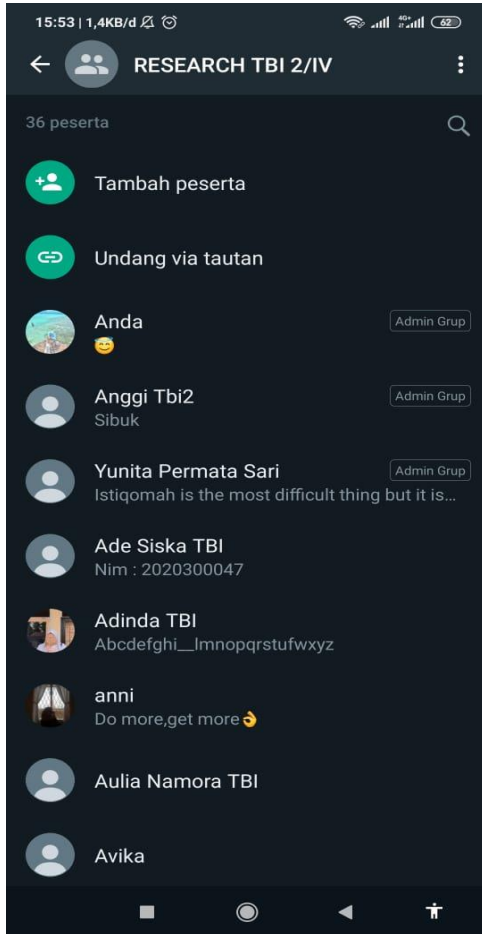
**Picture 3 : Screen of questionnaire sheet students' self-efficacy**



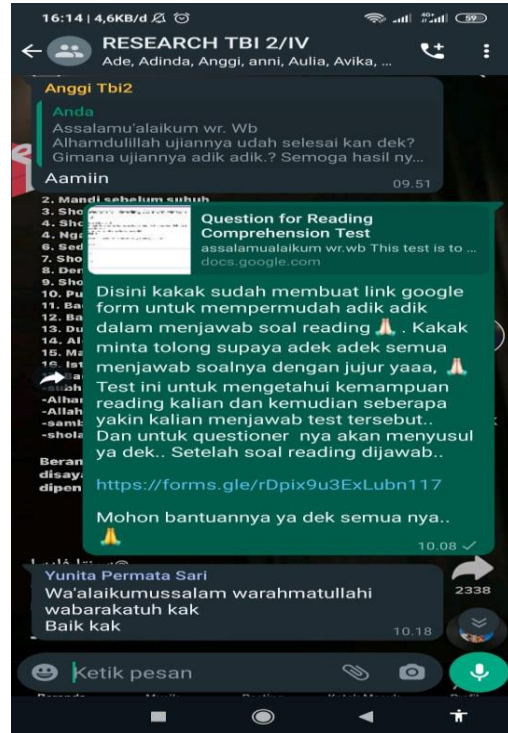
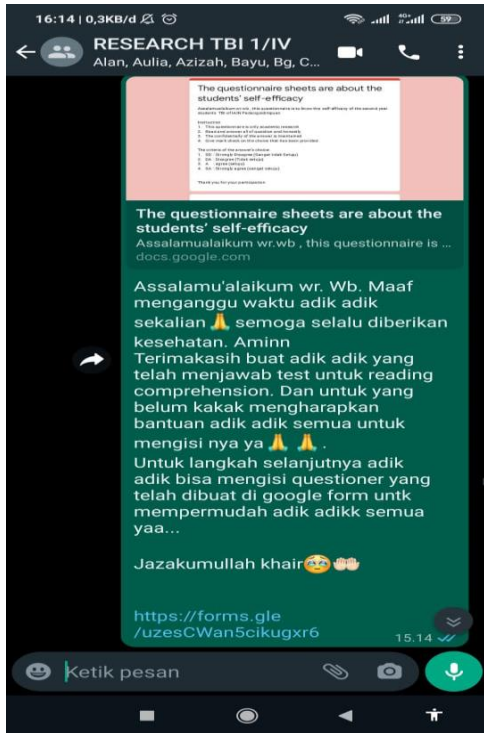
**Picture 4 : Screen of students' respond in questionnaire**



**Picture 5 : Screen of WhatsApp Group**









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Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

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Januari 2023

Nomor : B /Un.28/E.1/PP.00.9/01/2023  
Lamp : -  
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Yth:

1. Dr. Eka Sustris Harida, M.Pd. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Hafsaltul Mardiah Siregar  
NIM : 18 203 00081  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Correlation Between Self-Efficacy and Reading Comprehension Ability of the Second Year TBI Students IAIN Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui  
an. Dekan  
Wakil Dekan Bidang Akademik

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Hal : Izin Penelitian  
Penyelesaian Skripsi

22 Juni 2022

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris  
IAIN Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Hafsaltul Mardiah Siregar  
NIM : 1820300081  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

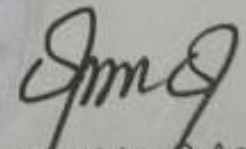
adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Self-Efficacy and Reading Comprehension Ability of the Second Year TBI Students of IAIN Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n Dekan

Wakil Dekan bidang Administrasi  
Umum, Perencanaan dan Keuangan

  
Ali Asrun Lubis, S.Ag, M.Pd.†  
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Nomor : 82/In.14/E.6a/PP.00.9/08/2022

Hal : Surat Keterangan Penelitian

31 Agustus 2022

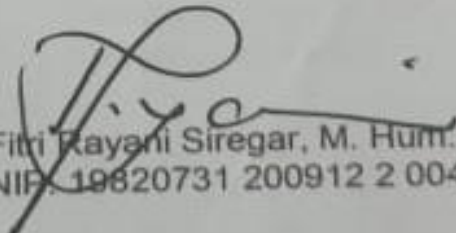
Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : Hafsaltul Mardiah Siregar  
NIM : 18 203 00081  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan pada tanggal 21 Juni 2022 – 7 Juli 2022 dengan judul "The Correlation Between Self-Efficacy and Reading Comprehension Ability of the Second Year TBI Students of IAIN Padangsidempuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

  
Fitri Rayani Siregar, M. Hum.  
NIP. 19820731 200912 2 004