

**STUDENTS' SELF-EFFICACY ON READING
ACADEMIC MATERIALS BASED ON THE
MODES OF THE PUBLICATION**

THESIS

Submitted in partial fulfilment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



UIN SUNAN AMPEL
S U R A B A Y A

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Penulis

(Yuyun Widyawati)

The third study was conducted by Habibian and Roslan which applied Ex-Post Facto design.⁵⁴ The participants were 64 EFL graduate students from UM and UPM's Faculty of Agriculture, Education and Engineering from various master's along with doctoral programs. There is substantial relationship between readers' self-efficacy and reading comprehension, according to the findings of this study. Besides that, they also found that students with high self-efficacy do better on task than those who do not.

The fourth study is carried out by Abuloum et.al which investigated the students' preference towards printed and electronic book. The participants of this research consisted of 271 undergraduate students which their classes utilized both printed and electronic book. The purpose of this study was to evaluate college students' experiences with two textbook format, namely print and electronic on the subject of utilization and preference. A self-administered survey questionnaire was employed to collect data. This study pointed out that students are generally positive about the utilization of electronic book. However, they still prefer printed book as the finest medium for educational study.⁵⁵

Another research was also conducted by Yang.⁵⁶ The participants of this study were 101 Taiwanese college students who did not majoring English. This research aimed to investigate the impact of the activities of reading electronic book for general intentions on EFL learners' English self-efficacy and language learning recognitions. The findings illustrated that the subjects' overall perceived English abilities and confidence improved as a result of their effort on the activities of reading electronic book. It also explained that they presented positive attitudes towards English learning.

⁵⁴ Maryam Habibian & Samsilah Roslan, "The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner's". *Journal of Education and Practice*, Vol. 5, No. 14, 2014, 119.

⁵⁵ Amjad Abuloum, Adnan Farah, Esra Kaskaloglu & Abduyah Yaakub, "College Students' Usage of and Preferences for print and Electronic Textbooks". *International Journal of Emerging Technologies in Learning (IJET)*, Vol. 14, No. 7, 2019, 80.

⁵⁶ Yang, "E-Books to Enhance College Learners' English Self-Efficacy.", 66

writing their research proposal or thesis. The participants are selected related to their experience since they require to read a lot of academic materials. The researcher intends to investigate the students' self-efficacy and preference for academic materials according to modes of publication. Researcher decided English Language Education Department of UIN Sunan Ampel Surabaya is based on the case that the students of this department have been applied the different modes of publication academic materials on ELT during the learning process.

C. Data and Source of Data

The first data of this study is students' self-efficacy on reading based on the modes of publication of English article journal concerning with ELT topic. Second, the data comes from the students' preference for academic materials according to modes of publication. The source of data to answer the first research question obtained through the questionnaire to investigate the students' self-efficacy on reading academic material based on the modes of the publication. In addition, the source of data to answer the second research question gathered through the interview with the representative students. The purpose of the interview is to gather the data about the students' preference for academic materials according to modes of publication.

D. Research Instruments

The researcher uses several instruments to collect data. First, the researcher gives questionnaire to the students. Second, the researcher conducts interview to the students in order to get deeper information. Instruments used by the researchers in order to obtain the data are:

1. Questionnaire

To answer the first research question about students' self-efficacy reading academic material based on the modes of the publication, the researcher used questionnaire. In this case, the questionnaire used for this study was adapted and developed from *The Reader Self-Perception Scale*

times, places or individuals. While in investigator triangulation, different observers or interviews are utilized in order to expose and minimize biases from different subjects. The term theory triangulation refers to approaching data from several hypotheses and perspectives. There are two types of methods triangulation, those are within-method and between-methods triangulation. Within-method triangulation, for example applying different subscales in a questionnaire for addressing identical topic. Meanwhile, between-methods triangulation involves combining and applying both quantitative and qualitative approaches.

In this case, the researcher used data triangulation since the researcher used questionnaire and interview in collecting the data. Moreover, the researcher read the interview transcript many times in order to recheck the data and make it more credible.

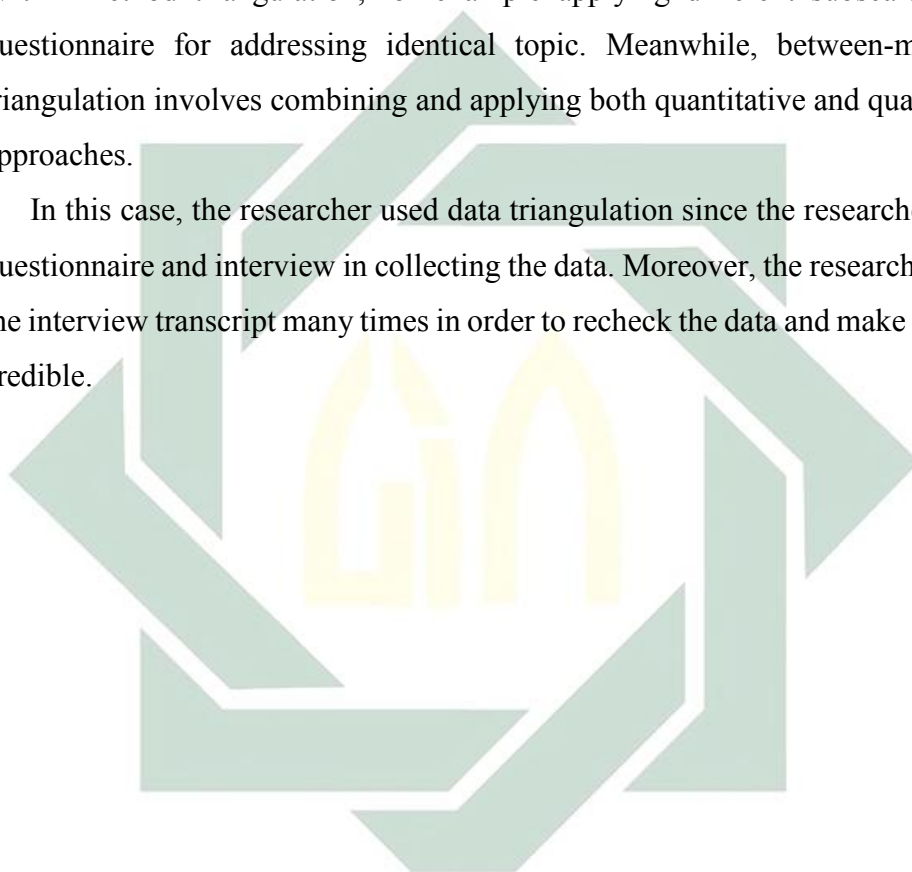
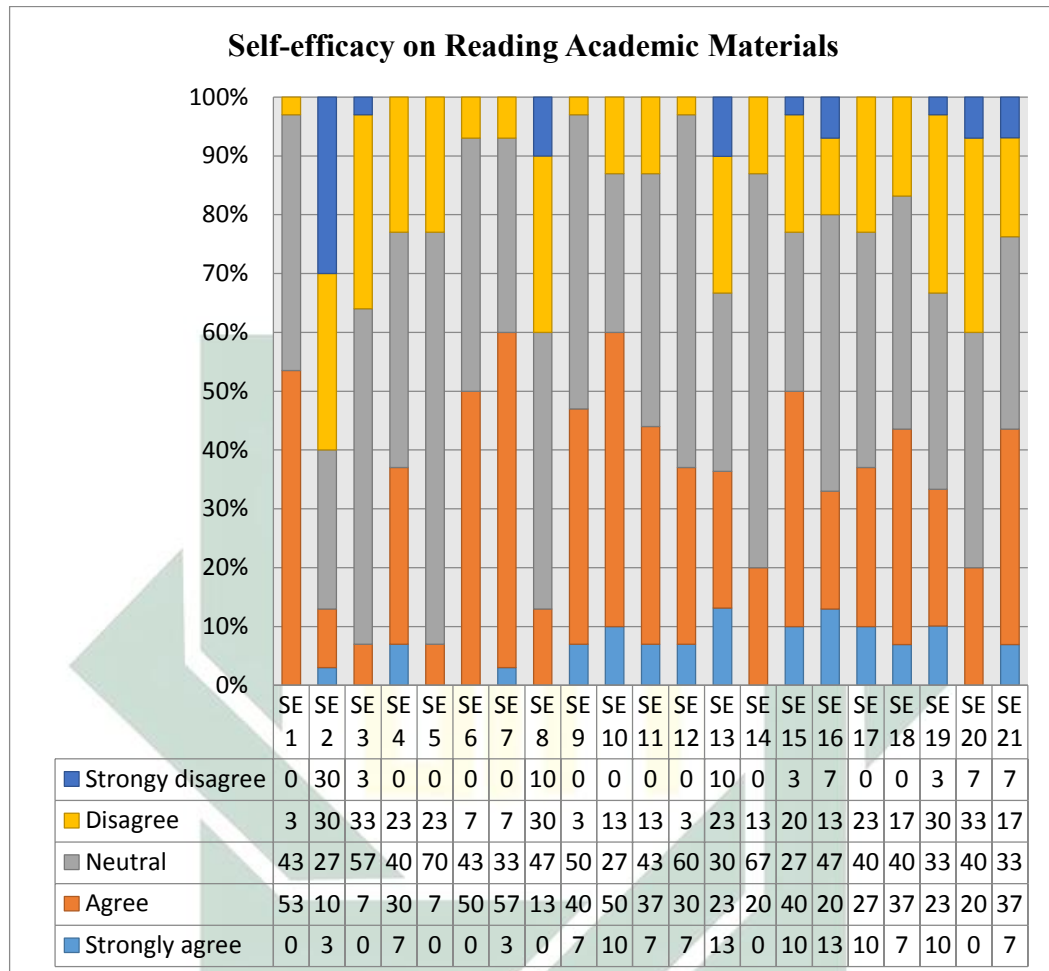


Table 4. 1 Self-Efficacy on Reading Academic Materials



To begin with, as shown in table 4.1 the researcher paid attention to the five statements which have the highest score. Most of the students (60%) have their highest level of self-efficacy on the statements number 7 (*I understand what I read as well as other students do*, A: 57%, SA: 3%) and 10 (*I read article journal faster in form of digital mode*, A: 50%, SA: 10%). Then, 53% of the students have a high level of self-efficacy (A: 53%, SA: 0%) on statement number 1 (*I am a good article journal reader*). It is supported by statement number 6 (*I am getting better in understanding the content of article journal*) and 15 (*I feel comfortable when I read*

In relation to the difficulties in reading article journal both digital and printed, each student had their own problems. Student A felt that she did not have any difficulties in reading using digital. But then, she thought that there was a problem with unfamiliar vocabularies. Both student B and student C agreed that the font size in reading digital is too small. Although student C felt uncomfortable about the small size in reading digital, she still preferred it. In tackling that problem, she zoomed the font size when it's smaller. Moreover, such situation may shape the students' reading preferences. Student B argued that even though she perceived more eye fatigue and eyestrain in reading digital article journal, she still accepted it. It is caused by the article journal's availability is only in digital publication mode.

Both digital and printed modes of publication have their own advantages and disadvantages. Regarding digital article journal, the results analysis indicated that all students agreed that digital was easy to access. Student A and student B specifically said that digital was easy to find. Additionally, student C explained that digital was easy since she only required to download for reading it. So, she could access it wherever and whenever as long as she had internet data. Another opinion is explained by student B, she had an experience that digital reading required more energy and focus. Student B argued that she could not do highlighting when she read article journal in digital publication mode. Regarding printed article journal, student C assumed that printed article journal was easier since she could borrow the journal from the university library. Although it was available in university library, it was challenging when the student was far away from the location of university library.

B. Research Discussion

This study revealed that the students' self-efficacy on reading academic materials on different publication modes was various. It is noticeable through the result of students' responses toward the questionnaire. This questionnaire was

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