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



By

Yuyun Widyawati NIM D75217096

ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF TARBIYAH AND TEACHER TRAINING SUNAN AMPEL STATE ISLAMIC UNIVERSITY SURABAYA

2021

SURAT PERNYATAAN KEASLIAN KARYA

Saya yang bertanda tangan di bawah ini:

Nama	: Yuyun Widyawati
NIM	: D75217096
Semester	: VIII (Delapan)
Jurusan/Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul "Students' Self-Efficacy on Reading Academic Materials Based on the Modes of the Publication" adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat sebenar-benarnya, apabila pernyataan tidak sesuai dengan fakta yang ada, maka saya selaku penulis bersedia dimintai pertanggungjawaban sesuai ketentuan peraturan undang-undang yang berlaku.

Gresik, 5 Juli 2021

Pembuat Pernyataan,



ADVISOR APPROVAL SHEET

This undergraduate thesis by Yuyun Widyawati entitled "Student's Self-Efficacy on Reading Academic Materials Based on the Modes of the Publication" has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya, May 8th 2021

Advisor I,

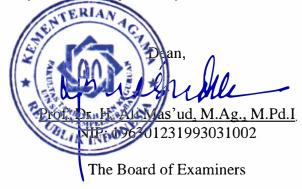
<u>Fitriah</u>, Ph.D NIP: 197610042009122001

Advisor II,

<u>Rizka Šafriyani, M.Pd</u> NIP: 198409142009122005

EXAMINER APPROVAL SHEET

This thesis by Yuyun Widyawati entitled "Student's Self-Efficacy on Reading Academic Materials Based on the Modes of the Publication" has been examined on 5th July 2021 and approved by the Board of Examiners.



Examiner I

<u>H. Mokhamad Syaifudin, M.Ed, Ph.D,</u> NIP: 197310131997031002

<u>Rakhmawati, M.Pd</u> NIP: 197803172009122002

Examiner III

<u>Fitriah, Ph.D</u> NIP: 197610042009122001

ner Rizka Safrivani, M.Pd

NIP: 198409142009122005



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama	: Yuyun Widyawati
NIM	: D75217096
Fakultas/Jurusan	: Fakultas Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address	: yuyunwidhic@gmail.com
Demi pengembang	gan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan
UIN Sunan Ampel	Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Students' Self-Efficacy on Reading Academic Materials Based on the Modes of the Publication

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 03 Agustus 2021

Penulis

(Yuyun Widyawati)

ABSTRACT

Widyawati, Yuyun. (2021). Students' Self-Efficacy on Reading Academic Materials Based on the Modes of the Publication. A thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Fitriah, Ph.D. and Rizka Safriyani, M.Pd

Key Words: self-efficacy, reading, academic materials, modes of the publication

Self-efficacy on reading is believed to be an important factor to encourage students' motivation in learning. It refers to individual's belief of his/her capability to organize the action to produce given attainments. Numerous studies found that self-efficacy affected reading comprehension, however not all students have high self-efficacy in reading. This study investigated the students' self-efficacy in reading academic materials with different publication modes. The study also identified the students' preference for academic materials according to modes of publication. To answer the issue, the study used a qualitative design by administering the questionnaires and interview the university students. The participants were comprised of thirty students from English Language Education Department of UIN Sunan Ampel Surabaya from 2017 academic year. The result showed positive responses related to three sources: mastery experience, vicarious experience and physiological states. Also, the result indicated students' high selfefficacy in reading academic materials in both publication modes (e.g. digital and printed materials). To summarize, the more positive the students' belief on their reading, the higher their self-efficacy are. Accordingly, teachers need to give positive support, facilitate the students with the most suitable modes of publication for reading academic materials.

ABSTRAK

Widyawati, Yuyun. (2021). Students' Self-Efficacy on Reading Academic Materials Based on the Modes of the Publication. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Fitriah, Ph.D. and Rizka Safriyani, M.Pd

Kata kunci: efikasi diri, membaca, materi akademik, mode publikasi

Efikasi diri dalam membaca merupakan faktor yang penting karena dapat mendorong motivasi siswa dalam belajar. Efikasi diri merupakan keyakinan individu akan kemampuannya dalam mengatur dan melakasanakan tindakan yang diperlukan untuk mencapai tujuan tertentu.Berbagai penelitian menemukan bahwa efikasi diri dapat mempengaruhi pemahaman membaca, namun tidak semua siswa memiliki efikasi diri yang tinggi dalam membaca. Penelitian ini menginvestigasi efikasi diri siswa dalam membaca materi akademik dengan mode publikasi yang berbeda. Penelitian ini juga mengidentifikasi jenis materi akademik yang disukai siswa. Untuk menjawab permasalan tersebut, penelitian ini menggunakan desain kualitatif dengan pemberian kuesioner dan wawancara kepada mahasiswa. Partisipan terdiri dari tiga puluh mahasiswa Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya angkatan 2017. Hasil penelitian ini menunjukkan respon positif terkait dengan tiga sumber: pengalaman, pengalaman orang lain, dan kondisi fisiologis. Selain itu, hasil menunjukkan bahwa mahasiswa memiliki efikasi diri tinggi dalam membaca materi akademik pada kedua mode publikasi (digital dan cetak). Singkatnya, semakin positif keyakinan siswa pada kemampuan membacanya, semakin tinggi pula efikasi diri mereka. Untuk itu, guru-guru perlu memberikan dukungan yang positif, memfasilitasi siswa dengan mode publikasi yang paling sesuai untuk bacaan materi akademik.

TABLE OF CONTENTS

SURAT PERNYATAAN KEASLIAN KARYA	i
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iii
LEMBAR PERSETUJUAN PUBLIKASI	iv
ACKNOWLEDGEMENT	v
ABSTRACT	
ABSTRAK	viii
TABLE OF CONTENTS	
LIST OF TABLES	
LIST OF FIGURE	
LIST OF ABBREVIATION	
LIST OF APPENDICES	
CHAPTER I	
A. Research Background	
B. Research Questions	
C. Objectives of the Study	
D. Significance of the Study	
E. Scope and Limits of the Study	
F. Definition of Key Terms	
CHAPTER II	
A. Theoretical Background	
1. Self-efficacy	
2. Sources of Self-efficacy	
3. Reading Academic Materials	
4. Self-Efficacy on Reading	

5. Modes of the Publication	. 20
B. Review of Previous Studies	. 22
CHAPTER III	. 25
A. Research Design	. 25
B. Research Setting	. 25
C. Data and Source of Data	. 26
D. Research Instruments	. 26
E. Data Collection Technique	. 28
F. Data Analysis Technique	. 30
G. Trustworthiness	. 32
CHAPTER IV	
A. Research Finding	. 34
1. Students' Self-Efficacy on Reading Academic Materials	. 34
2. Students' Preference for Academic Materials According to Modes of	
Publication	. 40
B. Research Discussion	
CHAPTER V	. 52
A. Conclusion	
B. Suggestion	
REFERENCES	. 54
APPENDIX	. 57

LIST OF TABLES

Table	Page
Table 3. 1 Blueprint of Self-Efficacy on Reading	
Table 3. 2 Data Collection Technique	
Table 3. 3 Categories of Self-Efficacy on Reading	

Table 4. 1 Self-Efficacy on Reading Academic Materials	
Table 4. 2 Levels of Reading Self-Efficacy	



LIST OF FIGURE

Figure	Page
Figure 4. 1 Students' Self-Efficacy on Reading Digital Academic	Materials 37
Figure 4. 2 Students' Self-Efficacy on Reading Printed Academic	Materials 38
Figure 4. 3 Students' Preference for Academic Materials According to Modes of	
Publication	
Figure 4. 4 Factors Influencing Students' Preference	
Figure 4. 5 Students' Reading Frequency	



LIST OF ABBREVIATION

- 1. CAR : Collaborative Action Research
- 2. ELT : English Language Teaching
- 3. FLATS : Foreign Language Achievement Testing Service
- 4. IELTS : International English Language Testing System
- 5. PET : Preliminary English Test



LIST OF APPENDICES

- Appendix I : Surat Izin Penelitian
- Appendix II : Questionnaire
- Appendix III : Interview Guideline
- Appendix IV : Transcripts of Interview
- Appendix V : Surat Tugas
- Appendix VI : Kartu Bimbingan

CHAPTER I

INTRODUCTION

Initially, the researcher provides the explication regarding the concept of interrelated study within this chapter. It presents research background, research questions, objectives of the study, significances of the study, scope and limits of the study and definition of key terms.

A. Research Background

Reading is a critical part of learning languages, as well as in learning English language. Besides being a pleasant activity and a starting place in gaining acquired facts, reading can also strengthen and develop someone's apprehension. Reading is useful for language accession.¹ Reading is a continual practice of speculating, furthermore what people bring forward is frequently more significant than their understanding towards recognizing unspecified components, even if these are concepts or basic phrases.² In other words, reading becomes a substantial part in learning English that helps language learners to communicate and share ideas.

Reading is an integral part for academic achievement in almost every area. Students' reading ability and comprehension has an effect on students' success in academic supports their future academic career. Grigg and Mann in Habibian & Roslan point out that reading is an important study tool that help improve reader's knowledge may be, useful for future employment.³ Readers could also read for recreational purposes. Hermida in Habibian and Roslan argues that educational achievement is generally evolved from someone's reading ability, therefore students must master the reading skill in order to

¹ Jeremy Harmer, *How to Teach English*, 2nd ed. (Pearson Education Limited, 2007), 68.

² Françoise Grellet, *Developing Reading Skills A Practical Guide to Reading Comprehension Exercises* (Cambridge University Press, 1981), 7.

³ Maryam Habibian and Samsilah Roslan, "The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner's," *Journal of Education and Practice* 5 (2014): 119–26.

succeed academically.⁴ Considering the importance of reading on students' success, students should understand how to read effectively and maintain their reading habit to acquire knowledge and information which will be useful for future and academic purposes.

A numerous studies of reading have sustain to be the concern of many studies for decades. The studies on reading in ELT context were popular around 2018 to 2019. The endless implementation of reading justifies that research on the subject of reading is still become enormous requirement since it has not revealed yet the conclusive findings of the extensive gap of reading in ELT. Therefore, identifying this topic is still relevant up to now.

The focus of studies on reading is various. Some studies focused on the types of teaching and learning strategies for reading in ELT context. Other studies examined students' self-efficacy, critical thinking and anxiety. Some others investigated the utilization of technology such as digital reading and electronic texts. In general, previous studies highlighted that understanding reading comprehension and skill are essential.

Studies on reading in ELT have been done in many countries such as Indonesia, Taiwan, Tehran, Bahrain, Canada, Australia, Southwest Missouri, Morocco, Turkey, USA and UAE with different education levels. There are some methods of data collection applied in studies of reading in ELT such as qualitative, quantitative and collaborative action research (CAR). In collecting the data of qualitative studies, researchers used questionnaire, observation checklist and interview. In quantitative studies, researchers used questionnaire, tests (FLATS, PET, Cambridge test and IELTS Reading test). While studies on collaborative action research used observation checklist, diary, and interview to collect the data.

Numerous studies found that some techniques and strategies were beneficial to be implemented in teaching reading. The techniques and strategies could assist the students' reading comprehension. Previous studies on the use of

⁴ Habibian and Roslan.

the technology and traditional materials such as online reading and note-taking validated that software utilization in teaching could make the educating process easier. However, the study found that majority of the students' preferred printed papers or texts than digital screen for reading activities.⁵ Therefore, the demand of buying books will not be superseded by the growth of electronic books.⁶ Walton argues that books are still primary format for reading activity.⁷ Interestingly, a study by Syaputri and Trilestari found that some students were more motivated when reading digital.⁸

Setiawan along with Ena informed in their study that the Indonesian junior high school students have positive perception on self-efficacy on reading.⁹ This phenomenon requires further investigation if it happens across different education level. Other study found that the main variables in educational accomplishment are self-efficacy including language mastery. Additionally, pupils with low self-efficacy can carry out assignment or task worse than those with high self-efficacy.¹⁰ In relation to this, a study by Yoğurtçu proved that self-efficacy beliefs has a positive considerable relationship with high accomplishment. This research showed that the educational accomplishment can be influenced by a vital aspect that is the eagerness of students' self-efficacy.¹¹ From the above-mentioned study, it gives a space for other research to conduct a study concerning the students' self-efficacy on reading academic materials based on the modes of the publication.

⁵ Zekeriya Kazanci, "University Students' Preferences of Reading from a Printed Paper or a Digital Screen — A Longitudinal Study," *International Journal of Culture and History* 1 (2015): 50–53, https://doi.org/10.18178/ijch.2015.1.1.009., 50.

⁶ Tim Podolsky and Karen Soiferman, "Student Academic Reading Preferences: A Study of Online Reading Habits and Inclinations," 2014.

⁷ Edward W. Walton, "Faculty and Student Perceptions of Using E-Books in a Small Academic Institution". *ACRL Thirteenth National Conference*, 2007, 98.

⁸ Komala Dwi Syaputri & Kuntum Trilestari, "A Survey of Readers' Reading Preference: Digital or Printed Reading Text". 2018, 8.

⁹ Niko Albert Setiawan and Ouda Teda Ena, "Montessori Junior High School Students' Perceptions on Their Self-Efficacy in Reading," *IJET (Indonesian Journal of English Teaching)* 8, no. 2 (2019): 26–37, https://doi.org/10.15642/ijet2.2019.8.2, 26.

¹⁰ Habibian and Roslan, "The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner's."119.

¹¹ Kadir Yoğurtçu, "The Impact of Self-efficacy Perception on Reading Comprehension on Academic Achievement". *Procedia - Social and Behavioral Sciences*, 70, 2013, 375.

Modes of publication is a style of establishing information in types of digital and printed English academic materials with the topic of English Language Teaching. With the arrival of digital technologies, it facilitates the activity of reading to be more satisfactory by the innovation of publishing book and other academic materials. The term "digital" refers to electronic, in particular, computerized technology. Digital book appears as a handy supporting materials for educational course. New opportunities, issues and considerations emerged as the utilization of such digital academic materials. In this study, digital academic materials are reading materials i.e. article journal related to the topic of ELT that presented in digital form which be able to read using any electronic devices. The other modes of publication is printed academic materials. In this study, it refers to the common reading materials for readers who use printed paper for instance printed article journal with the topic of ELT.

Yang's previous research indicated that college students' overall perceptions of their English skills and self-confidence perceived English abilities and confidence improved as result of their exertion in reading electronic books performance.¹² In their study, EIAdl and Musawi also mentioned that there is generally considerable association connecting pupils' academic motivation, self-efficacy and their attitudes in connection with the utilization of electronic book.¹³ However, there is few previous study investigating the students' self-efficacy on reading academic materials on different publication modes.

In UIN Sunan Ampel Surabaya, especially at English Language Education Department, there are some courses require the students to actively read the materials of ELT through different modes of publication. For example in Research Method in ELT, Method in ELT, Academic Article Writing, Language Testing and Assessment and so on. Lecturers provided some academic materials as the references for the study. Particularly, those academic materials

¹² Pei-Ling Yang, "E-Books to Enhance College Learners' English Self-Efficacy," *The Asian Institute of Research* 1 (2018): 66–82, https://doi.org/DOI: 10.31014/aior.1993.01.01.7., 66 ¹³ Adel ElAdl et al., "Effects of Students Attitudes towards Using E- Books on Their Self-Efficacy and Academic Motivation," *European Journal of Educational Research* 9, no. 3 (2020): 1167–76, https://doi.org/https://doi.org/10.12973/eu-jer.9.3.1167., 1167.

are handed digitally. Accordingly, students enrolled those courses must read some academic materials on different modes of publication to enrich their knowledge. Students may select the most suitable modes of publication to read the academic materials provided by the lecturers. Some students prefer to read the academic materials digitally using their laptop or cell phone. While others, prefer to borrow the academic materials to the university library or purchase the printed academic materials. Additionally, students who write their research proposal or thesis must read a lot of academic materials such as article journal in order to undertake their research.

Dealing with that phenomenon, this present research aims to explore pupils' self-efficacy on reading academic materials depend on the modes of the publication. This research indeed explored the students' self-efficacy and their preference for academic materials according to modes of publication.

B. Research Questions

In order to achieve the purpose of this research, the problems are formulated as follow:

- 1. How is the students' self-efficacy on reading academic materials on different publication modes?
- 2. What is students' preference for academic materials according to modes of publication?

C. Objectives of the Study

From those research questions, this study has certain objectives as follows:

- 1. To describe the students' self-efficacy on reading academic materials on different publication modes.
- 2. To investigate students' preference for academic materials according to modes of publication.

D. Significance of the Study

The findings of this study could give practical implications for teachers, students and future researchers. The contributions are described in the following points:

- For the teachers, this research will be useful for the teachers to consider the best publication modes in order to enhance their students' self-efficacy on reading academic materials. Moreover, teachers can assist the students to increase their self-efficacy by motivating and giving support.
- For the students, the result of this research will be useful since students understand how important self-efficacy is for their reading comprehension and academic success. In addition, it can assist the students to consider choosing the best format of the course book, text, and other academic materials for reading.
- 3. For the researchers, the findings of this study can be used for additional resource to other researcher dealing with students' self-efficacy on academic materials based on the publication modes. Additionally, future researcher who wants to investigate the same area may cover the four sources of self-efficacy. Moreover, future researchers may investigate this area with enormous participants in different setting, different skill and different topic on ELT.

E. Scope and Limits of the Study

The researcher scopes this study to English Language Education Department students of UIN Sunan Ampel Surabaya in the 2017 academic year and limited to the seventh semester students with a consideration that they are writing research proposal or thesis. The limitation of this study is only focused on the level of students' self-efficacy along three sources of self-efficacy on reading academic material based on the modes of the publication. Mastery experience, physiological states and vicarious experience are examples of these three sources. Besides, this research also focuses on students' preference for academic materials according to modes of publication.

F. Definition of Key Terms

In this study, the researcher provides particular operation definitions with the aim of helping the readers understand them more easily. They are defined as follows:

1. Self-Efficacy

As stated by Bandura, self-efficacy is the belief in one's ability to plan and carry out the essential actions to achieve specific goals.¹⁴ In this study self-efficacy signifies to the students' belief on their own capabilities on reading academic materials.

2. Reading

Recognizing the significance of published words or in print, also known as printed symbols is the definition of reading.¹⁵ In this research reading is defined as the students' inclusion towards their reading on academic materials in the form of article journals related to the topic of ELT.

3. Academic Materials

Academic refers to anything related to school, college or university, or anything to do related with studying and thinking, as opposed to practicable skill. Materials means anything that instructors or pupils can utilize to assist them learn a language. ¹⁶ Academic materials in this research is refers to article journal related to the topic of ELT.

4. Modes of the Publication

Mode is a resource for creating meaning that is publicly and ethnically shaped.¹⁷ Publication makes systematic information publicly accessible to the general public, and permits the rest of the academic community to assess the quality of the research. ¹⁸ While modes of the publication in this research is refers to a style of establishing information in types of digital and printed English article journal with the topic of ELT.

¹⁴ Albert Bandura, *Self-Efficacy: The Exercise of Control.* (NY: W.H Freeman and Company, 1997),
3.

¹⁵ M.F Patel and Praveen M. Jain, *English Language Teaching*. (Jaipur: Sunrise Publisher and Distributors, 2000), 113.

¹⁶ Jack C.Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic, 4th ed* (London: Pearson Education Limited, 2010), 354.

¹⁷ Jeff Bezemer and Gunther Kress, "Writing in Multimodal Texts: A Social Semiotic Account of Designs for Learning," *Written Communication* 25, no. 2 (2008), https://doi.org/10.1177/0741088307313177, 171.

¹⁸ Chanchal Deep Kaur, "Research Publications: Need for Academicians," *Asian J. Res. Pharm. Sci.* 3, no. 4 (2013): 220–28, www.asianpharmaonline.org, 220.

CHAPTER II REVIEW OF RELATED LITERATURE

The researcher clarified theories and prior studies connected to this study in this chapter. Based on this research, the review of interrelated theory deals with self-efficacy, reading comprehension and academic material based on the modes of the publication.

A. Theoretical Background

The main focus in this section is to review the theory and previous research relevant to the research topic. Explanation of several variables, i.e. selfefficacy, sources of self-efficacy, reading academic materials, self-efficacy on reading and modes of the publication are provided in this section.

1. Self-efficacy

As Bandura explained, self-efficacy is "the belief in one's capabilities to organize and execute courses of action required to produce given attainments".¹⁹ The theoretical framework of self-efficacy is based on Bandura's social cognitive theory of personality which states that self-efficacy beliefs influence someone's feeling, thought, motivation and their behavior. Bandura defines self-efficacy as someone's judgment towards his/her ability in planning and doing the action in order to achieve something. Self-efficacy is a term that refers to beliefs about someone's ability to organize action that can support to attain the goal or objectives.

Self-efficacy beliefs hold a critical influence towards someone's learning. Self-efficacy itself can affect students' beliefs and confidence. Moreover, students' convictions in their own self-efficacy can affect students to control their own learning and master educational actions, decide their desires, stage of enthusiasm, and educational accomplishment. With high selfefficacy, it will be easier for the students to organize and execute tasks and assignments given for them. Self-efficacy possesses a favorable effect on all

¹⁹ Albert Bandura, *Self-Efficacy: The Exercise of Control.* (NY: W.H Freeman and Company, 1997), 3.

part of human life, particularly in the learning process. Self-efficacy is reported by Zimmerman et al as the level to which an individual believes they are capable of properly completing a specific task, for instance tackling a kind of science difficulty. ²⁰ He points out that it is a significant variable for students to evaluate since it can assist them in focusing their attention towards their belief on the effectiveness of their learning strategy or ability.²¹ As individuals possess a robust sense of self-efficacy, they view complicated tasks as challenges that can be overcome rather than as pressure that must be avoided. ²² To sum up, selfefficacy determines what people do with the knowledge and skills they posses.

As claimed by Bandura, self-efficacy is defined as individual's beliefs about his or her abilities to achieve specific levels of performance and exert influence over occasions that shape his or her lives. ²³ Bandura notes that selfefficacy influence four major processes including:

a. Cognitive processes

At the onset, the majority of actions are formed by thought. Beliefs on self-efficacy influence perspective, which able to significantly improve or degrade performance. People's beliefs of their self-efficacy impact how they interpret circumstances and the sorts of expectant scenarios and visualized futures they construct. In short, this process enables individuals to speculate the occurrences of daily events in the future,

b. Motivational processes

Cognitive activity establishes the ability for self-motivation as well as purposeful activity. Individuals motivate themselves and anticipate their actions by exercising forethought. The level of

²⁰ Barry J. Zimmerman, et.al, Developing Self-Regulated Learners. (Washington DC: American Psychological Association, 1996), 140.

²¹ Albert Bandura, *Self-Efficacy:* 27.

²² Javier Coronado-Aliegro, "The Effect of Self-Assessment on the Self-Efficacy of Students Studying Spanish as a Foreign Language". (Pittsburgh: University of Pittsburgh, 2006), 16.

²³ Jennifer L. Hager, "The Relationship of Reading Self-Efficacy and Reading Achievement in Second Grade Students" (Graduate Student Theses, Dissertations, & Professional Papers. 11062. 2017), 1.

motivation is represented in the action chosen as well as the intensity and persistence of effort. Individuals shape convictions concerning what they are capable of, they look forward to the results of potential performance, they establish objectives intended for themselves and design courses of performance planned to realize desired prospects. To sum up, self-efficacy beliefs have a critical function towards the self-control of motivation.

c. Affective processes

Beliefs in self-efficacy are crucial in the self-regulation of emotional states. Self-efficacy beliefs influence the nature as well as strength of emotional impressions in numerous ways: including the exercise of individual control on perspective, performance and influence.

d. Selection processes

Self-efficacy beliefs shape people's lives by affecting their choices of performances and environments. People generally apt to keep away from actions and conditions they suppose beyond their coping abilities, in contrast they easily adopt burdensome actions and select community situations they believe they are capable of managing.²⁴

Bandura argues that pupils who believe in their own positive selfefficacy are more likely to reject erroneous strategies, resolve extra troubles, choose to revise more of those they unsuccessful, and do so more accurately than pupils with the equivalent capability who questioned their own efficacy. The more self-efficacious students are, the better they control their work period, more determined they are and the fewer probable they are to decline exact solutions impulsively. In conclusion, self-efficacy has an integral role in achieving someone's goals. In this

²⁴ Albert Bandura, *The Exercise of Control*, 1st ed. (United States of America: W.H. Freeman and Company, 1997)., 116-160.

study, self-efficacy is the students' belief in their own capabilities on reading academic materials i.e. article journal.

2. Sources of Self-efficacy

As mentioned by Bandura, people interpret information form four sources in order to form their self-efficacy, those are:²⁵

a. Mastery Experience

Mastery experience is the most influential resource of selfefficacy. This resource can affect individual's self-efficacy since it has a strong relation with the real personal experiences and authentic evidence which contains successes and failures experiences. The successes experience develops a firm belief in one's personal efficacy that will increase individual's selfefficacy, in contrast the failures will decrease personal efficacy.

It can be said that both positive and negative experiences may have an impact on individual's capability in executing certain task. A strong sense of self-efficacy grows from several successes and negative sides of failures. Failures can be solved by some efforts that can enrich individual's motivation. Bandura claims that the more someone beliefs of personal efficacy were raised, the better they perform.²⁶

b. Vicarious Experience

Vicarious experience is another source of self-efficacy beliefs. It refers to the second-hand experiences obtained by imitating a model, observing and adapting other people's attitudes to be compared with them. For example, the activity of observing others doing particular task. Observing persons who are similar to oneself successfully manage task demands increases the observer's belief that he or she can master similar

²⁵ Albert Bandura, Self-Efficacy: ...79

²⁶ Albert Bandura, *Self-Efficacy:* ..., 80.

tasks and achieve success as well. Modeling becomes another powerful action for fostering a sensibility of personal efficacy. People are actively looking for competent models who can serve as role models to be their inspiration. By observing the proficient models performing task, people are able to compare their own competence with the proficient models' competence. Someone's self-efficacy will be increased when they see someone similar to them succeed.

c. Social Persuasion

This source is gained through verbal persuasion for instance impulse and support given by other people. Feedback from people who are respected or considered knowledgeable about the task improves one's self-efficacy. Therefore, social persuasion has an enormous role in strengthening people's beliefs about their ability to achieve their goals. As a result, it will motivate individual to put more prominent effort in order to achieve their goal rely on their own capability beliefs, therefore they have a greater chance at succeeding. In contrast, negative persuasions can decrease self-efficacy.

d. Physiological States

The last source of self-efficacy is psychological state such as anxiety, stress or mood. When individuals connect aversive physiological stimulation with the insufficiency of behavioral action, recognized lack of ability, and recognized lack of success, physiological states influence self-efficacy. ²⁷ Bandura points out that people tend to interpret their psychological state as an indicator of their competence. People's self-efficacy will diminish when people interpret activity by stress and tensions as a bad mood. While people's

²⁷ James E. Maddux. "Self-Efficacy, Adaptation, And Adjustment: Theory, research and Application". *Springer Science+Business Media, LLC*. (New York: Plenum Press, 1995), 11.

self-efficacy will enhance when people have a positive mood as their interpretation to the activities given for them. It can be said that physiological state plays a requisite role in apprehending self-efficacy.

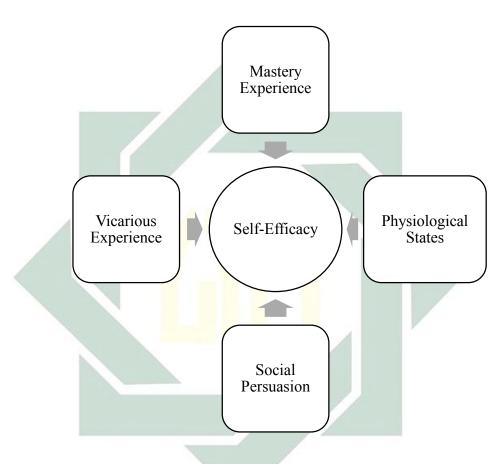


Figure 2. 1 Sources of Self-Efficacy

3. Reading Academic Materials

Reading is a requisite skill which should be mastered by students. It is one of the basic activities done to acquire information. Reading is substantial for academic success. Recognizing the significance of published words or in print, also known as printed symbols is the definition of reading.²⁸ This activity is the perception of a written text

²⁸ M.F Patel and Praveen M. Jain, *English Language Teaching*. (Jaipur: Sunrise Publisher and Distributors, 2000), 113.

with the aim of comprehending its contents. The reading process can be divided into several phases:

1. The stage of recognition

At this phase, the reader basically identifies the illustrative counterparts of phonological units such as recognizing the verbal words in written form.

2. The stage of structuring

At this point, reader discerns the items' syntactic connection along with comprehends the syntactical items' structural meaning.

3. The stage of interpretation

In this phase, reader understands the importance of words, phrases, or sentences in the context of discard.²⁹

As stated by Catherine, reading comprehension means the action of concurrently eliciting and developing meaning throughout interactivity and connection with the written language.³⁰ The reader, the text and the activity are three elements involved in reading comprehension.

²⁹ M.F Patel and Praveen M. Jain, 114.

³⁰ Catherine E. Snow, *Reading for Understanding toward an R&D Program in Reading Comprehension*. RAND, 2002, 11.

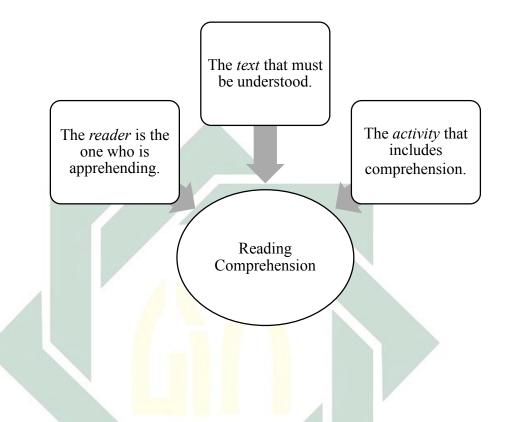


Figure 2. 2 Three Elements Involved in Reading Comprehension³¹

Reading comprehension is the activity or practice to get the meaning and information from a written text.³² It is a process of communication which the author attempt to transfer the information, knowledge and entertain the readers. Therefore, reading is necessary as the way to grasp information and knowledge. By reading, people can discover the entire world. Nevertheless, readers must grasp and comprehend what they read not only read the words or phrases without understanding the meaning. Accordingly, readers should have a good comprehension in order to conceive the messages or purposes

³¹ Snow, 11.

³² Richard Schmidt Jack C Richards, *Longman Dictionary of Language Teaching and Applied Linguistics, 4th Edition, Pearson,* 2010, 483.

given by the author thus misunderstanding and misinterpretation can be stave off. Based on those explanations, reading is defined as the students' inclusion towards their reading on English article journal on ELT.

Academic refers to anything related to school, college or university, or anything to do related with studying and thinking, as opposed to practicable skill. Materials are anything used by teacher or students to facilitate language learning and possibly visual, semantic, kinesthetic or aural. Materials could be in form of print, aural or video, on compact disc read-only-memory, or on the internet via live presentation or demonstration.³³

Academic materials can be defined as any course handouts prepared for modules in teaching students at the institution. ³⁴ Academic materials in this research is refers to the article journal correlated with the subject of ELT utilized by the pupils in order to assist their thesis writing. There are several examples of academic materials, as follows:

- Any course handouts prepared by teacher or lecturer for teaching modules such as manuscript notes, slides and audio-visual materials.
- b. Any exam questions construct for students at an institution.
- c. Any devices designed by teacher or lecturer for a practical demonstration of an experiment.
- d. Filmed videos for a lesson module to educate the students.
- e. Each computer program that gives students entrance to multiple choice questions about their course of lesson such as a virtual learning environment.³⁵

³³ Jack C Richards, 354.

³⁴ Clive Rowland – Janet Knowles, *Academic Materials and Publishing* (The University of Manchaster Intellectual Propertu Limited, 2010, 4.

³⁵ Clive Rowland – Janet Knowles, 4

In this research, the academic materials are any article journal related to ELT read by the students. Article journal is beneficial for the students to support their study. These academic materials are selected since the last semester students require to actively read from reliable sources in order to obtain information and add their references for their proposal or thesis writing.

According to Pranowo and Herujiyanto as cited in Ningsih, there are four level of reading. Academic reading is categorized as the last level of reading.³⁶ In academic reading, readers must understand the whole reading content, starting from understanding word meaning, term, idiom, phrase, explicit meaning, implicit meaning, inference, reading content evaluation, interpreting the intended authorial intent and predicting the author's intention.³⁷ In short, academic reading involves a complex process to understand what is read and the content of information contained in academic materials. Therefore, college students must have this level of reading to support their academic study and future.

4. Self-Efficacy on Reading

Perceived academic self-efficacy means individual assessment of his or her ability to plan and carry out actions so as to achieve specific variety of learning outcomes.³⁸ As cited in William and Melnick, Bandura and Schunk argue that the impact of perception in self-efficacy for the learners can encourage or inhibit them in studying. Self-efficacy assessments are hypothesized to influence

³⁶ Fitriya Ningsih, "Pengembangan Budaya Baca Level Akademik Dengan Strategi Skema Pada Mahasiswa Semester V Program Studi Pendidikan Bahasa Sastra Indonesia Fakultas Keguruan Dan Ilmu Pendidikan Universitas Sarjanawiyata Tamansiswa Tahun Akademik 2017/2018" (Sanata Dharma University, 2018, 17.

³⁷ Ningsih.....19.

³⁸ Albert Bandura, *Self-efficacy in Changing Societies* (USA: Cambridge University Press, 1995), 203.

accomplishment by affecting someone's activity selection, task evasion, effort expenditure, and goal persistence.³⁹

In language learning process, reading is one of the main activities. During the reading process, self-perceptions can affect individual's orientation toward the process. It can push individual in doing activity that he or she is able to do. As a result, it will ease individual in pursuing goal. Students who consider they are competent readers are likely to get pleasure from the reading process. Meanwhile, students who believe they are poor readers are unlikely to have had much success with their reading. In conclusion, individuals' feeling about himself or herself as a reader could influence the reading process.

Despite the major role of reading in language learning, students continue to struggle with reading. Even though students have a considerable linguistic knowledge, a variety of non-linguistic aspects that influence the process of reading comprehension. Anders as cited in Arip states that language learning is influenced by both the psychological and emotional aspects of human behavior.⁴⁰ The emotional sides of students can be influenced by self-efficacy as one of the most crucial affective factors. Self-efficacy has a role in enhancing students' interest and motivation in reading activity.

Numerous studies had been implemented the idea of selfefficacy in educational settings towards different skills. In writing, self-efficacy and motivation as the affective factors impact all the stages on the process of composing in writing. Pajares revealed that self-efficacy on writing may predict the writing outcomes.⁴¹ He also

³⁹ William a Henk and Steven a Melnick, "The Reader Self-Perception Scale (RSPS): A New Tool for Measuring How Children Feel About...," *Reading Teacher* 48, no. 6 (1995), 471.

⁴⁰ Arip, A Thesis: "The Correlation Between Reading Self-Efficacy And Reading Comprehension Achievement Of English Education Study Program Students of UIN Raden Fatah Palembang". (Palembang: IslamicState University Raden Fatah Palembang, 2017, 24.

⁴¹ Frank Pajares, "Self-Efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature," *Reading and Writing Quarterly*, 2003, https://doi.org/10.1080/10573560308222.

noted that writing motivation along with numerous writing outcomes in school are influenced by students' writing confidence.

Another skill that fundamentally important for students is listening. Listening comprehension provides auditory input that students obtain through the communications or in classroom setting. A study by Khosroshahi and Merç regarded that after training, learners' self-efficacy results did not change significantly while their listening proficiency scores increased. To sum up, low self-efficacy does not automatically direct to poor listening ability.⁴²

Students must consider their ability in expressing their thoughts and feelings for their academic study and future career. In speaking skill, self-efficacy can be considered as an indispensable aspect, furthermore it may influence diverse aspects of speaking performance. Demirel et.al. affirm that students' speaking selfefficacy levels were high. However, there was no statistically significant difference in their self-efficacy depend on gender. Also, their speaking self-efficacy beliefs were found different towards their annual amount of reading. To conclude with, by contributing in more activities of prepared speech and gaining habit of reading it is possible for the students to improve their current level.⁴³

The relative influence that form students' self-efficacy of each source has been found as indicated by several aspects including ethnicity, domain, culture, values, capability and gender.⁴⁴ In particular, gender differences may influence self-efficacy. It is found that boys may be more inclined in defining their identity development

⁴² Hamideh Hamdi Khosroshahi and Ali Merç, "Listening Self-Efficacy Beliefs, L2 Listening Proficiency, and Listening Strategy Training," *ELT Forum: Journal of English Language Teaching* 9, no. 2 (2020), https://doi.org/10.15294/elt.v9i2.41855, 1.

⁴³ Mehmet Volkan Demirel, Ali Türkel, and İbrahim Seçkin Aydın, "Speaking Self-Efficacy Beliefs of Turkish University Students," *Cypriot Journal of Educational Sciences* 15, no. 3, 2020, https://doi.org/10.18844/cjes.v15i3.4905, 399.

⁴⁴ Karin Hendricks, "The Sources of Self-Efficacy: Educational Research and Implications for Music," *Update: Applications of Research in Music Education* 35, no. 1, 2016, https://doi.org/10.1177/8755123315576535, 3.

towards their educational achievements. Meanwhile, girls possibly depend on information achieved from their interactions with other people.⁴⁵

Another factor that may influence one's self-efficacy is values. Values mean one's perceptions toward the significance and purpose of learning and performing in certain ways. People take actions regarding the results that are consistent with their value and prevent activities that lead to outcomes that are lack of consistency with their values.⁴⁶ According to Bandura, people be apt to belief evaluations of their capabilities made by others who are considered knowledgeable or skilled in particular activity.⁴⁷ The positive social persuasions obtained from a local level may strengthen students against the negative messages gotten from the broader culture.⁴⁸

Self-efficacy beliefs are most likely influenced by mastery experience. In spite of this, individual's ability level can be indicated by the amount of necessitate effort to complete a task. Students' selfefficacy beliefs may be undermined when they experience failure after putting a great effort in doing particular action. Furthermore, a weaker indication of students' personal ability may be provided by achieving success with the help of others than achieving success on their own.⁴⁹

5. Modes of the Publication

A mode is a resource for creating meaning that is publicly and ethnically shaped. Publication makes systematic information publicly accessible to the general public, and permits the rest of the academic

⁴⁵ Ellen L. Usher and Frank Pajares, "Sources of Self-Efficacy in School: Critical Review of the Literature and Future Directions," *Review of Educational Research*, 2008, https://doi.org/10.3102/0034654308321456, 779.

 ⁴⁶ Richard M. Ryan, *The Oxford Handbook of Human Motivation*, *The Oxford Handbook of Human Motivation*, 2012, https://doi.org/10.1093/oxfordhb/9780195399820.001.0001, 19.
 ⁴⁷ Bandura, *The Exercise of Control*.

⁴⁸ Usher and Pajares, "Sources of Self-Efficacy in School: Critical Review of the Literature and Future Directions.", 788.

⁴⁹ Usher and Pajares, 752.

community to assess the quality of the research.⁵⁰ While modes of the publication in this research is refers to a style of establishing information in types of digital and printed article journal with the topic of ELT. There are two modes of publication in this research, the first mode is digital article journal, and the second mode is printed article journal.

Many devices have been invented in this modern era that may assist humans' live easier. The invention of technology also deals with the process of learning, as an example in reading area. There are several interactive media available to aid the process of reading. As the rapid growth of technology, the old-fashioned or the conventional modes of publication of academic materials for reading being gradually overtaken. Nowadays, digital publication such as book and article journal become more and more popular. Digital simply means "characterized by electronic" or "computerized technology". Digital book contains context and images that can be read through digital media such as computer or other digital device viewers.⁵¹ In academic area, students have their own option or preference in selecting academic material such as textbook and article journal. In this research, digital is refers to reading materials i.e. article journal related the topic of ELT that are presented in digital form which be able to be read using any devices.

Readers are free to choose what kind of modes of publication that they want to read, whether digital article journal or the traditional ones i.e. printed. This conventional reading material is a reading material that still using the printed media. Letters, numbers, words and symbols printed on paper by a machine using ink are known as the definition of print (Cambridge Advance Learner's Dictionary 3).

⁵⁰ Kaur, "Research Publications: Need for Academicians."

⁵¹ Zakaria Issa Saleh and Ahmad Shaher Mashhur, "The Impact of E-Books on the Printed Books: E-Books Popularity, Growth and Future," in *Proceedings - 2015 5th International Conference on e-Learning, ECONF 2015*, 2016, https://doi.org/10.1109/ECONF. 2015, 58.

Another definition of print is the process of putting letters or images on paper or other materials using a machine. In this study, printed is explained as the common reading materials for readers who use printed paper for instance printed article journal relating with the topic of ELT.

B. Review of Previous Studies

There are several researches discussed students' self-efficacy on reading comprehension which applied mixed-method. The first previous research had done by Niko Albert Setiawan and Ouda Teda Ena. In a Montessori Junior High School, Setiawan and Ena have examined the students' perception of their self-efficacy and their implications on reading comprehension. The research explained that the students exhibit positive perceptions of their self-efficacy when it comes to reading, particularly in clarifying, synopsizing texts and comprehending the graphics without their teachers' guideline.⁵² Mastery experience, vicarious experience, verbal persuasion, including emotional and psychological states reveal the of the students self-efficacy sources.

Second previous research was done by Yoğurtçu. This study used quantitative, therefore questionnaires were administered to gather the data. The aims of the research were to find out the role of efficacy belief on reading comprehension towards foreign language academic achievement also to make recommendations for improving academic acquirement. The result showed a significant positive relationship between high achievement and self-efficacy beliefs.⁵³

⁵² Niko Albert Setiawan and Ouda Teda Ena, "Montessori Junior High School Students' Perceptions on Their Self-Efficacy in Reading," *IJET (Indonesian Journal of English Teaching)*, 2019, https://doi.org/10.15642/ijet2.2019.8.2.26-37, 26.

⁵³ Kadir Yoğurtçu, "The Impact of Self-Efficacy Perception on Reading Comprehension on Academic Achievement," *Procedia - Social and Behavioral Sciences*, 2013, https://doi.org/10.1016/j.sbspro.2013.01.075, 375.

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 selfadministered 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

The last previous study was done by EIAdl and Musawi with the sought to reveal students' attitudes towards e-book use, as well as their correlation to academic motivation and self-efficacy. ⁵⁷ This study took place higher education institutions in Omani with the subjects of the study chosen using the method of stratification. The findings showed that generally there was a significant positive connection between the participants' attitudes toward the utilization of electronic book, self-efficacy and academic motivation.

The differences among those studies are the aims, setting, participants and methodology. Most of the previous studies applied quantitative approach. Meanwhile, this study applied qualitative approach. In conclusion, this research differs from previous studies. This research only focusses on students' self-efficacy on reading academic material based on the modes of the publication (digital and printed). It will be conducted in English Language Education Department at UIN Sunan Ampel Surabaya. This research is intended to explain the level of students' self-efficacy on reading based on the modes of publication. Furthermore, the researcher wants to know the students' preference for academic materials according to modes of publication.

⁵⁷ ElAdl et al., "Effects of Students Attitudes towards Using E- Books on Their Self-Efficacy and Academic Motivation.", 1167

CHAPTER III RESEARCH METHOD

The present chapter describes how the researcher undertakes the study and obtains the data needed to responses the objectives of the research and the questions of the research. Thus, this section covers research design, research setting, data and source of data, research instrument, data collection technique, data analysis technique and trustworthiness.

A. Research Design

This study's design is categorized as a qualitative research. In qualitative research, researcher tries to conceive how others make sense of their experiences. As Shank says that qualitative research is a type of methodical observational investigation into meaning.⁵⁸ It is a systematic (planned, ordered and public) research that grounded in the world experience. This study provides descriptions about the students' self-efficacy on reading. It presented students' views related to their real experiences on reading academic materials on different publication modes in English Language Education Department of UIN Sunan Ampel Surabaya. The results clarified through data analysis established in the field. The findings depicted and displayed narratively. Therefore, a descriptive qualitative method is suitable with the purpose of this study since understanding the data in depth is appropriate with the objectives of this study.

B. Research Setting

This research was conducted in English Language Education Department of UIN Sunan Ampel Surabaya. The criterion sampling method was employed to select the participants. It means that the participants must appropriate with the criteria. The participants are seventh semester students with a consideration that they are in progress of writing research proposal or thesis. The subjects of this study were 30 students on the seventh semester of English Language Education Department from the academic year 2017 with a consideration that they are

⁵⁸ Ospina, "Qualitative Research". *Encyclopedia of Leadership*. London: SAGE Publications. 2004,2.

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' selfefficacy 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* (RSPS) proposed by Henk & Melnick.⁵⁹ It is based on the theories of selfefficacy by Bandura. The designed instrument is close-ended questions which the questions are about general perception, mastery experience, vicarious experience, and physiological states. Each question has five options ranging from strongly agree to strongly disagree.

	No.	Subscale	No. Item	Quantity
•	1.	General Perception	1	1
	2.	Mastery Experience	6, 9, 10, 11, 12, 13, 16, 17, 18, 19	10
	3.	Vicarious Experience	3, 5, 7, 8, 14, 20	6
	4.	Physiological States	2, 4, 15, 21	4

Table 3. 1 Blueprint of Self-Efficacy on Reading

The questionnaire is designed in four parts. The first part is about the participants' demographic information, the second part is for measuring students' self-efficacy in general and consists nine items and each item has a choice of a Likert scale namely: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree and 1. Strongly Disagree so that the participants are able to express the level of their self-efficacy on reading academic materials related to ELT. The third part of the questionnaire is considered with the students' self-

⁵⁹ Henk and Melnick, "The Reader Self-Perception Scale (RSPS): A New Tool for Measuring How Children Feel About..., 478-482"

efficacy on reading academic materials on digital publication modes and has six items each of that are having the similar choice of Likert scale 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree and 1. Strongly Disagree. The last part of the questionnaire is related with the students' self-efficacy on reading academic materials on printed publication modes consists six items using the same Likert scale such as the previous parts.

2. Interview

In order to get deeper information, researcher used structured interview to identify the students' preference for academic materials according to modes of publication, such as digital and printed article journal. The interview questions are adapted and developed from Abuloum et.al.⁶⁰ This instrument intended to answer the second research question. The total question for this interview is four open-ended questions related with students' preference for academic materials according to modes of the publication. In order to avoid the students' misinterpretation, the interview was written in Indonesian. The interview questions are about students' experience, practices and strategies on reading academic materials, their reading academic materials' frequency and opinion, their preference for academic materials according to modes of publication for their study and their reasons, as well as their opinion regarding with the better academic materials according to modes of publication for learning and obtaining information. Due the condition, the interviews were done online through Whatsapp call. The researcher made appointment with the participants who were willing to be interviewed. The time for the online interview was based on the participants' convenience. The participants answered the questions based on their experience using their own words.

E. Data Collection Technique

Collecting the data for research can be done in various setting, sources and ways. The researcher uses two techniques for collecting the data for this

⁶⁰ Amjad Abuloum, Adnan Farah, Esra Kaskaloglu & Abduyah Yaakub, "College... 85-89

study; they are questionnaire and interview. The table below shows the process of collecting data:

Research Question	Data Collection	Instruments
RQ 1	Questionnaire	Questionnaire
RQ 2	Interview	Interview guideline

Table 3. 2 Data Collection Technique

The participants of this study are selected based on the criterion sampling. It means that the participants must appropriate with the criteria. The participants are seventh semester students of English Language Education Department with a consideration that they are in the progress of writing research proposal or thesis. As the present study was conducted during the progress of participants' research proposal and thesis writing so students had gotten adequate experience of their self-efficacy. Moreover, they were able to provide the necessary data. To collect the data of students' self-efficacy on reading academic material based on the modes of the publication, the researcher used questionnaire distributed online using an online platform. There were several steps performed by researcher during the research. The steps were:

- 1. The researcher prepared the instruments for data collection.
- 2. Adopted and developed the questions based on experts' theory about self-efficacy on reading.
- 3. Inputted the questions in Google Form.
- 4. After that, the researcher shared the link to the participants.
- 5. After obtaining the data, the researcher analyzed it and explained it descriptively.

To answer the second research question, the researcher conducted the interview with the participants. The purpose of the interview is to investigate the

students' preference on the modes of the publication. There are several procedures in doing the interview, those are:

- 1. At first, the researcher made appointment with the interviewees about the schedule. The time for interview was based on participants' convenience.
- 2. The interview was conducted online using an online platform.

F. Data Analysis Technique

In qualitative method, the researcher analyzed the data descriptively. The researcher collected the data through questionnaire. The result of the questionnaire was to answer the first research question. After collecting the data, researcher analyzed the data. In analyzing the data from the close-ended questionnaire, researcher calculated the data using Microsoft Excel.

In this research, five scales are referred to the categories of agreement in the questions starting from strongly agree, agree, neutral, disagree and strongly disagree. The researcher applied this formula to display the data of students' selfefficacy on reading academic materials, in order to determine their level of selfefficacy on reading academic materials:

Students' self-efficacy level = $\frac{\text{total items based on answers}}{\sum \text{total items}} \ge 100\%$

After that, the result was categorized based on high and low self-efficacy categorization. Here, the researcher categorized the students' self-efficacy on reading level into three levels.

Max score = (max scale score) x (total instrument items based on each mode)

$$= 5 \times 15$$

= 75

```
Min score = (min scale score) x (total instruments items based on
each mode)
= 1 x 15
= 15
```

This following formula is used to discover the Mean (μ) and ideal Standard Deviation (σ) using the maximum and minimum score calculations above:

Mean (
$$\mu$$
) = $\frac{1}{2}$ x (max score + min score)
= $\frac{1}{2}$ x (75+15)
= $\frac{1}{2}$ x 90 = 45
Standard Deviation (σ) = $\frac{1}{6}$ x (max score - min score)
= $\frac{1}{6}$ x (75-15)
= $\frac{1}{6}$ x 60 = 10

Based on the above calculation, the students' total score for self-efficacy on reading questionnaire can be categorizes into three levels as shown on the Table 3.3. Finally, the level of students' self-efficacy on reading academic material based on the modes of the publication was displayed in form of graphic and descriptive text.

Formula	Interval	Score	Level
Χ < (μ- σ)	X < 35	15 - 34	Low
$(\mu - \sigma) \leq X \leq (\mu + \sigma)$	$35 \le X \le 55$	35 - 55	Moderate
$X > (\mu + \sigma)$	X > 55	56 - 90	High

The researcher analyzed the data using Creswell's thematic analysis in form of descriptive design after conducting the interview and collecting the interview data. ⁶¹ The first step to analyze the data was organized the information gleaned from the interview. The students' interview data was intended to answer the second research question. The second step after organizing the data were transcribed and read all them. The researcher transcribed the students' interview of investigating students' preference on the modes of the publication into the words and phrases. The researcher then read all data to obtain overall understanding of the participants' answer. The next step was coded the data. Here, the researcher transformed all of the obtained information into the same response or answer. Thus, to displayed the students' preference on the publication modes.

At last, the researcher interpreted the finding and described the result of students' self-efficacy on reading academic material based on the modes of the publication and the students' preference on the modes of the publication in the next chapter.

G. Trustworthiness

The data of a research must be valid and reliable. Creswell points out that in doing a research, the researcher using specific procedures to verify the accuracy of the findings.⁶² To check the trustworthiness of the data, as this research was qualitative research, the researcher employed triangulation. Triangulation means extending the actions of the researcher during the process beyond what is normally completed, for instance by using more than one method. ⁶³

Denzin differentiates triangulation in four forms. Those four types are namely investigator triangulation, theory triangulation, and methods triangulation. ⁶⁴ Data triangulation is the utilization of multiple data sources as opposed to multiple data production method. It may be in terms of different

⁶¹ John W. Creswell, "Educational Research 4th edition" (USA: Sage Publication Inc), 2014, p. 247

⁶² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fourth (SAGE Publications, Inc, 2013). 326.

⁶³ Uwe Flick, Managing Quality in Qualitative Research (SAGE Publications Ltd, 2007)., 37

⁶⁴ Flick., 42

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.



CHAPTER IV RESEARCH FINDING AND DISCUSSION

The findings and discussion of the research about students' self-efficacy on reading academic materials based on the modes of the publication are interpreted in this chapter. The findings answer the two research questions namely; the students' self-efficacy on reading academic materials and students' preference for academic materials according to modes of publication. The findings are arranged chronologically according to the research questions.

A. Research Finding

To find out the students' self-efficacy on reading academic materials based on the modes of the publication, this research administered questionnaires to 30 students and conducted online interviews to the representatives. The finding will be categorized into two sections, namely students' self-efficacy on reading academic materials based on different publication modes and students' preference for academic materials according to modes of publication.

1. Students' Self-Efficacy on Reading Academic Materials

In this study, the researcher intended to describe the level of students' self-efficacy on different publication modes i.e. digital and printed article journal. To investigate the students' self-efficacy, the study administered online questionnaire related to three sources of self-efficacy based on Bandura's theory and academic materials modes of publication. Self-efficacy questionnaire was adapted and developed from Henk & Melnick.⁶⁵ The result of students' self-efficacy on reading academic materials on different publication modes is described in table 4.1.

⁶⁵ Henk and Melnick, "The Reader Self-Perception Scale (RSPS): A New Tool for Measuring How Children Feel About..."

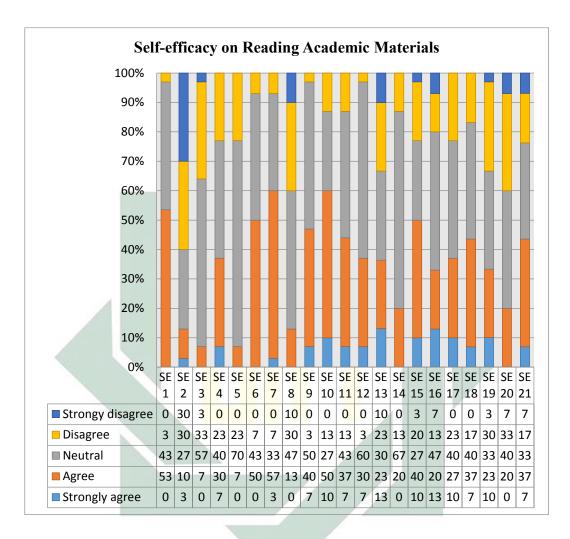


Table 4. 1 Self-Efficacy on Reading Academic Materials

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*)

academic materials such as article journal in digital mode) on which 50% of the students chose to agree and strongly agree.

Nevertheless, 60% of the students chose to disagree (30%) and strongly disagree (30%) on the statements number 2 (*I like to read article journal loudly*). Moreover, 40% of the students have the same opinion on the statement number 8 (*I am one of the best in understanding academic reading such as article journal*, D: 30%, SD: 10%) and number 20 (*I read printed article journal more than other students*, D: 33%, SD: 7%). Additionally, 36% of the students chose to disagree (33%) and strongly disagree (3%) on the statement number 3 (*When I read article journal, I can recognized words more than my classmates*).

The summated findings were then explored in order to get more detail information. The data were processed to obtain the categorization of students' selfefficacy on reading academic materials on different publication modes by using such formula as mentioned in the previous chapter. The researcher classifies the total score of students' responses toward the reading self-efficacy questionnaire into three level.

No.	Interval	Range of score	Level
1.	X < 35	15 - 34	Low
2.	$35 \le X \le 55$	35 - 55	Moderate
3.	X > 55	56 - 90	High

Table 4. 2 Levels of Reading Self-Efficacy

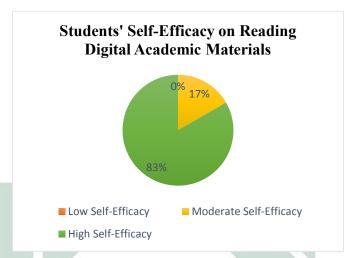


Figure 4. 1 Students' Self-Efficacy on Reading Digital Academic Materials

Figure 4.1 above depicts the level of students' self-efficacy on reading academic materials on reading digital academic materials.

a. Low Self-Efficacy on Reading Digital Academic Materials

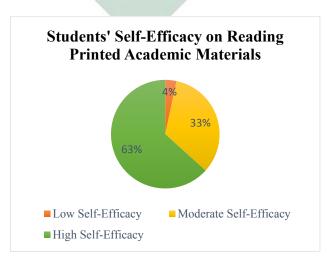
Based on the result, it can be concluded that there were not any students who are categorized having low self-efficacy on reading academic materials on digital publication mode. It shows by the responses from the questionnaire data which indicate that all students have more than 34% of their self-efficacy. It is based on the calculation that the low self-efficacy score is between 15% until 34%.

b. Moderate Self-Efficacy on Reading Digital Academic Materials

The second categorization of students' self-efficacy on reading is moderate level. From the chart, it indicates that (17%) of the students had moderate self-efficacy, however they have different percentage. Those are students 5, 9, 11, 18, and 30. Firstly, there are two students who get around 40%, those are student 5 (44%) and student 11 (47%). Next students who get moderate self-efficacy are student 9 with 53%, student 18 who gets 52% and the last is student 30 who gets 55%. c. High Self-Efficacy on Reading Digital Academic Materials

The last level is high self-efficacy level. The majority of the students (83%) has high self-efficacy. Student 27 has a high selfefficacy with the percentages of 56%. Two students get the same level (59%) of their self-efficacy on reading digital academic material, those are student 17 and student 26. Student 8 and student 15 have the same level (60%). Additionally, there are three students get the similar level that is 61%, they are student 7, student 20 and student 24. Student 3 and student 16 get the same level (63%). There are three students who get the same level (64%), they are student 1, student 12 and student 28. Others who get high self-efficacy are student 4, student 22, student 23 and student 29 with the percentage of 67%. Other students get 69%, they are student 2, student 6 and student 10. There are two students who get the similar self-efficacy level (71%), they are student 19 and student 21. Another student gets 73% that is student 13. Meanwhile, student 14 gets 80%. Moreover, the last student who have a high self-efficacy is student 25 with the highest level of 81%.





The students' self-efficacy on reading printed academic materials are visually categorized on Figure 4.2 in order to make the readers of this study interpret the data easily.

a. Low Self-Efficacy on Reading Printed Academic Materials

The above chart exhibits that among 30 students, around 4% of the student is having low self-efficacy on reading printed academic materials. It is found that student 15 is categorized as having low self-efficacy (32%).

b. Moderate Self-Efficacy on Reading Printed Academic Materials

The result indicates that 33% of students are categorized having moderate self-efficacy. There are several students get moderate self-efficacy between 44% until 49 %. The first is student 12 (44%), second is student 7 (45%), third is student 27 (47%), next is student 5 (48%) and the last is student 26 (49%). Other students get 51% (student 9), 52% (student 13 and student 17), 53% (student 21) and 55% (student 20).

c. High Self-Efficacy on Reading Printed Academic Materials

Based on the categorization on Table 4.2, initially 63% of students have a high self-efficacy on reading printed academic materials. Student 4 and student 8 are categorized as having high self-efficacy that have the same percentage of 56%. Three students also have similar level of their self-efficacy on reading printed academic materials (57%), they are student 11, student 16 and student 30. Whereas, only one student who is categorized as having high self-efficacy by the percentage of 59% (student 19). Another six students almost have similar level, they are student 1 and student 18 (60%), student 2, student 14, student 25 and student 28 (61%). Meanwhile, only one student who got 63% (student 24). Others are having the different percentages, student 6 (64%), student 3 (65%) and student 10 and 23 (67%). One student has 72% of self-efficacy level, she is student 29. Students who is categorized having the

highest level of self-efficacy on reading printed academic materials is student 22 with 81%.

2. Students' Preference for Academic Materials According to Modes of Publication

As mentioned earlier, to answer the second research question the researcher did interviews. The interviews were done online. From thirty students, there were three students who were willing to be interviewed by the researcher. The representatives' students were asked about their preference and experience in reading academic materials that is article journal.

The second research question that this study has been investigating to find the answer is the students' preference for academic materials according to modes of publication such as article journal from digital or printed. Figure 4.3 below shows the percentage of the students' preference.

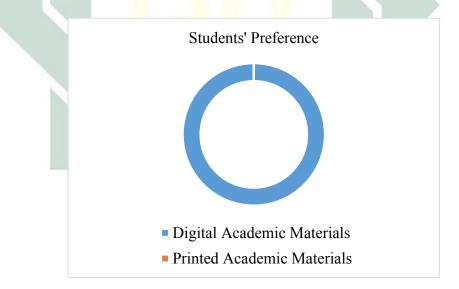


Figure 4. 3 Students' Preference for Academic Materials According to Modes of Publication

Results related to this question as obtained from the representatives' students revealed that 100% of the students preferred digital academic materials to read for their study. Since millennial have grown up with digital text and direct access to nearly any internet resource,

it's not surprising that the students prefer digital over print. When it comes to deciding digital or printed, several factors may play a role as shown in figure 4.4 below.

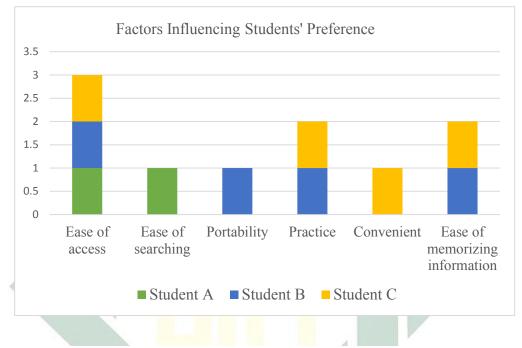


Figure 4. 4 Factors Influencing Students' Preference

As student A felt bored and felt sleepy easily when she read printed, in consequence she preferred to read digital than printed. In relation to this, student B explained other factors. She argued that digital cannot be disappeared, she is able to bring the digital academic materials such as article journal everywhere through her smartphone. In short, digital is portable and simpler. While student C mentioned certain factors that influence her preference. Her easiness and experiences in utilizing digital article journal was considered as the major role for her preference. She thought that it was easy for her to gain information and knowledge from article journal through digital mode. Moreover, she had opinion if digital is practice, convenient and easy to access. The following is the opinion of student C translated into English from the interview regarding to this issue:

Excerpt 1. Participant 3's answer related to preference for academic materials according to modes of publication.

"Because I think digital is practice, convenient and easy to access for me myself. I am easy in digital more than printed. So, I prefer to choose digital mode since it's easy for me to gain information and knowledge from article journal through digital mode".

Another crucial issue is dealing with students' opinion about which modes of publication is better for learning and obtaining information. Student A argued that both modes of publication (digital and printed) were good for learning and obtaining information although they have their own pros and cons.

Excerpt 2. Participant 1's answer related to preference for academic materials according to modes of publication.

"Actually both of them are good right? Both of them are good. Since they have their own advantages and disadvantages."

Meanwhile, student B and student C believed that printed is better. She described that reading through printed academic materials, particularly article journal is easy to comprehend and easy to memorize. To support her argument, she mentioned that reading printed academic materials enables her to do the highlighting and put some marks for important points in the article.

Excerpt 3. Participant 2's answer related to the best modes of publication for learning and obtaining information.

"It's easy to comprehend, easy to memorize meaning that we can do highlighting, put some marks for crucial points in the article". (Student B) Student C expressed her opinion related to this issue. She believed that printed is better for learning and obtaining information since it might help her to read the academic materials (article journal) intensively. Another opinion from student C is align with student B which she can put the highlight in the printed article journal and searched the information in dictionary or through search engine such as Google if she found words or phrases that she didn't understand. To sum up, she was able to read printed article journal clearer than digital.

It is worth to notice that participating students spend their time for reading article journal differently. Interestingly, student B reads article journal every day. However, student A and student C occasionally read article journal. They read article journal only when they were required to revise their writing.

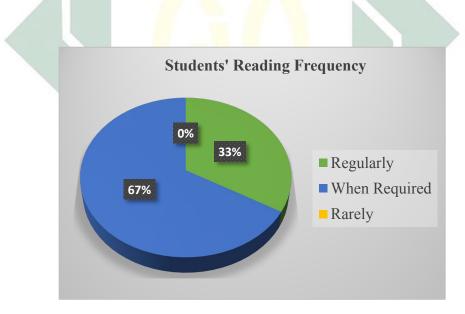


Figure 4. 5 Students' Reading Frequency

Excerpt 4. Participant 1 and 3's responses related to their article journal reading reasons and frequency.

"Not very often sih, if there's a need. Such as after revision". (Student A) "Not very often, but if there is college task that requires to find references from journal, I utilize journal or article. Then if I need information or references for my thesis writing or for Academic Writing course I use journal and article". (Student C)

Student A and B always read article journal in digital mode of publication. Meanwhile, student C utilized both modes of publication in gaining information and knowledge. In relation to this, student A said that digital article journal was chosen since it was easy to find. Additionally, student B explained that article journal in digital publication mode was more complete and she could access it whenever and wherever based on her own needs. Moreover, she did not need to go to the university library or borrow such article journal from her friends. Student C pointed out certain reasons about her choice in reading article journal in both publication modes.

Excerpt 5. Participant 3's answer related to modes of publication preference and reasons.

"If I think that I can understand the article through my hand phone, I prefer to choose digital. Meanwhile, if I think it is hard to understand the words, or the academic words I print them first. So I can use my dictionary to highlight some words that I don't understand". (Student C)

Each representative has their own practices in understanding their reading. Student A read the article slowly, then she reread until she is understood. Student B has different practices. Firstly, she found the difficult words. Next, she reread the article and translated it. Student C did the scanning. After scanning the article, she was looking for the important points, mainly in discussion and finding.

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

consisted of 21 items. It was divided into three self-efficacy sources: including mastery experience, vicarious experience and physiological states.

According to the result of research findings, it indicated that the students have highest positive responses toward the three sources, which are mastery experience, vicarious experience and physiological states. Mastery experience is the main causes of self-efficacy.⁶⁶ It is the most powerful source in building up self-efficacy.⁶⁷ As in table 4.1, there are 60% students strongly agree and agree with their mastery experience (statement 10) and their vicarious experience (statement 7). Related to their general perception, 53% students agree that they are good article journal reader. In mastery experience, 50% of the students agree that they are getting better in comprehending the content of article journal.

The finding of this study is similar to the findings of Setiawan and Ena who reported that students perceived their experiences cause their self-efficacy on reading.⁶⁸ Consequently, the more success experiences students in reading academic article journal, the more self-efficacious they are. The last, there are 50% students strongly agree and agree on their physiological states. It means that sources of students' self-efficacy come from the three sources of self-efficacy. As stated by Bandura, people interpret information form four sources to form their self-efficacy. ⁶⁹ This finding is in line with Bandura's outline, three sources of information form individual's self-efficacy: mastery experience (progress) how one's perception of current reading performance compares to his/her former experience, vicarious experience (observational comparison) and physiological states related to one's internal feeling towards his/her experience during reading. The finding of this study was similar to the findings of Setiawan and Ena where

⁶⁶ Bandura, *The Exercise of Control, 80*.

⁶⁷ Intan Nuvitasari, Rizka Rizka Safriyani, and Rakhmawati Rakhmawati, "Students' Self-Efficacy In Public Speaking Program At SMKN 1 Lamongan," 2018, https://doi.org/10.2991/iconelt-17.2018.52., 248.

⁶⁸ Setiawan and Ena, 33."

⁶⁹ Albert Bandura, W. H. Freeman, and Richard Lightsey, "Self-Efficacy: The Exercise of Control," *Journal of Cognitive Psychotherapy*, 1999, https://doi.org/10.1891/0889-8391.13.2.158.

self-efficacy sources of the students were in their mastery experience, vicarious experience, verbal persuasion and emotional states. ⁷⁰

Additionally, the major finding of the current study was that students' selfefficacy level on reading academic materials showed significant difference in terms of digital and printed academic materials. The researcher used percentages to scrutinize the students' self-efficacy level. There are three levels of self-efficacy which are occurred in students who read academic materials based on different publication modes.

1. Low Self-Efficacy

In low level of self-efficacy on reading digital academic materials, there was not any student who have this level. It can be influenced by some factors. Mastery experience is a powerful source to influence one's self-efficacy. During skill development, self-efficacy beliefs are most likely to change.⁷¹ On the contrary, there is one student who had a low self-efficacy on reading printed academic materials, she is student 15 (32%).

2. Moderate Self-Efficacy

In moderate level of self-efficacy on reading digital academic materials, student 5 gets 44%, student 11 gets 47%, student 18 gets 52%, student 9 gets 53% and student 30 gets 55%. In this moderate level of self-efficacy on reading printed academic materials, there are ten students who get this level. The first percentage of moderate is 44%. The student gets 44% is student 12. Then, student 7 gets 45%, student 27 gets 47%, student 5 gets 48% and student 26 49%. Lastly, there are five students get more than 50%. They are student 9 who gets 51%, student 13 and 17 get 52%, student 21 gets 53% and student 20 gets 55%.

⁷⁰ Setiawan and Ena, 26"

⁷¹ Usher and Pajares, "Sources of Self-Efficacy in School: Critical Review of the Literature and Future Directions.", 752.

3. High Self-Efficacy

The last level is high level. There are 25 students get high level of self-efficacy. Student 27 gets 56%. Two students get the same percentage of 59%, they are student 17 and student 26. Student 8 and student 15 get the same percentage of 60%. There are three students get 61%, they are student 7, student 20 and student 24. Other two students get 63%, they are student 3 and student 16. Student 1, student 12 and student 28 get 64%. There are four students get 67%, they are student 4, student 22, student 23 and student 29. Other three students get 69%, they are student 2, student 6 and student 10. Student 19 and student 21 get 71%. Student 13 gets 73%. Lastly, there are two students get around 80%, student 14 gets 80% and student 25 gets 81%. In reading printed academic materials, there are 19 students who get high self-efficacy level. Firstly, two students get the same percentage of 56%, they are student 4 and student 8. There are three students get 57%, they are student 11, student 16 and student 30. Student 19 gets 59%. Two students get 60%, they are student 1 and student 18. Four students get 61%, they are student 2, student 14, student 25 and student 28. Others who get high level of self-efficacy are, student 24 (63%), student 6 (64%), student 3 (65%) and student 10 and 23 (67%), student 29 (72%). At last, student 22 gets 81%.

From the result, the majority of the students have a high level of selfefficacy. It can be said that the students are highly self-efficacious since they have enormous experiences of reading academic materials in both modes of publication. Additionally, supported by the findings of students' preferences towards the publication modes, they prefer to read digital academic materials. Another important reason is because most of the students are familiar on technology and reading digital activity. So, they have mastered reading. Therefore, 83% of the students get a high self-efficacy on reading digital academic materials. As Bandura said, mastery experience is one of the sources of self-efficacy.⁷² It is defined as

⁷² Bandura, *The Exercise of Control, 80*.

individual's success or failure experience in doing particular tasks, in this case is reading.

In regards of students' self-efficacy on reading digital academic materials, there was not any student who have low self-efficacy level, 17% of the students were in moderate level, and 83% of the students were in high level. This result is supported by previous study conducted by Yang, through the activity of reading E-book students could have more chance to broaden their perspectives and practices the target language. Moreover, this type of learning environment enables students to enhance their self-efficacy, allowing them to expand their language input and output.⁷³ The findings of this study in regards of students' self-efficacy on reading printed academic materials showed that 4% of the students were having low self-efficacy, 33% of the students were having moderate self-efficacy, and 63% of the students were having high self-efficacy. In other word, most of the students of English Language Education Department of UIN Sunan Ampel Surabaya in form academic year 2017 are highly self-efficacy in reading academic materials.

It can be concluded from the data above that almost all of the students have high self-efficacy level, therefore most of them agree to have a positive belief on their own capabilities on reading academic materials especially article journal in both modes of publication. As stated by Bandura, mastery experience is one of the most effective way in forming one's self-efficacy through personal experience.⁷⁴ For instance, they can comprehend article journal better than before for additional information for their study. In consequence, it will help them in writing their research proposal and thesis well. The findings of this study revealed that there were no students who have low self-efficacy in reading digital academic materials. It is possible that this is due to the fact that respondents of this study are students in their final academic year. In which they have learnt and gained much experience in reading digital academic materials related to ELT since their first year. So, they are already familiar and capable in reading using digital modes of publication.

⁷³ Yang, "E-Books to Enhance College Learners' English Self-Efficacy."

⁷⁴ J. Coronado-Aliegro, "The Effect of Self-Assessment on the Self-Efficacy of Students Studying Spanish as a Foreign Language," 2006, 1–110, http://challenger.library.pitt.edu/ETD/available/etd-12012006-121145/unrestricted/Coronado-AliegroJ2_etd2006.pdf, 22.

Advocates of this issue, a study by M. van Dinther et.al. where mastery experience is the most powerful source in developing one's self-efficacy. It is found that the amount of practical experience is responsible to enhance students' self-efficacy.⁷⁵ Moreover, during the pandemic of COVID-19, it's challenging to borrow printed article journal in the university library. Therefore, last year students are well adapted in utilizing such digital academic materials.

Students' preference for academic materials according to modes of publication confirmed Abuloum et.al' study which identified that students had positive responses toward digital mode of publication.⁷⁶ Although the students reported they preferred to use electronic books but the result still showed preference for print format as the best medium for academic study.⁷⁷ It can be said that students tend to read digital academic articles, but two students argued that printed was better for learning and obtaining information.

This study also found that digital academic materials had several good qualities over printed materials. It offers greater flexibility and accessibility than conventional reading materials. Students preferred digital academic materials because they found the digital article journal was easy to save and bring. These findings substantiate previous study that the use of E-book allows students to learn at any time and any location.⁷⁸ Equally important, flexibility in searching and downloading digital article journal was the advantages of digital academic materials. They were easier to access if the printed edition of article journal was not available, particularly during the pandemic. Moreover, they could access digital academic materials whenever and wherever based on their own needs. These reasons are similar with the study by Abuloum et.al. which show preference in the

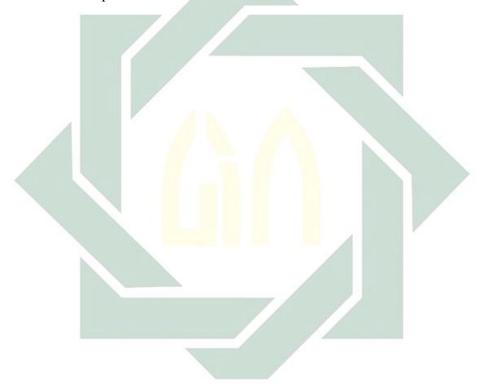
⁷⁵ Mart Van Dinther, Filip Dochy, and Mien Segers, "Factors Affecting Students' Self-Efficacy in Higher Education," *Educational Research Review*, 2011, https://doi.org/10.1016/j.edurev.2010.10.003, 104.

⁷⁶ Amjad Abuloum et al., "College Students' Usage of and Preferences for Print and Electronic Textbooks," *International Journal of Emerging Technologies in Learning*, 2019, https://doi.org/10.3991/ijet.v14i07.9871.

⁷⁷ Abuloum et al.

⁷⁸ ElAdl et al., "Effects of Students Attitudes towards Using E- Books on Their Self-Efficacy and Academic Motivation."

use of electronic books for the easiness in accessing and searching the materials. ⁷⁹ Students use digital materials since it is easy to access particularly when they cannot find print. Students select different modes of publication in different circumstances. The study found that the students prefer reading digital materials for some reasons such as when they are unable to borrow the printed materials during the pandemic. Although it is revealed that eye strain was greater problem when reading digital, they still prefer digital. To sum up, students overall appear to prefer digital, but they also satisfied with printed materials.



⁷⁹ Abuloum et al., "College Students' Usage of and Preferences for Print and Electronic Textbooks."

CHAPTER V CONCLUSION AND SUGGESTION

The last chapter of this study is conclusion and suggestion. This chapter presents some conclusion and suggestions related to the result of this study described in the previous chapter.

A. Conclusion

- 1. The finding of this study identified that the students of English Language Education Department of UIN Sunan Ampel Surabaya have various level of self-efficacy on reading academic materials. Most of the students showed positive responses related to three sources: mastery experience, vicarious experience and physiological states. These influenced on their self-efficacy. The study also found that most of the students' self-efficacy was high on reading academic materials in both publication modes (e.g. digital and printed materials). The students' self-efficacy level was categorized into three. The first level was low level in 15-34%, second was moderate level with 35-55% and the last was high level with 56-90%. 83% of the students were considered as having high self-efficacy level on reading printed academic materials.
- 2. Another finding is about students' preference for academic materials, the study revealed that students preferred to read digital academic articles than printed academic articles. The reason for this is that digital academic materials were more flexible and accessible for them. However, although the majority of the students preferred digital academic materials they were satisfied with printed materials.

B. Suggestion

Based on the conclusion discussed previously, the study provides some suggestions for students, teachers/lecturer and future researchers as follows:

1. For the students

Since reading self-efficacy is crucial for the students' academic study, it is recommended that they must have a high self-efficacy. The students should appreciate themselves and have strong belief towards their capability particularly on reading academic materials. Furthermore, students are expected to select the best modes of publication for reading academic materials that may help them in understanding the materials.

2. For the teacher/lecturer

Regarding the phenomenon of this study, the students' self-efficacy on reading academic materials on both of publication modes were high. It should be better for the teacher or lecturer to let the students choose the suitable modes of publication for their academic study in order to reinforce the students' self-efficacy on reading.

3. For further researcher

Recognizing the result of this study, the researcher provides some suggestions. It will be better for the future researcher who plans to conduct the similar study to have more participants. The future researcher can also develop another skill of English language learning for the future research. Additionally, future researcher can have different discussion related to the sources for enhancing one's self-efficacy. Since the instrument employed in this study to investigate the students' self-efficacy only used questionnaire, it will be preferable for future researchers to validate the data using interview as well.

REFERENCES

- Abuloum, Amjad, Adnan Farah, Esra Kaskaloglu, and Abduyah Yaakub. "College Students' Usage of and Preferences for Print and Electronic Textbooks." *International Journal of Emerging Technologies in Learning*, 2019. https://doi.org/10.3991/ijet.v14i07.9871.
- Bandura, Albert. *The Exercise of Control.* 1st ed. United States of America: W.H. Freeman and Company, 1997.
- Bandura, Albert, W. H. Freeman, and Richard Lightsey. "Self-Efficacy: The Exercise of Control." *Journal of Cognitive Psychotherapy*, 1999. https://doi.org/10.1891/0889-8391.13.2.158.
- Bezemer, Jeff, and Gunther Kress. "Writing in Multimodal Texts: A Social Semiotic Account of Designs for Learning." *Written Communication* 25, no. 2 (2008): 166–95. https://doi.org/10.1177/0741088307313177.
- Coronado-Aliegro, J. "The Effect of Self-Assessment on the Self-Efficacy of Students Studying Spanish as a Foreign Language," 2006, 1–110. http://challenger.library.pitt.edu/ETD/available/etd-12012006-121145/unrestricted/Coronado-AliegroJ2_etd2006.pdf.
- Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Fourth. SAGE Publications, Inc, 2013.
- Demirel, Mehmet Volkan, Ali Türkel, and İbrahim Seçkin Aydın. "Speaking Self-Efficacy Beliefs of Turkish University Students." *Cypriot Journal of Educational Sciences* 15, no. 3 (2020). https://doi.org/10.18844/cjes.v15i3.4905.
- Dinther, Mart Van, Filip Dochy, and Mien Segers. "Factors Affecting Students' Self-Efficacy in Higher Education." *Educational Research Review*, 2011. https://doi.org/10.1016/j.edurev.2010.10.003.
- ElAdl, Adel, OMAN Sultan Qaboos University, Ali Al Musawi*, and OMAN Sultan Qaboos University. "Effects of Students Attitudes towards Using E-Books on Their Self-Efficacy and Academic Motivation." *European Journal* of Educational Research 9, no. 3 (2020): 1167–76. https://doi.org/https://doi.org/10.12973/eu-jer.9.3.1167.
- Flick, Uwe. *Managing Quality in Qualitative Research*. SAGE Publications Ltd, 2007.
- Grellet, Françoise. Developing Reading Skills A Practical Guide to Reading Comprehension Exercises. Cambridge University Press, 1981.
- Habibian, Maryam, and Samsilah Roslan. "The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among

ESL Learner's." Journal of Education and Practice 5 (2014): 119–26.

- Hamdi Khosroshahi, Hamideh, and Ali Merç. "Listening Self-Efficacy Beliefs, L2 Listening Proficiency, and Listening Strategy Training." *ELT Forum: Journal of English Language Teaching* 9, no. 2 (2020). https://doi.org/10.15294/elt.v9i2.41855.
- Harmer, Jeremy. How to Teach English. 2nd ed. Pearson Education Limited, 2007.
- Hendricks, Karin. "The Sources of Self-Efficacy: Educational Research and Implications for Music." *Update: Applications of Research in Music Education* 35, no. 1 (2016). https://doi.org/10.1177/8755123315576535.
- Henk, William a, and Steven a Melnick. "The Reader Self-Perception Scale (RSPS): A New Tool for Measuring How Children Feel About..." *Reading Teacher* 48, no. 6 (1995).
- Jack C Richards, Richard Schmidt. Longman Dictionary of Language Teaching and Applied Linguistics, 4th Edition. Pearson, 2010.
- Kaur, Chanchal Deep. "Research Publications: Need for Academicians." *Asian J. Res. Pharm. Sci.* 3, no. 4 (2013): 220–28. www.asianpharmaonline.org.
- Kazanci, Zekeriya. "University Students' Preferences of Reading from a Printed Paper or a Digital Screen — A Longitudinal Study." *International Journal of Culture and History* 1 (2015): 50–53. https://doi.org/10.18178/ijch.2015.1.1.009.
- Ningsih, Fitriya. "Pengembangan Budaya Baca Level Akademik Dengan Strategi Skema Pada Mahasiswa Semester V Program Studi Pendidikan Bahasa Sastra Indonesia Fakultas Keguruan Dan Ilmu Pendidikan Universitas Sarjanawiyata Tamansiswa Tahun Akademik 2017/2018." Sanata Dharma University, 2018.
- Nuvitasari, Intan, Rizka Rizka Safriyani, and Rakhmawati Rakhmawati. "Students' Self-Efficacy In Public Speaking Program At SMKN 1 Lamongan," 2018. https://doi.org/10.2991/iconelt-17.2018.52.
- Pajares, Frank. "Self-Efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature." *Reading and Writing Quarterly*, 2003. https://doi.org/10.1080/10573560308222.
- Podolsky, Tim, and Karen Soiferman. "Student Academic Reading Preferences: A Study of Online Reading Habits and Inclinations," 2014.
- Ryan, Richard M. The Oxford Handbook of Human Motivation. The Oxford
Handbook of Human Motivation, 2012.
https://doi.org/10.1093/oxfordhb/9780195399820.001.0001.
- Saleh, Zakaria Issa, and Ahmad Shaher Mashhur. "The Impact of E-Books on the Printed Books: E-Books Popularity, Growth and Future." In *Proceedings 2015 5th International Conference on e-Learning, ECONF 2015*, 2016. https://doi.org/10.1109/ECONF.2015.58.

- Setiawan, Niko Albert, and Ouda Teda Ena. "Montessori Junior High School Students' Perceptions on Their Self-Efficacy in Reading." *IJET (Indonesian Journal of English Teaching)* 8, no. 2 (2019): 26–37. https://doi.org/10.15642/ijet2.2019.8.2.26-37.
- Usher, Ellen L., and Frank Pajares. "Sources of Self-Efficacy in School: Critical Review of the Literature and Future Directions." *Review of Educational Research*, 2008. https://doi.org/10.3102/0034654308321456.
- Yang, Pei-Ling. "E-Books to Enhance College Learners' English Self-Efficacy." *The Asian Institute of Research* 1 (2018): 66–82. https://doi.org/DOI: 10.31014/aior.1993.01.01.7.
- Yoğurtçu, Kadir. "The Impact of Self-Efficacy Perception on Reading Comprehension on Academic Achievement." *Procedia - Social and Behavioral Sciences*, 2013. https://doi.org/10.1016/j.sbspro.2013.01.075.

