

SELF-EFFICACY, TEST ANXIETY AND READING ACHIEVEMENT

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Abstract

This study examined the relationship between self-efficacy (SE) and test anxiety (TA) to reading achievement (RA). The design of this study is correlational method. The questioners were to measure students' SE and their TA. Achievement test to measure students' RA. Furthermore, the data was analyzed by applying Pearson product moment and Regression analysis. The correlation between TA and RA is significant. The result of correlation analysis showed that r is -0,451 with the significance level of 0,000. The current correlation is negatively significant. Regression analysis output showed R is 0.174 means the correlation value is on moderate level, with R^2 is 0.204 at 0,002 significant level which is lower than 0,05. It indicates the correlation between SE and TA significant toward RA. In addition, it is only 20,4% credited by the predictors to RA. Then, based on the result it is suggested for the teacher, to treat students using approaches, such as; behavioral approaches, cognitive approaches, cognitive-behavioral and Skill-deficit methods. It is also recommended to train students on effective study skills such as SQ3R. Further research is proposed to use larger samples to be able to generalize the results to EFL students. Further research also need to assess the influence of reading strategies on TA.

Keywords: self-efficacy, test anxiety, reading achievement

INTRODUCTION

Reading foreign language will be influenced by students' perception of their ability. The students' confidence here is connected to what stimulates them to read or not to read. This motivation should be supported with the students' belief on their ability on reading in other languages. Bandura (1986) stated that learners' beliefs in their skill to do well and gain new information or complete an assignment called self-efficacy. Bandura supposed that the dissimilarity between high self-efficacy student and low self-efficacy exist wherein student with high self-efficacy feels assured about problem solving.

SE and TA of students' in a straight line control their academic achievement. When a students worry themselves and their own ability to test well, the students' only emphasis on worrying about low grades and cannot concentrate on academics (Bandura, 1993).

Further, how SE and TA influence immediate success in the classroom is little bit understood. Definitely, how SE and TA straight foregoing an exam will distress the exam grade. Therefore, this study was conducted in order to investigate the relationship between SE and TA toward RA of EFL students.

METHOD

This research uses correlational method. Correlational research design used to assess the relationship between two continues variable or more (Latief, 2012). Related to the hypothesis of the study, there was SE and TA as X1 and X2 variables and Y variable was RA. The sample of the study was taken from reading IV students. The instruments used in this research are questioners and test achievement.

Some steps engaged by the researcher in leading this research; firstly, try out conducted to get validity and reliability of the questioners. Secondly, to get the students' SE and TA, questioners were distributed to the students. Then, the researcher took the data from reading midterm test score. After collecting the data, the researcher analyzed statistically the result by using Pearson Product Moment and Multiple Regression in SPSS version 20.0.

RESULTS

The current findings of the study exposed of correlation between SE and RA is 0,023 at significant level 0,863, it's higher than 0,05. The result is not significant. The correlation value between TA and RA variables are significant, which r is -0,451 with the significance level of 0,000. The current correlation is negatively significant. Then, the r value between SE and TA is 0,071 at sig level 0,602 higher than 0,05, the correlation is not significant.

Table 4.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,451 ^a	,204	,174	13,253	,204	6,907	2	54	,002

a. Predictors: (Constant), SE,TA

From the table above, regression analysis output showed R is 0,174, the correlation is on moderate level. Then, for the contribution of x variable toward y variable can be seen from R^2 is 0,204. In short, the influence of the predictor variables to their reading achievement as the criterion variables is only 20,4% and 79,6% influenced by other variables. For the significance level it showed 0,002 which is lower than 0,05. In short,

that there is correlation between SE and TA toward RA. So that H0 hypotheses is rejected.

Table 4.2 ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2426,419	2	1213,210	6,907	,002 ^b
Residual	9485,054	54	175,649		
Total	11911,474	56			

a. Dependent Variable: RA

b. Predictors: (Constant), TA , SE

Here, F is 6,907 and critical value of F is 3,17. Therefore, since F-test is bigger than F-tables, it can be concluded that the correlation is significant. The significant 0,002 < 0,005, it means that SE and TA influence on students' RA.

Table 4.3 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	100,217	15,653		6,402	,000			
SA	,015	,208	,009	,070	,944	-,023	,010	,009
TA	-,560	,151	-,452	-3,712	,000	-,451	-,451	-,451

a. Dependent Variable: RA

Table 4.3 shows the significant of SE is 0,944 which is bigger than 0,05, consequently, H0 is accepted. Therefore, it is not significant correlation between SE and RA. Whereas the significant of TA is 0,000 which is smaller than 0,005, H0 is rejected. In conclusion, there is significant correlation between TA and RA.

From the table above, the partial result shows SE is $(0,10)^2 = 0,01 \times 100\% = 1\%$, means that SE predict 1% to RA. Another side, TA is $(-0,451)^2 = 0,203401 \times 100\% = 20,3\%$, means that TA predict 20,3% toward RA.

DISCUSSION

Present finding of the research is assessing the relationship between SE and TA to RA. First, this study found that there is no relationship between SE and TA. These marks

advance don't support social cognitive theory of Bandura. SE beliefs play a central part in regulating anxiety stimulation and anxiety also attends as a primary source of SE beliefs. According to Bandura's statements, foreign language readers may experience anxiety when they identify themselves to be less competent in their reading skill. The physiological anxious response to foreign reading may also assist as a cause for persons' self- efficacy.

Then, this study also showed negative significant relationship between TA and RA. Krashen (1982) stated that students facing anxiety in the foreign language classroom will face difficulty dealing out meaningful language input resulting in decreasing language acquisition. TA links with language anxiety because students grasp unworkable expectations on language achievement.

In addition, Ergene (2003) commenced that some treatments developed actively to treat TA. It was categorized to: (1). behavioral approaches, (2). cognitive approaches, (3). cognitive-behavioral approaches and (4). Skill-deficit methods. As well, students should be stimulated to comprehend the material before an exam by teaching them good study ways and exercising them on effective study skills such as SQ3R (Robinson,1970).

CONCLUSION

The study's conclusion presented in accordance with the data which had been analyzed. The findings of the study obviously illustrate that correlation between TA and RA was significant, the character of the correlation was negative. In short, if the independent variable increased will be followed by decreasing the dependent variable. Another interesting aspect is the influence of the predictor variables to their reading achievement as the criterion variables is only 20,4% and 79,6% influenced by other variables.

Then, based on the result is suggested for the teacher, to treat students using approaches, such as; behavioral approaches, cognitive approaches, cognitive-behavioral and Skill-deficit methods. It is suggested for further research to use larger samples in order to take a broad view the discoveries to all EFL students. Further research also needs to assess the influence of reading strategies on TA.

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