

Students' Strategies and Self-Efficacy in Reading Comprehension

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Article Info	Abstract
Received: 9 January 2023 Reviewed: 9 January - 3 March 2023 Accepted: 21 March 2023 Published: 31 May 2023	<p>Purpose</p> <p>This study aims to contribute theoretically and practically. Theoretically, this study provides new insights into reading strategies, self-efficacy, and reading comprehension. In addition, it is expected to be used as information for students in choosing the right reading strategy to complete the task at schools. Practically, the analysis presented in this study provides valuable information for future research exploring students' reading strategies and self-efficacy.</p> <p>Methodology</p> <p>This type of research is qualitative research in nature. This method aims to describe the phenomena related to the topic of this study. The researcher used purposive sampling technique. Data were obtained through observations and interviews of second semester students who took literal reading courses and who had high grades in the first semester.</p> <p>Results/Findings</p> <p>The results showed that the undergraduate EFL students in a public university used cognitive strategies, compensatory strategies and social strategies. These undergraduate students' reading strategies can affect reading comprehension based on the results of observations, self-efficacy affects reading comprehension. The interview results show that reading strategies used by the students in this study affect their English improvement in terms of English comprehension. Students have high self-efficacy in comprehending different English texts.</p> <p>Implications</p> <p>The evidence of this study identifies that it is very important to apply strategies that are appropriate to the characteristics of students especially those that encourage students' self-efficacy in learning. With high self-efficacy, students can improve their reading comprehension. Lecturers and teachers can also consider it as a reference in teaching reading strategies in class and student efficacy.</p>

Keywords: Reading strategy; Self-efficacy; Reading comprehension; Perception

1. Introduction

Reading can assist students thinking in a new language, building a better vocabulary, and making them comfortable in learning English. As ability in reading increases, an individual learns to adapt their reading strategies in matching with the purpose for reading. Kim and Anderson (2011) believe that reading has a key role for completing all courses in the university, but the fact shows most students are not competent in reading

comprehension. Kasau (2004) states that majority of students were frustrated to encounter the problem in comprehending English text although they have been learning English for many years. Samriani (2006) identifies that most of students cannot have a good achievement in comprehending books or other references that are written in English. In reading activity, the reader must figure out or comprehend what he reads. Hazzard (2016) comments that reading makes significant contributions to the success of the learners in completing their studies. Through the reading process, the learner can obtain the information required to fulfill the needs of their assignments. Moreover, reading is a useful activity to facilitate students in learning language such as vocabulary, grammar, pronunciation, and the way of constructing sentences, paragraph and text (Harmer, 2001).

Foreign language reading comprehension is an interactive and complex process influenced by linguistic and cognitive, social and cultural, and affective and motivational factors (Lu, 1989; Xu, 1997/1998). The pupils try to figure out the content of reading due to their willingness to get such new things of the text. If their reading ability is very poor, they will fail in accomplishing a task. Since reading comprehension is crucial in foreign language learning, there will be so many ways for enhancing the reading comprehension, namely linguistic and non-linguistic factors. The linguistic factor is reading strategy and non-linguistic factor is self-efficacy.

In approaching a reading text in English, English as a Second/Foreign language (ESL/EFL) students may use reading strategies in assisting them figure out the text. The use of reading strategies differentiates proficient readers from novice readers because proficient readers are more aware of their reading process by monitoring the process and applying strategies when facing comprehension problems (Koda, 2005). Most readers may face comprehension problems while reading a text but proficient readers would face the problems by consciously applying effective reading strategies to solve the comprehension challenges.

Some studies regarding giving students the effective reading strategies as a helpful alternative for students in solving comprehending matters of texts (Harvey, 2008; Prado & Plourado, 2011). The use of reading strategies has often been correlated to reading performance although the systematic connections between sets of strategies and reading performance have not been fully discovered (Koda, 2005). In his study, Anderson (1991) reported that students who used more reading strategies on both standardized test reading and textbook reading scored higher on reading comprehension, but there was no relation found between unique strategies and reading comprehension as readers with high comprehension and low comprehension both reported using the same processing strategies.

The teacher should show the students how to utilize the appropriate strategy when teaching reading comprehension due to the use of different strategies in reading comprehension. It is owing to the cognitive styles and the attitudes that the reader in answering the reading text is different from others. Consequently, the reading strategy must be appropriate with learning style, so the student can learn the language well (Hazzard:2016).

The other factor affecting the students' foreign language is self-efficacy (Wong, 2005). Bandura (1986:391) defined self-efficacy as an individual organizes necessary activities for displaying the specific performance and the judgment of self on his capability for doing it well. Consequently, Bandura stated self-efficacy as the perception of self-concerning the skill related to accomplishing a task (Bandura, 1986: 391). The belief in self efficacy incorporates the evaluation of students' skill for committing the task and discovering challenging tasks. The perceived self-efficacy is significant element in human owing to it affects manners, directly and indirectly, by influencing the other crucial determinates namely desire and aims, result expectations, and the obstacles perception and the excuses in the environment of social (Bandura,s 1997).

There is a substantial relationship between high and low success. People having high success regard themselves to carry out the task profitably thanks to the skills of theirs. However, the persons having low success are not certain themselves for accomplishing any task and this reflects on the behavior of theirs. Students character having high self-efficacy perception are due to their being functioning and involved in the activities of learning. The ones having high self-efficacy perception are more ambitious, continual, and willing to endure than the ones having low self-efficacy perception in the educational subject. When the learners discover the demanding lessons, the ones with high self-efficacy are studying seriously while the learners with low self-efficacy mostly do not carry out the task of theirs.

In this research, the term reading strategy refers to the way of students for accomplishing the task, it could be different from one student to the other students. Based on the researcher's experience, the researcher found that some students have no strategy when doing the task. Consequently, the students are not finished due to the limited time. It will make a bad impact to the learning achievement especially in reading class. Then, the students' efficacy is different one another when doing the task. As the consequence, it will make slow development for the students' reading comprehension.

Based on explanation above, the researcher is interested in conducting research under the title "Students 'Reading Strategy and Self-efficacy towards Reading Comprehension".

2. Literature review

Zare and Mobarakeh (2014) conducted research related to the relationship between Self-efficacy and use of reading strategy. The research published in *Journal CS Canada*. The result the current level of reading self-efficacy indicates the participants on average felt confident on their capabilities to perform English reading tasks which were measured in reading self-efficacy questionnaire, the second is the current level of use of reading strategies in the present research that metacognitive strategies are most frequently used category, through which students try to check and evaluate their comprehension of their reading passages. The third is exploring the relationship between self-efficacy beliefs and use of reading strategies among Iranian senior high school student lead us to the conclusion that it seems quite beneficial to allocate special sections of reading classes to explicitly teaching reading strategies to improve our students' belief about their capabilities and consequently enhancing their conscious, purposeful and permanent use of reading strategies.

Yogurtcu (2012) also conducted a research the impact of self-efficacy perception on reading comprehension on academic achievement. The result of the research shows that the readiness of a student's self-efficacy is an important factor that affects his academic success. In this study, students' self-efficacy is analyzed in success of studying foreign language.

In addition, Raissi and Roustaei (2012) in his research *on the relationship of reading strategies, extensive reading and self-efficacy*. The result of the research is the mean score has been increased during the treatment. So, the reading comprehension of the students has been improved during the treatment. Then, the reading self-efficacy of the students have been increased from the beginning of the instruction course to the end.

Er, Aral, and Bicakci (2012) conducted a research 'identifying the relationship between children's language skills and parents' self-efficacy in story reading'. This study aims to investigate whether there is a relationship between parent's self-efficacy in story reading, the frequency with which they read stories to their children's language skills. The aims of this study were, first, to determine the students' frequency of engagement in English-medium activities; second, to find out which strategies secondary-school students use when they are in contact with media in the foreign language; third, to investigate the effects of age on the frequency of exposure to English; and fourth, to examine the relationship between out-of-school contact with English and the students' language skills.

Tobing (2013) conducted a research *—The Relationship of Reading Strategies and Self-Efficacy with the Reading Comprehension of High School Students In Indonesia* the findings showed significant effect of self-efficacy to reading comprehension but non-significant effect of reading strategies to reading ability the findings supported Anderson's (1991) findings that revealed non-significant effect of reading strategies to reading performance. Shang (2010) and Anderson (1991) concluded that some students had problems applying the reading strategies due to their low English language proficiency.

Abdelrahman and Bsharahin (2014) *—the Effect of Speed Reading Strategies on Developing Reading Comprehension among the 2nd Secondary Students in English Language* found the result of this study showed that there was a significant differences on reading comprehension owing to speed reading strategies through skimming and scanning which indicated that training was effective for the experimental group. the training procedurs and the instructional activities improved the student' performance on the reading comprehensible input.

Among the different findings, the most consistent one is that the relationship reading strategy and self-efficacy in reading comprehension (Zare & Mobarakeh 2014; Raissi & Roustaei 2012; ER, Aral & Bicakci 2012; Tobing 2013). All of the researchers only drew conclusion by significant effect of self-efficacy to reading comprehension neither did reading strategy. Both the previous researchers and the present researcher focus on investigating reading strategy and self-efficacy in reading comprehension. However, the present researcher also would try to find out the students' reading strategy in reading comprehension, to investigate both reading strategy and self-efficacy affect reading comprehension in reading class. The difference between the previous researchers and the present researcher is the present researcher focus in investigating the perception of students toward both the use of reading strategy and self-efficacy of text types.

3. Methods

3.1. Research design

In this research, the researcher used Qualitative research. This method intends for describing everything related to the topic of this research. The researcher used purposive sampling technique. By considering that the subject must be reading class and have reading strategy and self-efficacy when accomplishing the task in the classroom and related to the sampling technique which used, the researcher took three students of second semester of literal reading which have got high score in first semester for the observation and interview. To be more focus, the researcher conducted the research at a public university in Makassar.

3.2. Research instruments

To assist for obtaining the data, the research used two kinds of instrument. The first as the instrument in this research is classroom observation. The observation enables the researcher to obtain what is currently happening. The emphasis during observation is on understanding the natural environments lived by participants, without altering it or manipulating it (Gay, Mills, & Airasian, 2012). In this research, the data collected by using observation checklist for seeing the reading strategy of the students'. The second, the researcher used guideline interview question.

3.3. Data analysis

To analyze the interview and classroom observation data, the researcher used Miles, Huberman and Saldana (2014) model of interactive analysis. The data analysis is consisted of data condensation, data display, and conclusion drawing or verification.

4. Results

4.1. The Students' reading strategy in reading comprehension

The observed students are three from literal reading. The first student sat on the front seat, the second student sat in the middle and the third student sat in back seat.

In the line with the results of observational analysis on Oxford, there are six strategies of reading namely cognitive strategy, compensatory strategy, memory-related strategy, metacognitive strategy, social strategy and affective strategy. The observation data above showed that the students used the reading strategy based on Oxford, but not all the students use the six strategies. Among those strategies there was only one strategy that the students unable to use as a strategy namely affective strategy. So, the researcher indicated that every student use various strategy in accomplishing task. The first student used four strategies of Oxford in accomplishing the reading comprehension namely cognitive strategy, compensation strategy, metacognitive strategy and social strategy. The second student used five strategies of Oxford namely cognitive strategy, compensation strategy, memory-related strategy, metacognitive strategy and social strategy. The third student is similar to the second student.

4.2. The use of reading strategy affect reading comprehension

According to the observation data the first student reread the passage for answering the question to better understand what she read, looking for spesific detail in here the student did not read all text but focusing on the spesific information. The student also did not translate every word to understand a text, she read quickly to get some information from what she read. Those are of metacognitive and compensation strategy. In here the student related the text that what she already know. The student always discussed with her partner if she wondered the purpose of the question.

The second student, she tried to identify the main idea by focusing on the first line in paragraph. In here the student read question to answer the question due to it took time if she read all text. The students discussed reading with her friends. Those are memory and sosial strategy.

The third student, The student found previous sentence and final sentence for guessing the aims of text. He always read alone. the student read question first to shorten the time. The student look for synonym by searching the title and see the previous and final sentence.

4.3. Self-efficacy affect reading comprehension

This section deals with the decscription of the result analysis for the third research question which presents the use of self-efficacy of the students in accomplishing ten questions affected reading comprehension of literal reading class students in a public university.

Referring to the results of self-efficacy observation of students adapted from Bandura, the observed students of self-efficacy in accomplishing ten questions are separately classified into five categories, namely very high efficacy, high efficacy, moderate efficacy, low efficacy and very low efficacy.

Based on table showing magnitude, strength, and generality dimension. the first dimension is magnitude dimension. one of the indicator of magnitudes is the enthusiasm of students for accomplishing ten questions of reading comprehension. the table presented both the first and second student got 75 classified in high category, the third student got 85 classified in very high efficacy. next, the three students also were interested in answering the questions. They are classified in very high efficacy proven by getting 90, 80, 85 for the first, second, and third students. Moreover, the punctuality of the students accomplishing ten questions are classified in very high efficacy proven by both first and second students got 90 and another student got 95. It indicated that all three students being on time finishing ten questions. The concentration of the three students in the text are classified in high efficacy (both first and second student got 75) and the third student got 90 classified in very high efficacy. The

cognitive problem concerning the students know what he or she wants to do. It indicated that the kinds of question

were understood by three students. For instance, finding main idea, the synonym and many other reading comprehension questions. So, all three students classified in very high efficacy (90, 80, 80). The memory problem of the students are classified absolutely in very high efficacy. the students have got strong memory to recall the text instruction. The three students got 80 classified in very high efficacy. Hence, the three students in magnitude dimension were classified in very high efficacy.

The second dimension is strength. This dimension regarding the responsibility, confidence, the persistence, the positive outlook, the optimistic and the independence of the student. The students are responsible for completing the reading comprehension questions. Both students got 75 classified into high efficacy and another student got 80 was classified into very high efficacy. the three students were confident in the capability for answering the questions. The three students got 80, 80, and 85 so the students were classified in very high efficacy. the persistence of students were classified in very high efficacy due to the students got 80, 90 and 85. The positive outlook of the students were classified in high efficacy owing to one student got 65 and the other students got 70 in doing the reading text. The optimistic of three students are different one another. the first student got 50 classified in moderate efficacy, the second student got 55 classified in moderate efficacy and the third student got 75 classified in high efficacy. the independence seen by students did not depend on anyone. The two students got 60 classified in high efficacy and another student got 85 classified in very high efficacy. Hence, the three students in strength dimension were classified in high efficacy.

The third dimension is generality. This dimension concerning performance accomplishment, adaptable person, and positive thinking. In performance accomplishment is the experience of the students to answer reading questions in the past. the students got 65, 70 and 75 so, all three student classified in high efficacy. the two students that easy to adapt in the classroom got 60 classified in high efficacy and one student got 50 classified in moderate efficacy. The positive thinking when accomplishing the reading comprehension task without feeling anxious. The two students got 40 and 50 classified in moderate efficacy, and one student got 75 classified in high efficacy. Hence, most students in the generality dimension were high efficacy.

4.4. Students' perception towards reading strategy

The data of the students' perception was taken through interview consist of three students which was conducted on March 27th until April 30th 2019. On the interview the researcher asked several questions related to the students' reading strategy that they used in the classroom.

The result of the interview in extract 1 above was conducted to the students. The researcher found that when the researcher asked to the students recording "how do you identify the main idea of reading ? do you read all the text ? do you read the last sentence ? do you have the other ways ? explain it clearly? Based on the student utterance he was only focused on the first and last sentence in the paragraph for finding main idea. The researcher concluded that the reading strategy of these students, the researcher saw the student had good strategy for finding main idea due to they did not need much time for answering one question.

The result of the interview in extract 2 above was conducted to the students. The researcher found that when the researcher asked to the students regarding "how do you do if you do not know the meaning of the English word? do you skip the words or not ? do you ask your friend ? do you look for the word by yourself? Do you look up in the dictionary?.

The researcher concluded that the student used context to connect the previous and final word so the student can imagine the unknown word. The result of the interview in extract 3 above the student was conducted to the students. The researcher found that when the researcher asked to the students regarding "what do you do if you do not figure out of the text? Do you discuss with your friend? Why do you discuss with your friend? why do not you discuss with your friend? how do you discuss with your friend. The researcher concluded that she loved discuss neither did he.

The result of the interview in extract 4 above showed that was conducted to the students. The researcher found that when the researcher asked to the students regarding "do you take notes in the reading when answering question ? why do you take notes ? The researcher concluded that there were two students did not take note and one student took note for making easier to remember the key word.

The result of the interview in extract 5 above was conducted to the students. The researcher found that when the researcher asked to the students regarding "do you always reread text for answering question? The researcher concluded that most student always reread for better understanding.

The result of the interview in extract 6 above was conducted to the students. The researcher found that when the researcher asked to the students regarding "do you relate the text to what you already know? why? how?" The researcher concluded that both students did not relate but one student connected.

The result of the interview in extract 7 above showed that it was conducted to the students. The researcher

found that when the researcher asked to the students regarding “do you read question before reading a text or do you read text before answering question? why? how?”. The researcher concluded that all students read question before reading a text. there are lot of reason. First, it took time very much, second it was complicated and the last is to shorten the time due to there was other question to fill it.

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5. Discussions

5.1. Reading strategy

As discussed above, the sample of this research used cognitive strategy most frequently, followed by compensation. This result is congruent with the results of some previous related findings of the learning language studies or researchers, particularly in Indonesia context which were conducted by Suyitno (2017) and Sari (2016) who found that cognitive was the highest usage or the most frequently strategy used. The other similar results were found by Kaunang (2014) which revealed that compensation was the most frequently used strategy followed by social strategy. Besides, Rajabi, Rezaei, and Afshari (2013), Mulyantama and Susanti (2016), Sinaga, Husein, & Murni (2018), These results found that compensation were most frequently strategy used by the respondent. Meanwhile, the least frequently strategy used was affective.

However, of course, there are many studies or researchers which have resulted in different findings from the research. The result of this research is different from the research results that found by Sen (2009), and Rahimi & Katal (2015) found that metacognitive strategy were the most frequently used and affective were the least frequently used by students.

5.2. The impact of reading strategy

As stated by Oxford (1990) reading strategy as actions that make the learning task easier, enjoyable, effective and self-directed. The strategies assist the student to overcome the matter of reading. There are ten questions given by the lectures. The first question is concerning finding main idea. The student scanning the reading so the student focused on reading the first and the last line. The second question is about finding unstated details. in here, the student look for key word of the question and finding the key word of the text then, read around the word carefully. The third, the student focused on question regarding determine meaning from word or it is called synonym. In here, the student see the choice and try to predict the best one. The fourth question regarding the topic of the passage. In here, the lecture asks for the student to write down a reason why the student answer. The fifth question regarding answer stated detail question. the student choose key word that showing the relating each paragraph. The sixth question is about to find pronoun referent, finding the pronoun, then look before the pronoun for nouns that suitable. The seventh question is about to answer implied detail questions. in here, the student looks for spesific detail, then scan the text for the key word, then student draw a conclusion from the information. The eighth question regarding find definition from structural. in here, the student finding the word in a text, locating sturctural clue, then read the text after the structural clue. The ninth question is about using context to determine meaning of difficult words. the strategy of the student is finding the word in a text, then read the sentence that contain the word, after that looking for context clues for assisting you to figure out the meaning. the the tenth question is similar to the seventh question is to answer implied detail question.

5.3. Self-efficacy in reading comprehension

As stated by Bandura (1986) self-efficacy as an individual perception concerning the skill related to fulfilling a task. The aspect of self-efficacy are namely magnitude, strength and generality. All students are ready to learn. the enthusiasm for accomplishing the task can be seen whey they took paper and pen. The preparation is proven for someone that they want to achieve something. These findings supported by Razali, Ruziman & Arbin (2018) stated that the secret for achieving success in life is effectively managing this resource that everyone possesses equally and paying sufficient to plan. The most importantly for student are they know what to do.

The responsibility of the students are to accomplishing a task. As a student, a person has to know what responsibility that students do. Due to the responsible one means to be able to consciously making decisions. The confident student can accomplish a task faster due to they never give up even finding such difficult vocabulary or sentence meaning. It is supported by Bandura (1995) revealed that people with strong efficacy belief never run away from experience that they never run away from experience that they have to struggle for completing the task successfully.

5.4. Students' perceptions towards the use of reading strategy

According to Sainn and Ugwuegbu (1980), perceptions defined as the process by which we extract meaningful information from physical stimulation. This part discussed about students' perception on reading strategy that used in reading comprehension.

Reading strategy as actions that make the learning task easier, enjoyable, effective and self-directed (Oxford, 1990). The strategy that student used are cognitive, compensation, social, memory-related and metacognitive. The findings from three people revealed that the cognitive strategy assisting the student to find main idea by reading the first and the last line in a paragraph. This finding supported by Gagne and Briggd (1979:71) which revealed that cognitive strategy is an internally organized skill that affects the intellectual process of the learner, which include the process of understanding problems, learning, remembering and thinking.

The second strategy is when the student did know the meaning of english word. All students guessed word based on context. The students used compensation strategy by guessing based on context when they got difficult in reading text. besides, the student used social strategy due to the student ask for the partner, the other one look for the word in a online dictionary and using the clue to interpret the words. But if the word cannot be found in a dictionary the student paid attention the topic when guessing the word. It means both compensation strategy and social strategy can affect the reading comprehension and if the student got the difficult question, the student will skip to look for the easy question to efficient the time. These findings supported by Rajabi, Rezaei and Afshari (2013) that Compensation strategy can improve both comprehension and efficiency in reading. Thus, students will improve their reading performance and will be better readers by using compensation strategy.

The third strategy is when the students did not figure out the text, they discussed with partner regarding the purpose of the text for equating the opinion. To make clear understanding concerning the text but there is a friend working by himself with assistance online dictionary. The student used social strategy. The fourth is about memory-related studies. The answer of the students here are depending on a task. 'If the student reads the similar topic with what she is reading it could be related but if the topic is different it cannot be related. The fifth is about metacognitive strategy. All student read question before reading the passage and ask the lecture when the student getting confused.

5.5. Student-efficacy perception towards text types

Karatay (2007:17) stated that the text is a meaningful, logical and related structure composed of all structures based on language.

As showed in the findings above, there was some students' efficacy perceptions towards text types. the students' perceptions were discussed into some points below::

5.5.1. *Student perceptions regarding the interest of English text.*

The findings from extract 1 revealed that the first student was interested in procedure text due to the content giving information how to make something and how to do something. It is supported by Anderson & Katty (2003:50) procedure is a piece of text that gives us instruction for doing something. It can make students to be interested in seeing the recipe for food or drink. the second student was interested in report text due to the content of reading text is to present information about something such as car, planet, healthy life and so on. It is supported by Gerot and Wignell (1994: 196-197) state that report is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomenon in our environment. the third student was interested in narrative text due to the story entertains a reader. It made the student to laugh and to be involved in a story. It is supported by Anderson M & Anderson K (1997) revealed that narrative text is for telling a story and entertaining the reader or listener.

5.5.2. *Students' perception concerning the reason for choosing kinds of text.*

The first reason was the time. The student was enthusiastic for reading that did not take the time very much and full of colour and picture. It is supported by Laine (1997) stated that student can also understand the story easily if it is well illustrated with pictures. The second student was the vocabulary due to the student is interested in the easy vocabulary. Vocabulary that she always listened to when reading being understandable, the more student listen, the more student figure out the text. it is supported by Laine (1997) stated a story is good if it contains a repetition of the same language pattern (or parallelism) in a natural content so that student can understand easily. the third student was inspiration. The inspiration provides acts as a motivational concept, in which inspiration is generated from a source and a person then finds some means to transmit an idea and is driven for producing creative outcome as a result. It is supported by Chadborn & Reysen (2016) that were interested in the notion of inspiration from a social identity perspective, or how seeing yourself as similar to someone else can inspire you to greater heights.

5.5.3. *Students' perception concerning accomplishing the interesting task on time.*

All students can accomplish the interesting task on time due to the student had the experiences. The experience can make student being faster for reading it. The interesting story including animal character and human character. it is supported by Wajynryb (2003) the content can motivate student and make them involve in the classroom.

5.5.4. *Students' perception concerning the difficult text to read and comprehend.*

In extract four discussed about the difficult text according to three students. The first one is recount text due to the student utterance showed that the student was difficult to retell the past time. The second is narrative text due to the researcher concluded both grammar and vocabulary make student were difficult to comprehend. Vocabulary is the big matter for student to comprehend a text. the knowledge about idiom is also crucial to be learned by the reader due to the reader cannot get the real meaning of an idiom if they translate. It is supported by Nuttal (2000) stated the complex noun, nominalizations, co-ordinating conjunctions, participial phrase, prepositional phrase to be caused the matters in a text due to those element make text more complex and harder to understand.

5.5.5. *Student' perception concerning task that make they get confident answering the questions.*

If individual have high self-confidence, there will be motivation for student to accomplish the task. According to Mastuti and Aswi (2008) those who are not confident usually due to the individual is not educating himself to be independent and just waiting for someone to do something for him.

5.5.6. *Students' perception concerning the assistance to comprehend a text or to answer the question*

When student did not know the meaning of sentence. The student need the assistance of dictionary and peers. Dictionary was so helpful for assisting the student for comprehending a task by looking for the unknown word. To answer question always need the peers to share one another. for instance, if peers are high achievers engaging in academically oriented habits like studying and answering all task, then the student interacting with the peers will adopt the habit of theirs and better academically (Harris, 2010).

5.5.7. *Students' perception regarding the confidence maintaining the good score and the way for keeping the score of reading comprehension.*

The student can keep the achievement due to getting good score. Being focused on the wrong answer to learn more on more to achieve the better score. The experience can accomplish the task in the past would be motivation to keep working on in the next activity. The student getting good score that will be practising in her house to be more fluently accomplishing a task

6. Conclusions

This study investigated the reading strategy and self-efficacy towards reading comprehension.

- The undergraduate students at Universitas Negeri Makassar used reading strategy of Oxford from literal reading class. Thus, cognitive, compensation, and social were the frequently reading strategy used by students.
- The use of reading strategy affects their reading comprehension. The results of this research shows that the use of reading strategy by students at Universitas Negeri Makassar affect their reading comprehension.
- Self-efficacy affect reading comprehension. The result of this research concluded that self-efficacy of students affect their reading comprehension. The students were very enthusiastic, punctual and concentrated, confident, responsible, persistent, optimistic, independent, adaptive and always positive thinking.
- The students' perception about reading strategy that student use when accomplishing reading comprehension. the perception of the students are focusing on the way of students to carry out the task namely, answering main idea, stated detail question, unstated detail question, implied detail question, finding pronoun refferent, findng definition from structural clue.
- The students' perception about text types. the text here based on what he or she did in the past. perception of the student concerning the reason for choosing the text while pay attention of the time, vocabulary, and the inspiration. Students' perception concerning accomplishing the interesting task on time, students' perception concerning the difficult text to read and comprehend, students' perception concerning task that making student to be confident answering the questions, students' perception concerning the assistance for comprehending text and students' perception concerning the confidence maintaining good score.

Declaration of conflicting interest

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