Article

A Multifaceted Exploration of Self-Efficacy in Reading: Junior High School Surveys

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A B S T R A C T

Despite the widespread assumption that self-efficacy is a fixed characteristic that influences reading ability, a critical gap exists in the comprehension of the potential influence of students' experiences, support systems, and strategies on self-efficacy. This study investigated how experiences, support, and strategies shaped students' self-efficacy in reading. The research sample was 45 students from a population of 60 students in the ninth grade at SMP N 4 Temanggung. This study raised questions about how experiences, support systems, and self-efficacy shaped reading development and students' regulation of learning English. In an attempt to answer the research questions, the researchers used mixed methods by conducting questionnaires and interviews with the correspondents. The study concluded that having experiences, support, and self-regulation in reading helped students to have a higher level of reading skills. Hence, the study was promising, but further research is necessary to determine why self-efficacy remain low despite positive experiences.

Keywords: junior high school, reading skills, self-efficacy, strategies

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INTRODUCTION

There has been discussion throughout positive academic outcomes that have been associated with reading self-efficacy, or student's belief in their capacity to succeed in reading assignments. A study from Ortlieb & Schatz (2020) revealed that developing learners' belief in their abilities while enhancing their reading proficiency can result in positive academic results. Nasir and Iqbal (2019), who conducted a study with students in the Department of Elementary Education, also found a positive relationship between an individual's self-efficacy and achievements. It was shown by referring to their actual GPA on the midterm test. Furthermore, the situation in Indonesia showed that; higher student self-efficacy is strongly associated with higher reading test scores, therefore enhancing the quality of teaching and learning (Lestari et al., 2020). Similarly, a significant correlation exists between reading self-efficacy and reading comprehension, whereas greater self-efficacy results in improved reading comprehension (Fitri et al., 2019).

In contrast, a recent study conducted by Carroll & Fox (2017) presented a different result. Their study revealed a significant connection between reading self-efficacy and word recognition. Thus, the study did not discover any correlation between reading self-efficacy and reading comprehension, which refers to the capacity to comprehend the meaning of a written text. The findings from Sabti et al. (2019) found that the students of Iraqi EFL presented an unsatisfactory performance in writing in which they had a high level of self-efficacy. At the senior high school level, Tus's (2019) study also determined that the

correspondents' self-efficacy did not affect their academic performance significantly. Students' self-efficacy was poorly regulated with the corresponding capacity to perform in the study from Talsma et al. (2019). The reliability of self-efficacy beliefs did not correlate with performance results. When self-efficacy bias occurred, it was found to be a predictor of later performance on the same kind of test, with students who were less confident in their abilities performing better. The shift in perspective emphasizes an important gap in our comprehension: how exactly do a student's encounters and support connections influence self-efficacy as well as reading skills? Furthermore, research conducted by Ganda & Boruchovitch (2018) highlighted the essential significance of self-regulation, which encompasses self-reflection and taking appropriate actions, may be cultivated at any level of education and enhances academic achievement.

Gaining skills in reading at the junior high school level requires more than merely reading the words provided on a page. The effective performance of it involves a dynamic interaction between the ability of students to regulate their learning/self-regulation and confidence in their reading skills/self-efficacy. Self-regulation holds paramount significance in various areas, such as organizational environments, health-related actions, and the process of acquiring knowledge, and it encompasses a wide range of interventions and practical uses (Handbook of Self-Regulation, 2000). Self-regulation offers people a sense of coherence, significance, and purpose in life by allowing them to act with purpose and controlling their selfish tendencies (Van Tongeren et al., 2018) Students must be able to control self-regulation to be successful. It was beneficial for students who were in their junior year of high school, especially for the participants of this research who were in the 8th grade. Conscious self-regulation is a strong predictor of successful learning and high student engagement when transitioning to the 9th grade (Fomina et al., 2021). Students who possess a strong sense of self-efficacy in reading are prepared to tackle difficult materials with confidence, employ self-regulation skills, and persevere through obstacles. Experiencing possible challenges and perceiving personal achievement in overcoming them is essential for developing self-efficacy in students (Bandura, 1997). Empowering young people with support from teachers, parents, or peers in addressing their psychological needs is typically successful in generating positive transformations in their reading motivation (Pelletier et al., 2022). The combination of these experiences promotes a sense of self-confidence and determination in students, authorizing them to approach ever more demanding reading assignments with confidence. Hence, it is crucial to provide a learning atmosphere that is numerous in both hands-on learning opportunities and assistance to foster an underlying belief in one's ability to succeed in achieving proficiency in reading.

While other researchers have shown a positive correlation between self-efficacy and reading outcomes, the specific processes behind this relationship are not yet fully understood. This study is aimed at investigating the relationship between student experiences, support systems, self-regulation, self-efficacy, and reading skills in junior high school students. The researchers narrowed the research questions into two, which is: 1) How do experiences and Supports Shape Self-Efficacy and Reading? 2) How do students regulate their English learning in reading? The result of the study may help teachers/educators, curriculum developers, and legislators to create plans for assisting junior high school students in improving their reading competence and optimizing their self-efficacy.

Self-Efficacy's Multifaceted Nature

Individuals' belief in their capacity to excel in a variety of circumstances is referred to as general self-efficacy (Scherbaum et al., 2006). In theories of self-regulated learning, metacognition, and causal attributions collaborate and function in combination with self-efficacy and learning techniques (Graham, 2022). Evaluating the impact of learning, Bandura (1994) stated, that several ways exist in which a high sense of effectiveness improves human

success and well-being. Individuals who possess a strong sense of confidence view difficult tasks as opportunities to learn and grow rather than as problems to be avoided. Toharudin et al. (2019) also specified that "students with a high degree of independence are usually able to organize their learning process, doing tasks and homework without relying on teachers, parents, or friends.". High self-efficacy is associated with increased English proficiency in learners, influencing their environment and behavior (Y. Chen, 2020). This is in line with Winandari & Naqiyah (2022) study, which found that a positive family environment and perseverance, particularly authoritarian parenting, have a substantial impact on the academic self-efficacy of junior high school students.

According to Bandura (2006), it is important to distinguish perceived self-efficacy from other concepts like result expectancies, locus of control, and self-esteem. Self-esteem refers to an individual's evaluation of their value and is affected by their self-concept. The self-concept acts as a mediator between the impact of resting-state brain activity and connectivity on self-esteem (X. Chen et al., 2021). Future positive affect is directly predicted by self-esteem, and future self-efficacy is indirectly predicted by positive affect (Joshanloo, 2022). They are two very distinct things. Instead of focusing on perceived ability, locus of control examines beliefs around outcomes, including whether outcomes are the result of one's efforts or the result of outside forces. A high locus of control is not always associated with well-being and a sense of competence. A study from Yin (2022) mentioned that a high external locus of control is negatively correlated with subjective well-being, while self-efficacy is positively correlated with it. People vary in the domains where they maintain their effectiveness and in the extent to which they do so, even within the specific activities they pursue. As a result, the efficacy belief system is a distinct collection of self-beliefs associated with many domains of functioning rather than a universal characteristic.
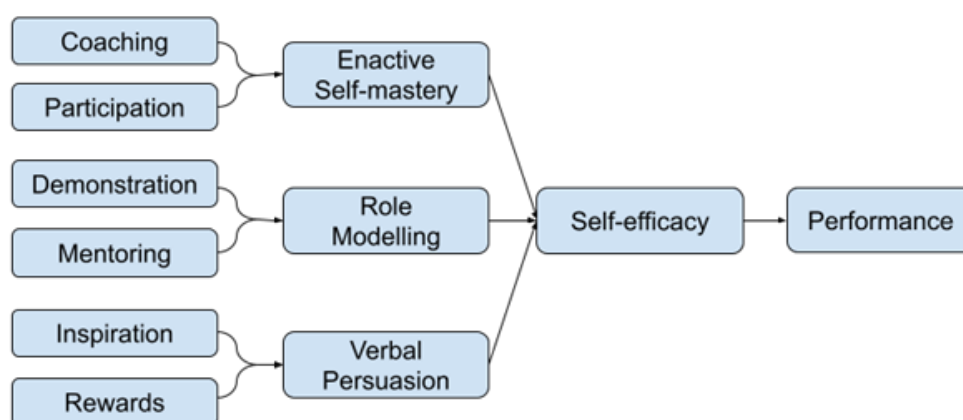

Figure 1. Factors affect self-efficacy
(Adapted from Heslin, 1999, as cited in Heslin and Klehe, 2006)

Self-efficacy can be cultivated through three primary sources. The most influential factor is enactive self-mastery, which refers to persons achieving achievement by completing tasks, especially when those activities are divided into manageable pieces. This gradual acquisition of expertise guarantees a notable level of early achievement, which establishes a foundation for addressing ever more challenging assignments. In educational settings, teachers can promote enactive mastery by giving people attainable challenges that enable them to have frequent success and acknowledge their increasing expertise in academic achievement. Role modelling serves as an additional means of enhancing one's self-efficacy. Through the act of seeing people who have achieved proficiency in a particular ability, learners acquire insights on how to execute the learning and gain motivation from their achievement. Effective role models embrace obstacles, perceiving them as chances to acquire

knowledge and enhance growth. Essentially, role models exemplify the significance of refining skills, tenacity, and readiness to glean knowledge from errors. The influence of role models is most potent when they possess comparable attributes to people who are viewing them, establishing a feeling of connection. People could acquire knowledge and enhance their self-assurance by witnessing both the achievements and mistakes of others. Provided that individuals have confidence in their capacity to avoid making the same mistakes they have observed, observing others' difficulties can still be a good learning opportunity.

Verbal persuasion can ultimately enhance an individual's self-efficacy. Encouragement, commendation, and optimistic internal dialogue all help to foster a sense of confidence in one's capabilities. Nevertheless, for verbal persuasion to be genuinely impactful, it must possess credibility. Teacher feedback enhances student academic performance by facilitating personal best goal setting and fostering feedback self-efficacy (Yang et al., 2021). The feedback that emphasizes the advancements achieved through persistent endeavour is far more inspiring than making comparisons to others or fixating on the distance one is from their ultimate objective. Asserting learners' capability without assigning them demanding duties weakens their belief in their ability and diminishes the teacher's credibility. A study from Kianinezhad (2023) concluded that EFL learners' perceptions of classroom justice were significantly influenced by the credibility and immediacy of their teacher, which in turn affects their engagement and satisfaction in the educational process. On the other hand, implementing techniques where learners can monitor their progress and then offer sincere commendation for their achievements is an influential method to strengthen their perception of their potential. By integrating enactive mastery, role modelling, and verbal persuasion, it can establish circumstances that cultivate a strong belief in learners' ability to achieve academic success.

The crucial role of self-efficacy in the development of reading skills

Reading proficiency remains an essential foundation for academic success and lifelong learning in the 21st century. However, reading self-efficacy, influenced by student and school-level factors, significantly predicts reading achievement (F. Chen et al., 2021). Reading skills are the capacity of someone to comprehend and understand text profoundly. Significant factors contribute to students' difficulties reading English texts, including low reading motivation, which prevents them from developing a reading habit, and poor reading comprehension, which makes it harder for students to understand what they are reading (Satriani, 2018).

Studies have indicated that students with high self-efficacy are more likely to be motivated and engaged readers, adopting successful methods, and persisting through challenges. This correlates to a deeper knowledge of the text, as proven by research by Nasir & Iqbal (2019), who discovered a favourable association between self-efficacy and academic achievement. Based on Hasyim's (2018) study, students in Indonesia who possessed a strong sense of self-efficacy are more inclined to be inspired and actively involved in reading. Students from Montessori Junior High School students in Yogyakarta, Indonesia, also possessed optimistic beliefs in their ability to read, specifically in understanding written material and visual representations without the need for teacher assistance (Setiawan & Ena, 2019). This is because self-efficacy significantly influences motivation, interest, commitment, and confidence. Individuals who possess a strong sense of self-efficacy can exhibit motivation and persistence regardless of difficulties and attain higher levels of success in reading (Wigfield & Eccles, 2000).

On the other hand, poor self-efficacy might cause a person to be reluctant to deal with difficult texts, making effective strategies and self-efficacy crucial for success in academic reading (Nahak & Mbato, 2022).Furthermore, self-regulatory self-efficacy includes student's

capacity to control their learning process effectively, organize their studies, maintain concentration, and track their study progress.

The Power of Experiences, Supportive Systems, and Strategic Interventions

The moments that students face throughout their lives have a substantial impact on their self-efficacy. Severe mental discomfort is linked to students' delayed study progress and low academic self-efficacy (Grøtan et al., 2019). The research conducted by Ortlieb & Schatz (2020) emphasized that students who have success when dealing with difficult texts enjoy an increase in their task-specific self-efficacy for comprehension tasks, which eventually results in enhanced overall reading performance. The development of self-efficacy in reading was positively correlated with higher levels of mastery, verbal persuasion, virtual experiences, and lower levels of physiological excitement (Peura et al., 2021). These beliefs were shaped by their previous successful experiences, observations of others' achievements, persuasive communication, and their emotional and psychological well-being.

Self-efficacy does not grow independently. It requires supportive structures both within and outside of the classroom to help students develop a sense of confidence. The largest correlations with reading self-efficacy, which in turn predicts reading achievement, were seen in home resources for learning and school atmosphere characteristics (F. Chen et al., 2021b). Giving support and praise from parents, teachers, and peers can greatly enhance the development of self-efficacy in students. To give students role models that show the value of persistence and learning from mistakes, mentoring programs can also be a very helpful tool. In the end, support promotes a feeling of inclusion and establishes a safety measure that enables students to take chances, learn from failures, and enhance their self-confidence.

Learning methods refer to the techniques that students employ to understand and navigate through written content. The tactics encompassed in this approach are condensing essential information, interrogating the text, establishing links to previous knowledge, and mentally picturing the topic (National Reading Panel, 2000). The proficient application of learning techniques has a substantial impact on improving reading comprehension, especially for students who face difficulties with reading fluency (Literacy, 2019). By using integrated strategies, educators can enable children to cultivate self-confidence, acquire proficient reading abilities, and evolve into autonomous learners. As a result, this study examined the relationship and impact of three variables: experiences, support systems, and learning styles - on the reading self-efficacy growth of junior high school students in Temanggung. Comprehending these connections may create specific interventions to assist learners, enhance reading results, and cultivate a passion for reading during this crucial academic transition.

METHOD

Research Design

To collect the data, this study used mixed methods to gain profound results (Creswell, 2014). It represents an in-depth understanding of the research question rather than itself. Using both qualitative and quantitative methods strengthens the results and minimizes the drawbacks. The study used sequential sampling for interviewing students. Sequential sampling is used when the number of samples is not fixed but determined by the result progress information gathered (Etikan, 2016). The interview used Indonesian to make participants easier explained their answer like the reasons, thoughts, and experiences in English reading. Therefore, qualitative data was used to cross-reference the findings and enhance the overall trustworthiness of the data-collecting process. The two tables below

represent the outline of the research instrument (Table 1) and a standard for interpreting the numerical scale used in the instrument (Table 2):

Table 1. Research Instrument

Instrument	Blueprint of Questions/Statements/Constructs
Questionnaires	10 closed-ended questions (adapted from Sumarso & Mbato, 2020) to assess learners' self-efficacy in reading comprehension.
Interview	Open-ended questions to explore reasons, thoughts, and experiences behind questionnaire responses. Conducted in Indonesian via WhatsApp calls for participant comfort.

Table 2. Standard of Mean

Numerical scale	Weighted mean interval scale	Self-efficacy's interpretation
5	4. 21 - 5.00	very high
4	3.41 - 4.20	high
3	2.61 - 3.40	moderate
2	1.81 - 2.60	low
1	1.00 - 1.80	very low

Respondents

The participants of the study addressed two classes consisting of 60 ninth-grade students from SMP N 4 Temanggung. The researchers collected samples from 9th-grade students due to their ability to experience a sense of self-efficacy. The sample was 45 students who were randomly selected from the population. The sample was centralized by the range from 14 to 16 years old. In this study, the researchers contacted participants online through a WhatsApp group to distribute questionnaires before meeting them in person for the interview.

Data Collection

The researchers used a mixed methods technique to obtain data regarding the elements impacting students' reading self-efficacy. Questionnaires and interviews were the two sources of data that were gathered. 45 students from SMP N 4 Temanggung's 60 ninth-graders were chosen randomly. First, Google Forms was used by the researchers to distribute questionnaires. Students were given multiple choice answers on these Likert scale-based questions, ranging from "I am not able to accomplish it at all' to 'I am very competent'. Students could express how much they agreed with statements on their degree of reading comprehension self-efficacy.

After distributing the questionnaires, the selected number of the participants were interviewed by the researchers. Inquiries concerning the students' general thoughts, experiences, and reading strategies were combined with follow-up questions based on the questionnaire answers during the interviews.

Data Analysis

Two approaches were used by the researchers to examine the data they had gathered. Researchers started by doing a descriptive statistical analysis of the information from the questionnaire. The researchers calculated the data referred to the calculation equation as follows:

$$\frac{\Sigma x}{\Sigma n} . 100\% = \cdots$$

Explanation:
Σx: the number of voters
Σn: the number of total participants

This method involved figuring out how to measure the self-efficacy scores that were collected from the questionnaires in terms of scale ability, central tendencies such as mean and median, and variability like standard deviation. By examining these data, it was possible to determine the participants' total degree of self-efficacy and to discover any possible group differences. On the transcripts of the interviews, the researchers next carried out a qualitative analysis. To find recurrent patterns of the students' reading self-efficacy, the interviews had to be coded. The researchers hoped to learn more about the factors impacting students' self-efficacy scores from the surveys by delving into the motivations, ideas, and experiences they expressed during the interviews. The study was able to go beyond just assessing students' self-efficacy levels and present a more complete picture of how experiences, support networks, and self-regulation techniques affect their reading self-efficacy by combining these quantitative and qualitative analyses.

FINDINGS AND DISCUSSION

Result

The Level of Self-efficacy Students Possess in Reading

In the interview session, the students were given follow-up questions from the questionnaires and asked about their opinions, thoughts, and experiences throughout their reading experiences. Last, the study examined the result on how learners' self-efficacy influences their reading ability and whether Junior high school students with high self-efficacy tend to use more reading strategies.

Table 1. Result of Study

No	Students' self-efficacy	Scale of ability					LI	M	SD
		1	2	3	4	5			
1.	The ability to complete English reading assignments by themselves.	7 (15.6%)	9 (20%)	22 (48.9%)	6 (13.3%)	1 (2.2%)	VH	3.7	1.05
2.	The ability to comprehend English news.	12 (26.7%)	12 (26.7%)	13 (28.9%)	7 (15.6%)	1 (2.2%)	H	3.41	1.28
3.	The ability to comprehend English information on the Internet.	7 (15.6%)	10 (22.2%)	19 (42.2%)	7 (15.6%)	2 (4.4%)	VH	3.74	1.32
4.	The ability to understand English text provided by the teacher.	5 (11.1%)	10 (22.2%)	18 (40%)	11 (24.4%)	1 (2.2%)	VH	3.83	1.04

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No	Students' self-efficacy	Scale of ability					LI	M	SD
		1	2	3	4	5			
5.	The ability and enjoyment in reading newspaper.	14 (31.1%)	12 (26.7%)	13 (28.9%)	5 (11.1%)	1 (2.2%)	M	3.28	1.15
6.	The ability to comprehend English textbooks.	5 (11.1%)	7 (15.6%)	22 (48.9%)	10 (22.2%)	1 (2.2%)	VH	3.87	1.12
7.	The ability and interest in reading English magazines.	12 (26.7%)	11 (24.4%)	13 (28.9%)	7 (15.6%)	1 (2.2%)	M	3.39	1.25
8.	The ability to understand English ads.	3 (6.7%)	8 (17.8%)	21 (46.7%)	12 (26.7%)	1 (2.2%)	VH	4	1.07
9.	The ability to understand poems written in English.	11 (24.4%)	13 (28.9%)	14 (31.1%)	6 (13.3%)	1 (2.2%)	M	3.33	1.12
10.	The ability to comprehend short novels in English.	7 (15.6%)	12 (26.7%)	14 (31.1%)	11 (24.4%)	1 (2.2%)	VM	4	1.33

The provided table indicated the outcomes of students' self-efficacy in acquiring reading skills. A total of 10 statements pertain to the activity of reading. This study revealed interesting results regarding a connection between students' self-efficacy and their proficiency in English reading. Many students (57.8%) exhibited a high level of confidence in dealing with common English reading assignments, whereas a considerable proportion (22.2%) indicated moderate or low self-efficacy. This discovery undermined the oversimplified belief that there is a direct connection between positive experiences and a high level of self-confidence. Further analysis showed variations in student confidence when it comes to different reading assignments. Most students (87.5%) expressed a very high level of self-efficacy when using textbooks. Additionally, a significant percentage of students felt comfortable with known resources such as assignments (77.8%) and texts provided by the teacher (72.2%). Significantly, the level of confidence decreased for unfamiliar sources such as English magazines (50%) and newspapers (44.4%). This is consistent with the findings of a study conducted by M et al. (2023), which indicates that self-efficacy may not have a direct impact on comprehension in all reading situations.

By analyzing the table, it is obvious that students indicated higher levels of confidence in their capacity to independently complete English reading assignments (3.74 with SD=1.05) and interpret English news (3.41 with SD=1.28) compared to other skills. Afterward, their capacity to comprehend material on the internet is measured at (3.74 with SD=1.32), while their ability to comprehend English text given by the teacher is measured at (3.83 with SD=1.00). However, students exhibit the least confidence in their ability to understand poems written in English (3.33 with SD=1.12) and grasp short novels in English (4.00 with SD=1.33). It is noteworthy that students seem to have less confidence in comprehending English advertisements, with a mean score (4.00 with SD=1.07). The standard deviation (SD) below provided insight into the variability of the scores. The standard deviation (SD) for completing English reading assignments independently (1.05) is smaller than the SD for understanding short books in English (1.33). This indicates that the results for completing reading assignments exhibit a higher degree of concentration around

the average (3.74) in comparison to the scores for comprehending short novels, which display a greater variance.

Nevertheless, the lack of alignment between support and moderate self-efficacy necessitates additional examination. An aspect that should be noted regarding the current study's design shortcomings is the reliance on self-reported data. Chen (2019) highlighted the significance of intrinsic drive in connecting self-efficacy and reading comprehension. Subsequent investigations could delve into the perspective of students who possess assistance and expertise on their self-perceived capabilities and examine how this perception influences their inherent drive and selected approaches to learning. Gaining a comprehensive understanding of these intricacies is of utmost importance. This study emphasized the necessity to go beyond average measurements. By further exploring the relationship between self-perception, confidence in certain tasks, and intrinsic drive, we can create focused interventions to narrow the gap between confidence and actual reading ability in all students. To obtain more comprehensive information, a follow-up interview was conducted with the nine selected respondents. This interview was done after the questionnaire session to authenticate the respondents' answers. This interview was conducted with nine specifically chosen participants, as previously stated. The participants classified their level of self-efficacy in reading abilities as confident, might be competent, and might be not competent.

How Experiences and Support Shaped Self-Efficacy and Reading

The study found the significant impact of experiences and support on a reader's self-efficacy, which refers to their confidence in their capacity to succeed in reading English text. It showed how providing support, direction, and access to suitable resources can enable individuals to conquer obstacles and manage the complexity of written language. The data is shown in the table below:

Table 2. How Experiences and Supports Helped Students

No	Students' self-efficacy	Scale of Ability					LI	M	SD
		1	**2**	**3**	**4**	**5**			
2.	The ability to comprehend English news.	12 (26.7%)	12 (26.7%)	13 (28.9%)	7 (15.6%)	1 (2.2%)	H	3.41	1.28
3.	The ability to comprehend English information on the Internet.	7 (15.6%)	10 (22.2%)	19 (42.2%)	7 (15.6%)	2 (4.4%)	VH	3.74	1.32
5.	The ability and enjoyment in reading newspaper.	14 (31.1%)	12 (26.7%)	13 (28.9%)	5 (11.1%)	1 (2.2%)	M	3.28	1.15
7.	The ability and interest in reading English magazines.	12 (26.7%)	11 (24.4%)	13 (28.9%)	7 (15.6%)	1 (2.2%)	M	3.39	1.25
8.	The ability to understand English ads.	3 (6.7%)	8 (17.8%)	21 (46.7%)	12 (26.7%)	1 (2.2%)	VH	4	1.07
9.	The ability to understand poems written in English.	11 (24.4%)	13 (28.9%)	14 (31.1%)	6 (13.3%)	1 (2.2%)	M	3.33	1.12

No	Students' self-efficacy	Scale of Ability					LI	M	SD
		1	2	3	4	5			
10.	The ability to comprehend short novels in English.	7 (15.6%)	12 (26.7%)	14 (31.1%)	11 (24.4%)	1 (2.2%)	VM	4	1.33

Based on the findings above, some students had participated in tutoring sessions, and some of them were not. For those who do not take private tutors, they do not feel that they need them. At the same time, others thought that taking private lessons was good for their learning improvement. Student D mentioned as follows:

> *I had tutoring in grade 6, but not since then because it was hard to understand. No tutoring before. Joined tutoring because my parents told me to. I want to take tutoring again, but I want to study on my own. I want to take tutoring again in high school because I want to understand more. if I want to work or something, I need English, it's important. (might be competent, student D)*

According to the statements of the participants above, those who took tutoring are those who might be competent and confident. Students attend additional lessons because their parents tell them to. One of the students mentioned above recognized the crucial role of English in the future. Furthermore, students also mentioned that they often encounter English on the internet. One of them said that:

> *I once saw English News on Twitter. Poetry news content. Short stories are available through FYP on Instagram. I watched it but did not finish. (confident, student A)*

From that answer, student showed more involvement with online content that reflects their interests, like reading poetry or even reading steps to look after cats better. However, the student might not read the content as a whole or until it is finished. They demonstrate a strong interest in English content supported by pictures that are appealing and attractive topics.

Prior knowledge facilitates learners to possess proficient reading abilities. Student's experiences can vary depending on the environment they live in and the challenges they face. Almost all the experiences about literary work encountered by students were minimal. Some of them might like to write the story, but stop to write when they must struggle with a lack of vocabulary. On the other side, below was of the experience shared by the participant:

> *I like poetry because I learned it in elementary school and practiced it in front of my class. I made my own poem. (confident, student A)*

Based on the interviews with the two students above, it is obvious that they feel more confidence when they have done something similar before. Compared to their other friends, they also like things that have to do with writing, so they like reading stories as well as writing them.

How Students Regulate Their English Learning in Reading

Proficient English learners in reading are more than just being a reader of text. It is proactively overseeing the learning process, assuming control of comprehension and advancement. This process of self-regulation encompassed various fundamental elements. Students may establish objectives for their reading, such as comprehending a certain idea or enhancing their reading pace. Students utilized diverse tactics during the reading process,

including pre-reading vocabulary, summarizing essential information, and revisiting difficult areas. In addition, students actively monitored their understanding, paused to clarify any problematic sections, or sought assistance from resources such as dictionaries or teachers. The result showed that:

Table 5. How Students Regulate Their English Learning in Reading

No	Students' self-efficacy	Scale of ability					LI	M	SD
		1	2	3	4	5			
1.	The ability to complete English reading assignments by themselves.	7 (15.6%)	9 (20%)	22 (48.9%)	6 (13.3%)	1 (2.2%)	VH	3.7	1.05
4.	The ability to understand English text provided by the teacher.	5 (11.1%)	10 (22.2%)	18 (40%)	11 (24.4%)	1 (2.2%)	VH	3.83	1.04
6.	The ability to comprehend English textbooks.	5 (11.1%)	7 (15.6%)	22 (48.9%)	10 (22.2%)	1 (2.2%)	VH	3.87	1.12

From Table 3, students controlled and managed their belief in their reading abilities through several methods. An effective approach involved establishing achievable goals for oneself. If students create goals that are excessively challenging or excessively simple, they are more likely to face obstacles or boredom, which can result in a decrease in self-efficacy. Instead, students should establish goals that are challenging but feasible, which helps in the development of confidence and the achievement of success. This research showed that students need the help of a dictionary, either online or offline dictionary. This strategy was used to reach their reading goals. They were having self-study as mentioned below:

> *I'm afraid of being wrong. I know it's okay to be afraid of being wrong. How to overcome it? I try to be confident. I study at home first. Often use a dictionary. Sometimes I also use my cell phone dictionary. Dictionaries are very helpful. (might be not competent, student G)*

Based on the result above, self-study can be conducted both at home, on the night before the class, or in class before the class. Furthermore, students who conducted self-study possessed a higher level of self-efficacy. In their reading, they used a dictionary as they considered it to be very helpful. However, before doing that, they tried to evaluate the information independently.

Additionally, help-seeking was indicated by an intention to overcome challenges, a belief in one's capacity to acquire knowledge or the essence of self-efficacy, and a proactive attitude towards acquiring proficiency in reading. The students' attitude proved that most of them need the help of others in learning English. From one of the interview results, the researchers found that:

> *If I can't ask my friends, then the dictionary, ask the teacher. (might be competent, student B)*

Based on what was mentioned above, the participants were seeking help by asking their friends, especially those who felt 'might be competent' and 'not competent' students.

Dictionaries can serve as an alternative for them to overcome challenges. Note-taking also enhanced their reading comprehension. Nonetheless, even a confident student still requires direct assistance from the teacher.

Discussion

As has been confirmed by the students, previous experiences and support have a significant impact on students' reading abilities. Students who possessed confidence and might be competent tend to have greater prior experience than those who lack competence. Individuals with a strong sense of self-efficacy were determined to independently achieve proficiency in reading English. According to the research, learners who received parental help were typically at the intermediate level, indicating that might be competent students. Toharudin et al. (2019) further clarified that pupils who possess a significant level of autonomy tend to be capable of managing their learning process and completing assignments and homework without depending on teachers, parents, or peers. Corresponding with Zarei's (2018) research, students with a high sense of self-efficacy demonstrated better comprehension of the text in comparison to those with a low sense of self-efficacy. The parents encouraged their children's learning by providing them with facilitation. While some participants could comprehend written text, they occasionally encounter difficulties when encountering unfamiliar vocabulary that frequently arises within the material they read. According to Hezam et al. (2022), lack of vocabulary with the topic causes the challenge of comprehension. It is important to provide appropriate tasks for learners at different stages, considering their backgrounds. They also stated that one of the most problematic aspects of trying to figure out what a word means and what it is about is the vocabulary. The results also showed that both male and female English language learners faced problems similarly. This indicates that all students, regardless of gender, have the same issues when reading English.

In contrast, based on the findings, students who have received tutoring and engaged in in-depth English learning, along with parental support, demonstrate moderate to potentially proficient abilities. Though not in line with her skills, the student was aware of the significance of learning English. A study conducted by Chen (2019) found intrinsic reading motivation did not have a direct impact on reading comprehension. The impact of inherent reading motivation on reading comprehension was mediated by extrinsic reading motivation. Support from others does not affect learning if the learner does not support themselves and build their own. Furthermore, according to M et al. (2023), students' reading comprehension was not significantly impacted by high levels of self-efficacy. In addition, students regulated their ability to read English passages efficiently by helping help-seeking. They directly talked with the teacher about any concepts they found confusing. However, that statement was only applicable to students who possess confidence. Students of intermediate and lower proficiency levels discuss with their peers during school hours. Additionally, they employ the use of dictionaries, either by borrowing them or using their own, as a strategic approach. A study by Ismail et al. (2017) concluded that when the teacher used the translation method to teach and learn, especially to help students get better at reading, the students responded well. So, by using translation, students with lower self-efficacy could be more confident and improve their reading ability if they applied it regularly. In this case, the teacher could help them to find suitable reading materials. Several studies have shown that teaching and practicing different reading strategies can help students improve their reading comprehension and reading confidence. Students' reading comprehension was positively impacted by reading strategies because they may use techniques like skimming, scanning, making predictions, and asking questions to understand the material better (Banditvilai, 2020). Another study presented that for adult learners, enhancing interest, self-talk with a goal, self-consequating, and controlling the

environment were some of the motivation-regulation techniques that students used to increase and maintain their motivation when reading academic journals (Ayu Mahardika & Kuswandono, 2022). The strategy may therefore vary and be modified based on the learner's age, traits, and areas of interest.

CONCLUSIONS

Overall, this study demonstrated that the English reading skills of students at SMP N 4 Temanggung are about average. However, improvement is needed, especially when it comes to understanding English news, reading new lessons in school textbooks, and reading short stories in English. Learners' experiences and support mostly affected their self-efficacy in reading. Therefore, the students regulated self-efficacy and their English comprehension skills in several ways, such as by expanding their vocabulary, learning the material ahead of time, and reading short stories daily. This study found an unexpected discrepancy in a case where the students who got tutoring, engaged in comprehensive English education, and received assistance from their parents showed only moderate to possibly advanced reading abilities. This discovery contradicts the expected connection between these positive experiences and a strong sense of self-efficacy in reading. Further research is crucial to understand why self-efficacy might remain low despite positive experiences.

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