

How is the Relationship Between Learning Style, Self-Efficacy and Reading Comprehension?

Anggun Wulandari¹, Artanti Puspita Sari¹, Hanni Yukamana¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: angguncaca2593@gmail.com

Abstract: The research aims to understand the relationship between learning style, self-efficacy, and reading comprehension. This research was carried out at SMA N 4 Palembang of tenth-grade students. This research used a quantitative approach. Data testing techniques and questionnaires were used in this research. 63 students were given a multiple-choice reading comprehension test, a learning style questionnaire, and self - an efficacy questionnaire. Data testing techniques used in this research include normality tests, linearity tests, correlational analysis, simple regression analysis, and multiple regression analysis. The result of this study showed that 1) learning style did significantly correlate to reading comprehension, 2) self-efficacy did significantly correlate to reading comprehension, and 3) learning style, self-efficacy, and reading comprehension had a significant correlation. It was found that the R square was 0.045. It means that learning style and self-efficacy gave a 4.5% contribution to reading comprehension achievement. It could be concluded the correlation was at a medium level.

Keywords: Learning Style, Reading Comprehension, Self-Efficacy

A. Introduction

Numerous industries, including those in health, engineering, education, advanced studies, business, technology, banking, computing, tourism, etc., heavily rely on English. All of our software development today, all of our internet-based communication capabilities, and all of our website access are all done in English. The majority of research studies are written up and executed in English.

In essence, the four skills that are necessary for an English teaching and learning program are speaking, listening, reading, and writing. One of those talents, which is reading ability, is crucial for teaching and studying English. The act of reading involves looking at a body of writing and deriving meaning from it. Teachers must use the right techniques to help children effortlessly acquire reading skills. Understanding students' learning preferences can help teachers choose the best teaching methods for reading. In truth, a lot of professors fail to consider their pupils' preferred methods of learning. Many students also neglect to consider their individual

learning preferences, despite the fact that doing so could make it simpler for them to pick up the skill of reading.

Dantas & Cunha (2020) defines "learning style as an individual's preferred or habitual ways of processing the knowledge and transforming the knowledge into personal knowledge" this is the educational condition most experienced by a student tend to learn. Zhang (2006) stated that learning style refers to people's preferred ways of processing information and dealing with task. Jensen defines learning style as a sort of way of thinking, comprehending and processing information.

Form those definitions above can be conclude that learning style is different ways that used by students to get information, thinking and comprehending based on their learning approaches. Deborah says that "People differ in how they view the world, how they take in information, and how they take action based on their perceptions. Appreciation and use of your learning style affects your ability to study efficiently and to achieve success."

La Morte (2019) stated that self-efficacy deals with the level of someone's confidence in his or her ability to successfully perform a behavior. Self-efficacy is affected by someone's particular capabilities and other individual factors, as well as by environmental factors as barriers and facilitators. Bandura (1997) stated that self-efficacy influences grade of effort, tenacity, and option of activities. Learners with a high perception of efficacy for accomplishing an educational task will engage more willingly, work harder, and persist longer when they deal with difficulties than those who doubt their capabilities.

Reading is an activity that involves visual word recognition skills and is used to understand the authors' thoughts or the authors' methods of communicating with readers through written texts. Students with strong reading skills would be more likely to succeed in their studies of reading comprehension. According to Duke & Pearson (2001), reading comprehension is a process in which the reader creates meaning using the data on the printed page and the knowledge already stored in the reader's head as the building blocks. This intentional thinking process occurs when the reader and the text interact to create meaning.

The problems of this research formulated in the following questions. 1) Was there any significant correlation between learning style and reading comprehension to the Tenth Grade Students of SMAN 4 Palembang? 2) Was there any significant correlation between self-efficacy and reading comprehension to the Tenth Grade Students of SMAN 4 Palembang? 3) Was there any significant correlation among learning style, self-efficacy, and reading comprehension to the Tenth Grade Students of SMAN 4 Palembang

B. Review of Literature

The Concept of Learning Style

Learning styles are found to affect the students' learning behaviors. Students who have different learning style preferences would behave differently in the way they perceive, interact with, and respond to the learning environment. Since the learners differ in their preferences to the certain learning styles, it will be important for an educator to know the variations of students on the features of their learning styles because the information about students' learning style preference can help the teachers or lecturers become aware to the students' differences bring to the classroom (Dantas & Cunha, 2020).

Naning & Hayati (2011), "Learning styles are the characteristic ways in which an individual acquires, perceives, and process information." Hence, it can be concluded that learning styles had an important role in the learning process and influence students' reading achievement because of learning style had relation with students' way to acquire and comprehend information. They would learn easily through their own learning style.

The Concept of Self-Efficacy

Akhtar (2008) declared that self-efficacy is the confidence in their own capacities, specifically their capacity to address the difficulties and complete an assignment effectively. Generally self-efficacy shows to their general faith in capacity to succeed, however there are a lot increasingly types of self-efficacy itself like music, academic, parenting, sports. Even though self-efficacy is identified with their feeling of self-worth or incentive as a human being, there is at any rate one significant qualification.

Bandura (1997) characterized self-efficacy as individuals' convictions about their capacities to deliver assigned degrees of execution that activity impact over occasions that influence their lives. He says that self-efficacy convictions decide how individuals feel, think, rouse themselves and act. It is the motivation behind why in the area of academic accomplishment, most researchers concur that academic self-efficacy beliefs are related to and predictive of academic performance.

The Concept of Reading Comprehension

Reading is one of the language skills that cannot be separated from other language skills because the students' ability in one aspect will support their ability in mastering the others. It is an important educational goal, as without reading, one's language would not improve. Pang et al, (2003) states that reading is about understanding written text. It is a complex activity that involves both perception and thought.

Reading consists of two related processes such as word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension refers to the understanding what is being said or read. When it comes to reading, it is an active process that should be developed if a learner to become a proficient reader.

Types of Reading Comprehension

The types of reading in the world of language we must understand as things we need to know. The following are the types of reading comprehension revealed by Jain & Patel (2008):

Intensive reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner read book to acquire knowledge is the kind of intensive reading.

Extensive Reading

Extensive reading, material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

Aloud Reading

Aloud reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary levels because it is the base of words pronunciation.

Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

Previous Related Study

There are some previous related studies which related to this research. The first study Entitled "The Correlation between Student's Learning Style and Reading

Comprehension of The Eleventh Grade Students of Madrasah Aliyah Negeri 2 Palembang” by Aprilia (2021) the purpose of this study was to find out whether there was a correlation between students’ learning style and their reading comprehension, and the result of this study showed that there was a positive correlation between students’ learning style and reading comprehension.

There are some similarities and difference between previous related study and the researcher’s study. The similarities are (1) both studies use correlational design, (2) both studies aimed to find out whether there is a correlation between students’ learning style and students’ reading comprehension. The difference is the previous related only has two variables, they were student’s learning style and reading comprehension, meanwhile the researcher has 3 variables, they are students’ learning style, self-efficacy and reading comprehension.

The second study entitled “Correlation Between Students’ Self-Efficacy and Their Reading Comprehension (A Correlational Study at the Seventh Grade of SMPN 3 Kota Cilegon)” by (Septiani, 2023). The purpose of this study was to find out whether there was a correlation between students’ self-efficacy and their reading comprehension, and the result of this study showed that there was a positive correlation between students’ self-efficacy and their reading comprehension.

There are some similarities and difference between previous related study and the researcher’s study. The similarities are (1) both studies use correlational design, (2) both studies aimed to find out whether there is a correlation between students’ self-efficacy and students’ reading comprehension. The difference is the previous related only has two variables, they self-efficacy and reading comprehension, meanwhile the researcher has 3 variables, they are students’ learning style, self-efficacy and reading comprehension.

The next study was by Simanjuntak (2020) entitled “The Correlation between Self-Efficacy and Writing Achievement of the Tenth Grade Students of SMA Arinda Palembang”. The aim of this study was to find out whether there was significant correlation or not between self-efficacy and writing achievement. Based on the statistical analysis, it was found that the correlation coefficient level between self-efficacy and writing achievement was (0.346) with the sig. value was higher than (0.106). In conclusion that, there was no significant correlation between students’ self-efficacy and writing achievement.

There is a similarity and difference between previous related study and the researcher’s study. The similarity, both studies use correlational design. The difference was the previous related only has two variables, they were self-efficacy and writing achievement, meanwhile the researcher has 3 variables, they are students’ learning style, self-efficacy and reading comprehension.

Research Hypotheses

Hypotheses is a supposition or proposed clarification made based on constrained proof as a beginning stage for additional examination. According to Fraenkel, Wallen, and Hyun (2012) "A hypothesis is simply put, a prediction of the possible outcomes of a study". There are two theories define in this study. They are null hypothesis (H₀) and the alternative hypothesis (H_a). They are as follows:

- H01: There was no significant correlation between learning style and reading comprehension to the tenth-grade students of SMAN4 Palembang.
- Ha1: There was a significant correlation between learning style and reading comprehension to the tenth-grade students of SMAN4 Palembang.
- H02: There was no significant correlation between self-efficacy and reading comprehension to the tenth-grade students of SMAN4 Palembang.
- Ha2: There was a significant correlation between self-efficacy and reading comprehension to the tenth-grade students of SMAN4 Palembang.
- H03: There was no significant correlation among learning style, self-efficacy and reading comprehension to the tenth-grade students of SMAN4 Palembang.
- Ha3: There was a significant correlation among learning style, self- efficacy and reading comprehension to the tenth-grade students of SMAN4 Palembang.

C. Methods

Research is a process in which you engage in a small set of logical steps (Cresswell, 2012). The researcher uses correlational design to conduct this study. Cresswell (2012) defined that correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In this study, the independent variables are learning style as X₁ and self-efficacy as X₂ meanwhile the dependent variable is the reading comprehension as Y. According to Sugiyono (2013) Where

X₁ : learning style

X₂ : self-efficacy

Y : reading comprehension

r^a: the correlation between learning style and reading comprehension

r^b: the correlation between self-efficacy and reading comprehension

r^c: the correlation among independent variables (learning style and self-efficacy) and dependent variable (reading comprehension)

According to Fraenkel and Wallen (2009), population is the group of interest to the researcher, the group whom the researcher would like to generalize the results of the study. In this study, the population is the tenth-grade student of State Senior High 4 Palembang in the academic year 2023/2024.

According to Fraenkel and Wallen (2009) sampling is a process to select the individuals who are used to be the sample. They also state about some techniques which are categorized into random and non-random sampling. Non-random sampling contains systematic sampling, convenience sampling, and purposive sampling, (Fraenkel and Wallen, 2009). In this study, purposive sampling technique is used to select the sample class.

In collecting the data, the writer will use two types of questionnaires, namely a learning style questionnaire and a self-efficacy questionnaire and a reading comprehension test.

According to Sugiyono (2013), the research instrument is a tool used to measure the value of the variables studied. The research instrument used in this study is a questionnaire (questionnaire). The data collected must be valid to support the success of the research. For this reason, it is necessary to carry out data collection techniques as a systematic and standard procedure to obtain the required data. A measuring instrument is needed to determine students' learning style and self-efficacy and reading comprehension. For that there is a good measuring tool and is usually called a research instrument.

Learning Style Questionnaire

Questionnaire is a set of question on a topic or group of topics designed to be answered by a respondent (Richard & Schmidt, 2010). The purpose of questionnaire is to find out which type of learning styles of the students. The questionnaire is based on the characteristics of each learning style (visual, auditory, and kinesthetic learning styles).

Self-Efficacy Questionnaire

For collecting data from students' self- efficacy, the researcher used ready-made Academic Self-efficacy scale designed to measure a student's proficiency in the two essential components of self-efficacy contain 13 items which were divided into two categories, those were belief in personal ability and belief that ability grows with effort.

Reading Comprehension Test

According to Brown (2004) the test is a method of measuring a person ability, knowledge, or performance in a given domain. It means that this test has been measure the students' understanding in reading comprehension. In this test, the writer will give students questions in the form of multiple choice.

Validity of the Instrument

Validity is the most important idea to consider when preparing or selecting an instrument for use. According to Phelan & Wren, (2005) validity alludes to how well a test estimates what it is implied to gauge. Brown (2004) confirms that validity is the degree to which derivations produced using appraisal are proper, significant and helpful as far as the reason for the evaluation. An instrument can be said valid when it can gauge what it needs to gauge.

Reliability of the Instrument

The researcher applies the reliability analysis. As indicated by Brown (2004) a reliable test is consistent and trustworthy. Estimation result must be reliable in the sense ought to have level of consistency and stability. According to Fraenkel, (Wallen and Hyun, 2012), stated that the test is considered reliable if it has reliability coefficient more than 0.70, but if it is less than 0.70 the test is not reliable.

The Analysis of Learning Style Questionnaire

The writer does not validate the questionnaire because the questionnaire is adopted from Joy M. Reid in *Understanding Learning Styles in the Second Language Classroom* book. The questionnaire consists of 15 items, there are 5 items for each kind of learning styles. The questionnaire used is Likert Scale Form; a scale with a number of points or spaces, usually at least three but no more than seven. Five points of scale ranging are used, they are: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

The Analysis of Self-Efficacy Questionnaire

In gaining the data for students' self-efficacy, the writer used the ready-made questionnaire from Noonan & Gaumer (2008) which consisted 13 items. In this questionnaire, the scales are rating by using five-point likert scale; (1) not very like (2) not like (3) doubtful (4) like (5) very like.

The Analysis of Reading Comprehension

According to Brown (2004) the test is a method of measuring a person ability, knowledge, or performance in a given domain. In this study reading comprehension test is conducted on the basis of curriculum. The genre of the text is narrative text. The reading instrument is adopted from Simanjuntak (2020) which has consult with the advisor and has validate by the qualified teacher about the relevancy of test item.

In this study, normality is used to find out whether or not the data are distributed normally. It will use Kolmogorov-Smirnov and calculated by applying SPSS 23. If the normality spread is $\rho > 0.05$ then it is normal, meanwhile If $\rho < 0.05$ it is not normal. To determine whether two variables (independent and dependent variable) have linearity or not, linearity test have to be conducted. According to Basrowi and Soeyono (2007), linearity test should be conducted as the requirement before conducting continuity data analysis. To find out whether or not there is significant correlation between the independent variables (learning style and self-efficacy) and dependent variable (reading comprehension) in this study, the writer use Correlation Coefficient analysis then calculated by using SPSS 23. The Table 1 shows the criteria for the level of correlation.

Table 1 The Interpretation of Correlation Level

Coefficient Interval	Level of Correlation
0.00 - 0.19	No or week relationship
0.20 - 0.34	Slight relationship
0.35 - 0.64	Moderately strong relationship
0.65 - 0.84	Strong Relationship
0.85 1.00	Very strong relationship

Lodico, Spaulding, and voegtle (2010, p. 284)

Regression Analysis

Simple Linear Regression

To find out whether independent variable (X_1) as learning style influence dependent variable (Y) or not and independent variable (X_2) as self-efficacy influence dependent variable (Y) or not, the writer will use simple linear regression analysis and calculate it with SPSS 23.

Multiple Linear Regressions

To find out whether both independent variables (X_1 and X_2) influence dependent variable (Y) or not, the writer use multiple linear regression analysis and calculate it with SPSS 23.

D. Results and Discussion

After conducting the research, the researcher obtained the result of the test and questionnaire. This chapter would like to show the result of learning style, self-efficacy, and reading comprehension test.

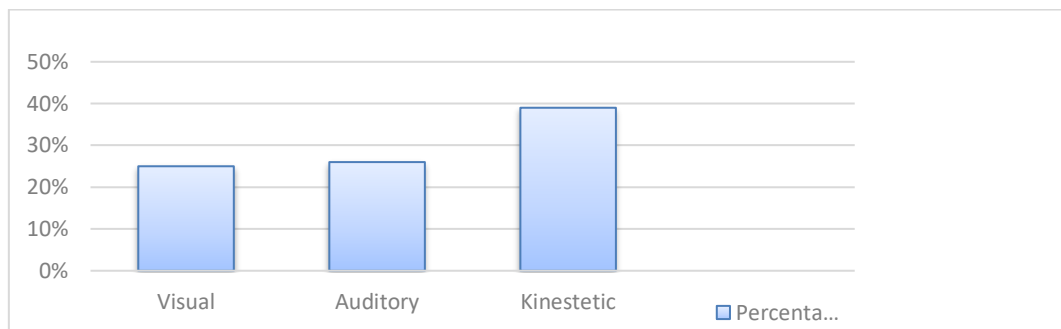


Figure 1. Diagram of Learning Style

Descriptive Analysis of Learning Style Questionnaire

Descriptive analysis consists of information concerning the three aspects of learning style. The first is visual learning style. The second is auditory learning style. And the third is the kinesthetic learning style. The result of learning style questionnaire of Senior High School number 4 of Palembang. It was found the minimum score was 47, while the maximum score was 69. The mean 57,48 with standard deviation 5,361.

Descriptive Analysis of Self Efficacy Questionnaire

The result of self-efficacy questionnaire of the sample in Senior High School 4 of Palembang. It was found that minimum score was 27, while the maximum score was 65. The mean 55,43 with standard deviation 7,157. It means that the participants had a high category in self-efficacy.

Table 2. Descriptive Analysis of Self Efficacy Questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std.Deviation
Self-Efficacy	63	27	65	55,43	7,157
Valid N (listwise)	63				

Furthermore, the condition of students' self-efficacy could be seen in Table below.

Table 3. Score Distribution of Students' Self-Efficacy Questionnaire

Score	Category	Frequency	Percentage
86-100	Very High	-	
71-85	High	-	
57-70	Average	30	48%
41-56	Low	31	49%
0-40	Very Low	2	3%
Total		63	100 %

Based on the Table above, there were 48% or 30 students who got interval score of 57-70 with average category self-efficacy, 49% or 31 students who got interval score 41-56 with low category self-efficacy, and the last 3% or 2 students who got interval score 0-40 with very low category self-efficacy.

Table 4. The Result of Students' Reading Comprehension Test

Score range	Level of Achievement	F	Percentage
90-100	Very Good	-	
80-89	Good	16	25%
70-79	Enough	21	33%
60-69	Low	23	37%
>59	Failed	3	5%
Total		63	100%

Based on table above it revealed that were 16 students in good level. There were 21 students in Enough level. There were 23 students in Low level and there were 3 students in failed level.

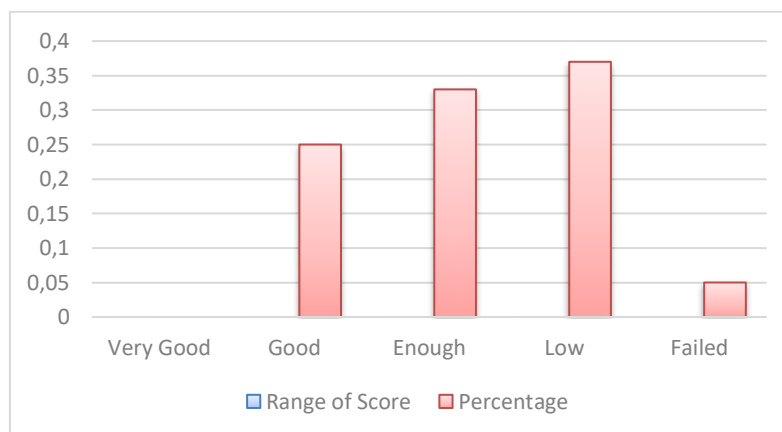


Figure 2. Diagram of Reading Comprehension Test

Based on the data show in the table above, it revealed that the mean score was 71.8, minimum score was 48.5 maximum score was 82.8 and standard deviation was 7.9. It means that the senior high school number 4 of Palembang had enough category in reading comprehension.

Table 5. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		63
Normal Parameters	Mean	0,0000000
	Std. Deviation	7,80031547
Most Extreme Differences	Absolute	0,088
	Positive	0,064
	Negative	-0,088
Test Statistic		0,088

Asymp. Sig. (2-tailed) .200c, d
 a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

According to the result it was found significant coefficient (Sig. 2-tailed) of Kolmogrove-Smirnov test was 0.200. it revealed $0.200 > 0.05$. So, it can be concluded that all the data were normality distributed.

Result of Linearity Test

Linearity test was used to see whether or not the data are linear. The first is linearity test between self-efficacy as independent variable (X1) and reading comprehension test as dependent variable (Y), and the second is the linearity test between learning style as independent variable (X2) and reading test as dependent variable (Y). Table 20 shown the result of linearity test between self-efficacy and reading comprehension test.

The result of linearity test between learning style and reading comprehension test

The result of p-output is $0.087 > \alpha (0.05)$ this value is higher than 0.05, so it can be concluded that the data were linear. Meanwhile, the result of linearity test between learning style and reading comprehension achievement can be seen in Table below.

The result of linearity test between self-efficacy and reading comprehension test

The result of p-output is $0.909 > \alpha (0.05)$, this value is higher than $\alpha 0.05$, so we it can be concluded that the data were linear.

The Correlation between Learning Style and Reading Comprehension

Since there was significant correlation between learning style and reading comprehension, it was necessary to conduct further investigation to find out the contribution. By applying simple linear regression, it was found that R square was 0.005. it means that learning style gave 0.5% contribution to reading comprehension. Table 6 below shows the result of learning style contribution to reading comprehension.

Table 6. Model Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.068 ^a	0,005	-0,012	8,02728
a. Predictors: (Constant), Learning Style				
Dependent Variable: Reading Comprehension				

In addition, the sig Value of simple linear regression was 0.00 which is lower than α 0.05, it means that there was significant influence of learning style to reading comprehension.

The Correlation between self-efficacy and Reading Comprehension

Since the Correlation coefficient was 0.284, it indicated low correlation between self-efficacy and reading comprehension. Table 7 shows the correlation between self-efficacy and reading comprehension.

Table 7. Coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	80,308	7,903		10,161	0,000
	Self-Efficacy	-0,153	0,141	-0,137	-1,081	0,284

a. Dependent Variable: Reading Comprehension

Since there was significant correlation between self-efficacy and reading comprehension, it was necessary to conduct further inspection to find out the contribution. By applying simple linear regression, it was found that R square was 0.019. it means that learning style gave 1.9 % contribution to reading comprehension. Table 8 below shows the result of self-efficacy contribution to reading comprehension.

Table 8. Model Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.137 ^a	0,019	0,003	7,96974

The correlation among Learning Style, Self-Efficacy and Reading Comprehension

According to the result of multiple linear regression of learning style, self-efficacy and reading comprehension to see the contribution, it was found that R square was 0.045. it means that learning style and self- efficacy gave 4.5% contribution to reading achievement. Table 9 shows the result of contribution

Table 9. Model Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.211 ^a	0,045	0,013	7,92926

a. Predictors: (Constant), Self-Efficacy, Learning Style
 b. Dependent Variable: Reading Comprehension

E. Conclusion

There was a significant correlation between learning style and reading comprehension; There was a significant correlation between self-efficacy and reading comprehension; and There was a significant correlation among learning style, self-efficacy and reading comprehension

F. Acknowledgement

The author thanks to SMA N 4 Palembang as the place where this research was carried out and has facilitated this research from start to finish. Also, thanks to the PGRI Palembang University for making it easy for the writer to carry out this research.

References

- Akhtar, M. (2008). What is self-efficacy? Bandura's 4 sources of efficacy beliefs positive psychology UK. Retrieved from <http://Positivepsychology.Org.uk/selfefficacydefinitionbandurameaning/>
- Aprilia, E. (2021). The Correlation Between Student's Learning Style and Reading Comprehension of the Eleventh Grade Students of Madrasah Aliyah Negeri 2 Palembang. (Undergraduate's Thesis). Tridinanti University, Palembang.
- Bandura, A. (1997). *Self-Efficacy in Changing Societies*. New York: Cambridge University Press.
- Basrowi., & Soenyono. (2007). *Social Data Analysis Methods*. Kediri: Jenggala Pustaka.
- Brown, H. D. (2004). *Language assessment principle and classroom practice*. United States of America: Pearson Education, Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th Ed)*. Boston: Pearson Education.
- Dantas, L. A., & Cunha, A. (2020). An integrative debate on learning styles and the learning process. *Social Sciences & Humanities Open*, 2(1), 100017.
- Duke, G. & Pearson, L. Stoller (2001) *Teaching and Researching Reading*. Harlow: Longman.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design Evaluate Research in Education (7thed)*. New York: McGraw-Hill Companies, Inc.
- Jain, P. M., & Patel, M. F. (2008). *English Language Teaching:(methods, Tools & Techniques)*. Sunrise Publishers and Distributors.
- LaMorte, W. W. (2019). The social cognitive theory. Boston University School of Public Health. Retrieved from <http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories5.html>
- Naning, Z. A., & Hayati, R. (2011). The correlation between learning style and listening achievement of English Education Study Program students of Sriwijaya University. *Holistics (Hospitality and Linguistics): Jurnal Ilmiah Bahasa Inggris*, 3(1).
- Noonan, P. M., Morningstar, M. E., & Gaumer Erickson, A. (2008). Improving interagency collaboration: Effective strategies used by high-performing local

- districts and communities. *Career Development for Exceptional Individuals*, 31(3), 132-143.
- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching reading* (Vol. 6). Brussels, Belgium: International Academy of Education.
- Phelan, C., & Wren, J. (2005). Reliability is the degree to which an assessment tool produces stable and consistent results. *Assessment*, 6.
- Septiani, A. (2023). *Correlation Between Students' Self-Efficacy and Their Reading Comprehension (A Correlational Study at the Seventh Grade of SMPN 3 Kota Cilegon)* (Doctoral dissertation, UIN Sultan Maulana Hasanuddin Banten).
- Simanjuntak, S. I. (2020). Correlation Between Self-Efficacy and Writing Achievement to Students of SMA Arinda Palembang. *Didascein: Journal of English Education*, 1(1).
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Zhang, L. F. (2006). Preferred teaching styles and modes of thinking among university students in mainland China. *Thinking Skills and Creativity*, 1(2), 95-107.