ABSTRACT

Linda Fitri Ibrahim. 809115012. The Effect of Instructional Strategies and Self-efficacy on Students' Achievement in Reading Comprehension. A Thesis. English Applied Linguistics Study Program, State University of Medan. 2011.

The objectives of this study are to find out whether: (1) instructional strategies significantly affect students' achievement in reading comprehension; (2) self-efficacy significantly affects students' achievement in reading comprehension; and (3) there is any interaction between instructional strategies and self-efficacy to students' achievement in reading comprehension. An experimental research with factorial design 2x2 was used in this study. The population of the study was all students from grade XII of 2011/2012 academic year of Madrasah Aliyah Negeri 1 Takengon Kabupaten Aceh Tengah. There were four parallel classes were choosen as the sample by applying cluster random sampling technique. Each class consisted of 30 students. The instruments used for the data collection were reading test and questionnaire. The data were analyzed by applying Two-way ANOVA. The research findings show that (1) instructional strategies significantly affect students' achievement in reading comprehension ($F_{observed} = 6.7 > F_{table} = 3.92$); (2) self-efficacy significantly affects students' achievement in reading comprehension ($F_{observed} = 5.9 > F_{table} = 3.92$); and (3) there is an interaction between instructional strategies and self-efficacy to students' achievement in reading comprehension ($F_{observed} = 4.70 > F_{table} = 3.92$). Analysis of Tuckey test was used in this study to prove whether there is any interaction between instructional strategies and self-efficacy to the students' achievement in reading comprehension. Thus, instructional strategies and self-efficacy significantly affect the students' achievement in reading comprehension. It implies that in the attempt to improve the students' achievement in reading comprehension, English teachers should apply SCROL or POSSE strategy as one of teaching strategies and pay more attention to the students' self-efficacy.

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ABSTRAK

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Penelitian ini bertujuan untuk mengetahui apakah: (1) strategi Instruksional secara signifikan mempengaruhi hasil belajar siswa dalam membaca; (2) self-efficacy secara signifikan mempengaruhi hasil belajar siswa dalam membaca; dan (3) terdapat interaksi antara strategi instruksional dan self-efficacy terhadap hasil belajar siswa dalam membaca. Penelitian ini menggunakan desain Faktorial 2x2. Populasi penelitian ini adalah semua siswa kelas XII tahun ajaran 2011/2012 Madrasah Aliyah Negeri 1 Takengon Kabupaten Aceh Tengah. Ada empat kelas paralel yang dipilih sebagai sampel dengan menggunakan teknik random klaster sampling. Setiap kelas terdiri dari 30 siswa. Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini adalah tes membaca dan angket. Data dianalisa dengan menggunakan ANAVA dua jalur. Hasil penelitian menunjukkan bahwa (1) strategi instruksional secara signifikan mempengaruhi hasil belajar siswa dalam membaca (F_{hitung}= 6.7> F_{tabel}= 3.92); (2) self-efficacy secara signifikan mempengaruhi hasil belajar siswa dalam membaca (F_{hitung} = 5.9 > F_{tabel}= 3.92); dan (3) terdapat interaksi antara strategi instruksional dan self-efficacy terhadap hasil belajar siswa dalam membaca (F_{hitung} = 4.70 > F_{tabel}= 3.92). Analisa Tuckey test digunakan dalam penelitian ini untuk membuktikan bahwa ada interaksi antara strategi instruksional dan self-efficacy terhadap hasil belajar siswa dalam membaca. Dengan demikian, strategi instruksional dan self-efficacy secara signifikan mempengaruhi hasil belajar siswa dalam membaca. Ini berarti bahwa dalam usaha untuk meningkatkan hasil belajar siswa dalam membaca, guru bahasa Inggris harus menerapkan strategi SCROL dan POSSE dan memberikan perhatian lebih terhadap self-efficacy siswa.

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