

ABSTRACT

Elfi Khairani Nasution, *The Effect of Teaching Strategy and Self Efficacy on Students' Achievement in Reading Comprehension. Thesis : English Applied Linguistic Program State University of UNIMED*

This research is aimed to find out : (1) The difference of students' reading comprehension ability between PALS and QARs (2) The difference of students' reading comprehension ability who have low self efficacy and high self efficacy (3) Interaction between teaching strategy with self efficacy on the students reading comprehension achievement.

The population of this research is all second classes of MTs Negeri Lubuk Pakam, Kabupaten Deli Serdang which have 180 students' all together and consist of five classes. These samples are taken by using simple random sampling method. The sample of this research is 32 students taught by PALS and 32 students in QARs. The research instrument that used to measure the achievement is test multiple choice with 4 options with 40 questions. To get data of self efficacy used questionnaire Self Efficacy for Children that adapted from Bandura et al. with 30 questions. The research method uses experiment with factorial design 2 x 2. Technique of analyzing data uses ANOVA of two directions at significant $\alpha = 0.05$.

The findings of the research indicate that : (1) The students' reading comprehension achievement that taught by PALS ($\bar{X} = 31,31$) is higher than the students' achievement that taught by QARs ($\bar{X} = 30,63$) with $F_{\text{observed}} = (4,34) > F_{\text{table}} = (4,00)$, (2) The students' reading comprehension achievement who have high self efficacy ($\bar{X} = 33,38$) is higher than low self efficacy ($\bar{X} = 29,06$) with $F_{\text{observed}} = (5,60) > F_{\text{table}} = (4,00)$, (3) Be found interaction between teaching strategy and self efficacy on the students' reading comprehension achievement with $F_{\text{observed}} = 5,48 > F_{\text{table}} = 4,00$.

The multiple comparison by Tukey test indicatess that (a) the students' reading comprehension achievement that taught by PALS is higher than QARs, (b) the students' reading comprehension achievement that have high self efficacy is higher than the students' reading comprehension achievement that have low self efficacy, (c) be found interaction between teaching strategy with self efficacy, that the students' reading comprehension achievement that have high self efficacy is higher if use PALS, in the way around the students' reading comprehension achievement that have low self efficacy is higher if taught with QARs.