Engaging Vocational Students' Self-efficacy in Reading Comprehension through Literature Circle

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Abstract
Many students still struggle to comprehend the text in the context of reading comprehension. Students lack motivation because they lack confidence in their reading comprehension abilities. Students are not engaged when they are not ambitious to read. Learning does not occur in this state. Although many previous studies have investigated the correlation between self-efficacy and reading comprehension, the apply of reading strategies in general to assess students' self-efficacy is deemed less effective because students in Indonesia are unfamiliar with reading English, particularly reading comprehension. To fill the research gap previously identified, this study will examine the self-efficacy of vocational students in reading comprehension using Literature Circle as a reading strategy. The classroom action design was used in this study with fifteen vocational students. Data from a self-efficacy questionnaire and an interview were collected and analyzed using descriptive statistics. According to the findings of this study, the literature circle in this study helps students improve their self-efficacy and achieve aspects of reading comprehension assessment.
Keywords: *self-efficacy, reading comprehension, literature circle, vocational students*

INTRODUCTION

Reading comprehension is considered one of the most important skills to learn in the context of higher education EFL. According to research, readers stay with the reading task if they believe in their ability to understand the text correctly (Unrau et al., 2018). In fact, many students still struggle to comprehend the text in the context of reading comprehension. The problem stems from the loss of student motivation. Motivation is a necessary condition for learning (Slavin, 2000; Pramiasari et al, 2022). When students have motivation, student concentration will increase. This situation will result in better learning (Arguedas et al, 2016; Hung et al, 2015).

The perceived self-efficacy of students is another factor that influences their learning outcomes (Shang, 2010; Wong, 2005; Yang, 2004). Perceived self-efficacy is defined as people's beliefs about their ability to achieve a certain level of performance and exert influence over events in their lives (Bandura, 1994). Students with high levels of self-efficacy, according to Bandura, perceive complex tasks as challenging. They are also more motivated to overcome difficulties and more confident in completing complex tasks. Students with low self-efficacy, on the other hand, perceive things as more difficult, so they do not believe that their efforts will lead to better results, so they are less motivated to devote their time to difficult tasks. Readers who have low self-efficacy are unlikely to transfer their knowledge and skills from one context to another (Chiaburu & Lindsay, 2008; McCabe, 2003). As a result, readers' self-efficacy can influence how they apply their reading skills and strategies.

A past observational review led in China by Li and Wang (2010) observed that perusing self-efficacy was fundamentally decidedly connected with the utilization of perusing systems overall and three subcategories of perusing techniques specifically: metacognitive methodologies, mental procedures, and social procedures/full of feeling procedures. Because students in Indonesia are not used to reading English texts,

asking them to use their own strategies is less effective. As a result, the researcher employed Literature Circle as a reading strategy in order to pique students' interest in reading comprehension.

Literature circles are small discussion groups led by people who have chosen to read the same book (Cameron et al, 2012; McCall, 2016). Members take notes as they read (inside or outside class) to help them contribute to future discussions, and everyone comes to the group with ideas to share. When literature circle members complete reading material, they can share highlights from their reading with the larger community; then they swap members with another final group, choose to read more, and start a new cycle (Daniels, 2002). Students do an in-depth reading, question it, and have a critical perspective because of the structure of the literature circle (Dogan et al, 2020). Furthermore, they collaborate, respect each other's opinions, and accept responsibility. With these aspects, it is clear that the literature circle method contributes to the overall development of students in terms of cognitive, affective, and social aspects. Literature circle is a new activity that students like to be more involved in the learning process.

In a previous study, Irawati (2016) conducted a quasi-experimental research using a pretest-posttest nonrandomized control group design to determine the effectiveness of literature circles on students' reading comprehension. The findings clearly show that literary circles have a significant impact on students' reading comprehension. Venegas (2018) conducted a previous study investigating the potential influence of literary circles, and balanced literacy learning strategies, on reader self-efficacy of reluctant and struggling readers in Grades 4-6. This study is important because it provides evidence supporting a more balanced approach to reading instruction, especially for reluctant and struggling readers.

Although many previous studies have looked at the correlation between self-efficacy and reading comprehension, in this case, students' self-efficacy are deemed less effective in the use of reading strategies in general and the use of three subcategories of reading strategies to see students' self-efficacy are deemed less effective because students in Indonesia are not familiar with reading English, particularly in reading comprehension. Aside from that, no previous research has looked into the role of vocational students' self-efficacy in reading comprehension. To fill the research gap previously identified, this study will examine the self-efficacy of vocational students in reading comprehension learning using Literature Circle as a reading strategy.

Given the research context described above, the researcher would like to address the following issue question: "How is the involvement of vocational students' self-efficacy in reading comprehension using literature circles?" The purpose of this study is to investigate the role of self-efficacy in reading comprehension using a Literature Circle. This study also aimed to comprehend students' desire and interest in improving their reading comprehension as well as critical thinking, creativity, communication, and self-efficacy.

METHODS

The research design of this research is Classroom Action Research (CAR). Classroom Action Research was chosen to test the students' level of self-efficacy in reading comprehension. According to Hopkins (2008), Action Research is a form of self-reflective inquiry conducted by participants in a social (including education) and justice of (1) social or educational practice, (2) their understanding of this practice, and (3) their own social situation where practice is carried out.

This research took place in one of the Vocational High Schools in Karawang. 11th grade students of vocational high school will be asked to be participants in this study. Researchers only use one class or equal to fifteen students. This research will be carried out for approximately one month. The data collection technique used in this study refers to the research design that uses classroom action research. According to Kemmis and Taggart (1988) there are four stages in conducting classroom action research, namely action planning, implementing plans as classroom actions, observing actions, and reflecting on actions.

Before doing the action, the researcher reviewed several articles about students' self-confidence and found some problems in students' reading comprehension. Even so, in the context of students in Indonesia

who are not accustomed to using reading strategies, therefore the researcher chooses the literature circle as the pedagogical approach in this study.

In implemented the plan as an action in classroom, the researcher first explains the objectives and procedures of this research to students. Meetings are held two times in two weeks. To implement the Literary Circle, this action was adapted from Widodo (2015), first students will be divided into several small groups consisting of about 4-5 students in each group. Second, students will be given an explanation of the Literature Circle and learning objectives. Third, students will assign different roles in their own group. Fourth students will be given reading material that is in accordance with learning at school so that it does not interfere with the student's learning process as usual. Fifth, students will start reading and working their role with their respective groups under the supervision of the teacher. Finally, after all activities are completed, Host Group will presenting the output and discusses the difficulties in reading material with the teacher and Visitor Group.

To see the students' responses to the involvement of self-efficacy from action result the researcher gave a questionnaire to know the level of students' self-efficacy after taking action. Interviews were also carried out to see the credibility and validity of the answers in the questionnaire. The data would be analyzed using descriptive analysis.

RESULTS AND DISCUSSION

1. Involvement of vocational students' self-efficacy in reading comprehension using Literature Circle

This section will explain about the involvement of vocational students' confidence in doing reading comprehension tasks using literature circle activities. After carrying out the Literature Circle activity, the researcher provided a questionnaire and interviews to determine the level of student confidence and the experience felt by students after the activity. There are five aspects of assessment in reading comprehension which include in the questionnaire and interview questions, namely main idea, vocabulary, specific information, inference, and reference.

Table 1. Vocabulary aspects

Question	I cannot do it at all	I cannot do it	Maybe I can do it	I can do it	I can do it well
1. I can explain the meaning of the words in the text I read.	0 (0%)	1(6.7%)	5(33.3%)	9(60%)	0(0%)
2. I can explain the meaning of sentences in the text I read.	0 (0%)	2(13.3%)	7(46.7%)	5(33.3%)	1(6.7%)
3. I can explain the meaning of paragraphs in the text I read.	0 (0%)	2(13.3%)	5(33.3%)	8(53.3%)	0(0%)

The resulrs shows the level of student self-efficacy after participating in Literature Circle activities. The results shows that, none of the students answered "I cannot do it at all" for each question. Q1, Q2, and Q3 include the vocabulary aspects in assessing reading comprehension. There is 1 student (6.7%) who cannot explain the meaning of words in the text, for students who cannot explain the meaning of sentences there are 2 (13.3%) students, and for students who cannot explain the meaning of paragraphs there are 2 (13.3%) students. For students who choose "I can do it" in explaining the meaning of the word there are 9 (60%) students, the meaning of the sentence is 5 (33.3%) students, and the meaning of paragraph 8 (53.3%) students.

Table 2. Main idea aspects

Question	I cannot do it at all	I cannot do it	Maybe I can do it	I can do it	I can do it well
4. I can identify the main idea from the text I read.	0 (0%)	2(13.3%)	4(26.7%)	7(46.7%)	2(13.3%)

Q4 which includes the main idea aspect, there are 2 students (13.3%) who answered "I can do it well" and there were 7 students (46.7%) who answered "I can do it" and only 2 students (13.2%) answered " I cannot do it".

Table 3. Specific information aspects

Question	I cannot do it at all	I cannot do it	Maybe I can do it	I can do it	I can do it well
5. I can identify specific information from the text I read.	0 (0%)	4(26.7%)	5(33.3%)	4(26.7%)	2(13.3%)

In Q5 which includes the specific information aspect, there are 5 students (33.3%) who are still unsure about identifying specific information, but there are also 2 students (13.3%) who can do it well.

Table 4. Inference aspects

Question	I cannot do it at all	I cannot do it	Maybe I can do it	I can do it	I can do it well
6. I can guess the meaning of new vocabulary from the text I read.	0(0%)	1(6.7%)	4(26.7%)	9(60%)	1(6.7%)
7. I can predict / guess something that is not stated in the text based on information from the text I read.	0 (0%)	3(20%)	4(26.7%)	8(53.3%)	0(0%)

Q6 and Q7 which cover the inference aspect, there are 9 (60%) students who can guess the meaning of new vocabulary from the exposition text of their respective groups and 8 (53.3%) students who can predict or guess the information that is not conveyed in the text.

Table 5. Reference aspects

Question	I cannot do it at all	I cannot do it	Maybe I can do it	I can do it	I can do it well
8. I can use new vocabulary that is different from the text I read.	0 (0%)	4(26.7%)	4(26.7%)	6(40%)	1(6.7%)
9. I understand the definition of exposition text and can create my own exposition text.	0 (0%)	6(40%)	4(26.7%)	4(26.7%)	1(6.7%)

Q8 and Q9 which cover the reference aspect, there are 6 (40%) students who can use new vocabulary that is different from the text and 1 (6.7%) students who can do it well. 4(26.7%) students who cannot use different vocabulary than those in the text. To make their own exposition texts, students are still not sure of their abilities even though they already understand the material that has been taught. There are 6 (40%) students who feel that they cannot make their own exposition text. There are 4 (26.7%) who feel they can do it and 1 (6.7%) who feel they will be able to do it well.

Q10, Q11, and Q12 related to the structure in the text, there are 7 (46.7%) students who can identify the general structure of the exposition text, 7 (46.7%) are doubtful whether they are correct in identifying the general structure and only 1 (6.7%) who felt he could not. In identifying the causal relationship in the text there are 9 (60%) students who can do it and 4 (46.7%) who can't do it, 1 (6.7%) can do it well and 1 (6.7%) others have doubts. Meanwhile, to evaluate the negative and positive aspects in the text, there are 3(20%) students who can do it well and 1(6.7%) who cannot. Q13 there are 8(53.3%) students who can visualize the information in the exposition text regardless of their assignment in the group.

Table 6. Stucture of the text

Question	I cannot do it at all	I cannot do it	Maybe I can do it	I can do it	I can do it well
10. I can identify general structure in exposition text.	0 (0%)	1 (6.7%)	7 (46.7%)	7 (46.7%)	0 (0%)
11. I can identify cause-and-effect relationships in the texts I read.	0 (0%)	4 (26.7%)	1 (6.7%)	9 (60%)	1 (6.7%)
12. I can evaluate the positive and negative aspects of events in the texts I read	0 (0%)	1 (6.7%)	4 (26.7%)	7 (46.7%)	3 (20%)
13. I can visualize the information in the text I read.	0 (0%)	3 (20%)	2 (13.3%)	8 (53.3%)	2 (13.3%)

Based on the process that has occurred most of the students in this study have a positive attitude towards this activity as we can see that more students are confident after this activity. As Bandura (1997) said, self-efficacy can increase motivation, increases levels of motivation and sustained achievement-oriented behavior, and greater persistence when faced with challenges and greater problem-solving abilities. Previously, students felt less enthusiastic and not confident in doing the activity. After seeing the attitude of the students at the beginning of this study, the researcher always motivates and encourages students in the learning process.

As contained in the self-efficacy questionnaire, there were 46.67% of students answered "can do it" and only 17.43% answered "cannot do it". This shows that students can master the reading comprehension even more, even though there are still difficulties experienced by students. It takes longer time for students to mastering in reading comprehension so that students get used to using fun methods.

In this study, the researcher used the literature circle as a pedagogical approach. The literary circle that emphasizes the prerequisite knowledge and skills are expected to make a significant contribution to self-efficacy as an effort to improve reading comprehension. In a literature circle, a student may engage in one or more of the following processes, such as making predictions, identifying important information, making inferences, monitoring understanding, seeking clarification, asking and answering questions, visualizing, and summarizing (Whittaker, 2012). Therefore, the literature circle is very suitable for understanding reading comprehension, especially in this lesson, students are learning about exposition text. The results of this study also support the results of Irawati's research (2016) which states that literature circles have a significant impact on students' reading comprehension. In addition, this study is also in line with Venegas' research (2018) which states that literature circles have an impact on the self-efficacy of readers who are reluctant and struggle to read and write quarterly.

CONCLUSION

Based on the results contained in this study, it can be concluded that self-efficacy has an influence on students' reading comprehension. Students with a high level of self-confidence will be more confident in taking on difficult tasks and will not give up, and vice versa, students who are less confident feel themselves unable to do the assigned tasks. Even so, self-efficacy is only one factor that can improve students' reading comprehension; there are many other factors that must be tested. As educators, it is very important to know the level of self-efficacy of students, so that teachers can help students who have difficulties, especially in reading comprehension. In this study, the use of literature circles is very helpful in the learning process. Literature circles help students become more confident by working on assignments in groups. By dividing groups in the literature circle, students also become more communicative with their group friends in conveying their work and helping each other. In addition, the role in this literature circle makes it easier and faster for students to understand and complete the tasks given. Literature circles also help in achieving knowledge aspects of reading comprehension such as looking for main ideas, specific information,

vocabulary, inference, and references. However, because it was the first time using the literature circle, the students were still a bit confused. It is better if the research time can be longer and it is hoped that teachers at schools can apply literature circles in their appropriate learning materials.

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