

## The Relationship Between Self-Confidence and Students' Skill in Reading Analytical Exposition Text at the Eleventh Grade of SMAN 11 Jambi City

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### ABSTRACT

Reading skills are one of the fundamental competencies essential to the learning process, particularly in secondary education. At the high school level, students are expected not only to read but also to comprehend and analyze complex texts, such as analytical exposition texts. However, reading ability is influenced not only by cognitive factors but also by psychological aspects, including self-confidence. This study aims to examine the relationship between students' self-confidence and their reading skills in analytical exposition texts. The research was conducted using a quantitative approach with a correlational design involving students of class XI F8 at SMAN 11 Jambi City. Data were collected through a self-confidence questionnaire and a reading comprehension test. The results revealed a moderate correlation between self-confidence and reading skill, with a correlation coefficient of 0.574. However, self-confidence only accounted for 10.7% of the variance in reading scores, indicating that other factors, such as vocabulary mastery, reading strategies, and learning environment, play a more significant role. These findings suggest the need for a holistic approach in improving students' reading skills by not only enhancing self-confidence but also incorporating effective reading strategies and supportive learning environments

**Keywords:** *Reading Skills, Self-Confidence, Analytical Exposition Text*

### INTRODUCTION

Reading plays a vital role in language learning and academic development. It is more than the ability to decode symbols on a page; it involves understanding, analyzing, and interpreting texts. In Indonesia's educational context, particularly in senior high schools, students are expected to master various genres of texts, one of which is the analytical exposition text. This type of text presents arguments with the aim of persuading readers, making it essential for students to develop critical thinking and logical reasoning skills.

Despite its importance, reading comprehension remains a challenge for many students. Teachers often report that students struggle not only with vocabulary and grammar but also with understanding the argumentation and structure of analytical exposition texts. One of the contributing psychological factors is self-confidence. According to Bandura (1997), self-efficacy—or belief in one's own ability—significantly influences learning outcomes. Students with higher confidence are more likely to participate actively, attempt challenging tasks, and persist

through difficulties. Conversely, low self-confidence leads to hesitation, anxiety, and avoidance behaviors.

In SMAN 11 Jambi City, preliminary observations showed that many students lack confidence when dealing with analytical exposition texts. They often hesitate to answer questions, avoid reading aloud, and perform poorly in comprehension tests despite having sufficient vocabulary. This indicates that self-confidence may play a role in their reading achievement.

Several previous studies have also highlighted the connection between affective factors and reading skills. Pajares (2006) confirmed a positive relationship between self-efficacy and academic achievement. Similarly, Oktafiani & Yusri (2021) found a significant correlation between self-confidence and students' English performance. However, other research showed mixed results, suggesting that confidence alone does not guarantee success in reading comprehension.

### REVIEW OF RELATED LITERATURE

In conducting this research, it is important to review and analyze previous

theories and studies that are relevant to the topic. A review of related literature provides the theoretical foundation and helps the researcher to place the current study in a broader academic context. It not only strengthens the rationale of the study but also highlights similarities and differences with prior findings. Therefore, this section discusses theories and previous studies related to self-confidence, reading skills, analytical exposition text, and earlier research findings that serve as the basis of this research.

#### 1. Theories of Self-Confidence

Self-confidence is an individual's belief in their ability to perform tasks successfully (Bandura, 1997). In education, confidence influences students' willingness to engage in learning. Students with high confidence are more active, ask more questions, and show resilience, while low-confidence students often experience anxiety and avoidance. Holisah (2022) suggests that classroom activities such as ice-breaking can build students' confidence.

#### 2. Theories of Reading Skills

Reading is defined as a complex cognitive process that involves decoding symbols and constructing meaning (Grabe & Stoller, 2011). Effective reading requires vocabulary knowledge, comprehension strategies, and critical thinking. Snowling et al. (1999) argue that reading involves both decoding and linguistic comprehension.

#### 3. Analytical Exposition Text

Analytical exposition texts aim to persuade the audience by presenting logical arguments. Their generic structure consists of thesis → arguments → reiteration (Hyland, 2004). The language features include technical terms, linking verbs, modal verbs, and evaluative language.

### METHODOLOGY

This study used a quantitative correlational design to examine the relationship between self-confidence (independent variable) and reading skills (dependent variable).

- Population and Sample

The population consisted of 320 students of grade XI at SMAN 11 Jambi City. A purposive sample of 36 students from class XI F8 was chosen because of diverse academic abilities and accessibility.

- Instruments

1. Self-Confidence Questionnaire (20 items, Likert scale 1–5).
2. Reading Comprehension Test (15 multiple-choice questions based on analytical exposition texts).

- Data Collection

- Pre-test → baseline reading ability.
- Treatment → classroom activities integrating reading and confidence-building.
- Post-test → measure improvement.

- Data Analysis

- Validity and Reliability Test using Pearson correlation and Cronbach's Alpha.
- Normality Test using Shapiro-Wilk.
- Correlation Test using Pearson Product-Moment.
- Coefficient of Determination ( $R^2$ ) to see how much self-confidence contributes to reading skill.

H<sub>a</sub> There is a relationship between self-confidence and the ability to read analytical exposition texts among eleventh grade students at SMAN 11 Jambi City.

H<sub>0</sub> There is no relationship between self-confidence and the ability to read analytical exposition texts in class XI students of SMAN 11 Jambi City.

### FINDINGS AND DISCUSSION

After explaining the methodology used in this study, the following section presents the findings obtained from the data analysis. The results are displayed in the form of tables and descriptions,

followed by interpretations that connect the findings to relevant theories and previous research. This section also discusses how the data support or contradict the hypotheses formulated earlier.

a. The Result of Self Confidence Questionnaire

**Table 1. The result of self confidence questionnaire**

No	Name	Score	Percentage	Category
1	Student 1	73	73%	high
2	Student 2	71	71%	high
3	Student 3	42	42%	Currently
4	Student 4	70	70%	high
5	Student 5	78	78%	high
6	Student 6	68	68%	high
7	Student 7	68	68%	high
8	Student 8	66	66%	high
9	Student 9	64	64%	high
10	Student 10	89	89%	Very high
11	Student 11	84	84%	Very high
12	Student 12	67	67%	high
13	Student 13	78	78%	high
14	Student 14	75	75%	high
15	Student 15	67	67%	high
16	Student 16	75	75%	high
17	Student 17	88	88%	Very high
18	Student 18	68	68%	high
19	Student 19	69	69%	high
20	Student 20	67	67%	high

21	Student 21	75	75%	high
22	Student 22	67	67%	high
23	Student 23	75	75%	high
24	Student 24	67	67%	high
25	Student 25	63	63%	high
26	Student 26	68	68%	high
27	Student 27	71	71%	high
28	Student 28	52	52%	Currently
29	Student 29	61	61%	high
30	Student 30	68	68%	high

b. The Result of Reading Skill

**Table 2. The result of reading skill**

No	Name	Score
1	Student 1	8,67
2	Student 2	7,33
3	Student 3	5,33
4	Student 4	8,67
5	Student 5	8,67
6	Student 6	7,33
7	Student 7	8,00
8	Student 8	6,67
9	Student 9	6,67
10	Student 10	9,33
11	Student 11	6,00
12	Student 12	8,00
13	Student 13	7,33
14	Student 14	8,67
15	Student 15	8,67
16	Student 16	7,33
17	Student 17	5,33
18	Student 18	9,33
19	Student 19	8,00
20	Student 20	8,00
21	Student 21	7,33
22	Student 22	9,33
23	Student 23	7,33
24	Student 24	6,00
25	Student 25	8,00

26	Student 26	4,67
27	Student 27	6,67
28	Student 28	6,00
29	Student 29	9,33
30	Student 30	9,33
Total Score		227

c. Normality Test

**Table 3. Normality test**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self Confidence	.089	30	.200 <sup>*</sup>	.960	30	.307
Reading Analytical Exposition Text	.136	30	.166	.935	30	.065

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

d. Correlation Test

**Table 4. Correlation test**

Correlations			
		Self Confidence	Reading Analytical Exposition Text
Self Confidence	Pearson Correlation	1	-.107
	Sig. (2-tailed)		.574
	N	30	30
Reading Analytical Exposition Text	Pearson Correlation	-.107	1
	Sig. (2-tailed)	.574	
	N	30	30

e. Determination Coefficient Test (R<sup>2</sup>)

**Table 5. Coefficient Test**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107 <sup>a</sup>	.011	-.024	13.408

a. Predictors: (Constant), Self Confidence

**DISCUSSION**

The moderate correlation shows that students with higher confidence tend to perform better in reading comprehension. However, confidence is not the main determinant. Vocabulary mastery, motivation, and reading strategies play a bigger role.

Thus, confidence helps, but reading achievement depends more on broader instructional strategies.

**CONCLUSION**

Students at Batanghari University have a positive perception of YouTube as a tool for learning English speaking skills. They consider it especially effective for vocabulary and pronunciation, moderately helpful for grammar, and less consistent for fluency. The platform is valued for its accessibility, variety, and authenticity, which make learning more enjoyable and motivating.

However, to achieve balanced outcomes, YouTube should be combined with teacher guidance and interactive speaking practice. In this way, students can not only absorb input but also practice output effectively.

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