

The Effect of Teaching Strategies and Students' Self-Efficacy on Students' Achievement in Reading Comprehension

Christina Natalina Saragi

Faculty of English Education, University of HKBP Nommensen Pematangsiantar

Abstract: *The aims of this research are to find out: 1) whether students taught by using Metacognitive strategy have higher achievement than students taught by using Strategic instruction model in reading comprehension., 2) whether students who have high self-efficacy have higher achievement than students who have low self-efficacy in reading comprehension achievement, and 3) if the interaction between teaching strategies and self-efficacy significantly affects reading comprehension achievement. The study was conducted in the third semester students of Universitas HKBP Nommensen. The population was more than 200 students and the samples taken were 80 students. This research applied factorial design 2 X 2 by using the instruments of collecting data; reading comprehension test and questionnaire. All data were analyzed by using Two Way of Analysis of Variance (ANOVA). The results showed that 1) There is a significant effect of teaching strategies on students reading comprehension achievement, 2) there is a significant effect of self-efficacy on students' reading comprehension achievement, and 3) there is a significant interaction between teaching strategies and self-efficacy on students' reading comprehension achievement.*

Keywords: *Teaching Strategies, Students' Self-efficacy, Students' Achievement, Reading Comprehension*

I. INTRODUCTION

Reading Comprehension is a skill to build throughout your whole lifetime (Elizabeth, 2009). When educators scaffold engagements with text by questioning before, during, and after reading, they must keep in mind that the goal is for readers to ask and answer their own questions, a reading skill practiced unconsciously by proficient readers (for an excellent resource about stimulating curiosity and understanding questioning across the curriculum, Koechlin and Zwaan (2006).

This study concerns to genre of narrative. Reading is the process of constructing meaning from written texts (Anderson et al., 1985). Wixson et al, (1987) in Michigan stated that it is a complex skill requiring the ordination of a number of interrelated sources of information among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

The writer presumed that the reading skill of students' reading comprehension skill in the third semester of Universitas HKBP Nommensen was still in low average. The data got in the last three years scores showed about 28 % students could pass the minimum criteria. There are two factors that made why students still got low in reading comprehension, they are extrenal and interna factorsl. The extrenal factors from teaching strategies lecturer and from internal was self efficacy. Not only that, in other hand, the one of the problems such as the difficulty in getting the meaning because most of the students don't bring dictionary. Some of them often got very

depressed if they have a long narrative text to read. However, they have to understand difficult words and it will waste so much time to understand the topic of the text. This strategy make students fell bored in reading.

The common way which is usually conducted is the lecturer reads the text first then followed by students to repeat then asked the students to the repeated material into Indonesian, discussed the content, and finally asked them to answer some question given based on the text. Most of them have difficulties in searching the meaning for most of them didn't bring dictionary. So, the students were just waiting for the teacher's information and explanation about the subject material. In addition they also have some difficulties in finding the main idea and to answer the question given. Therefore students' achievement in reading is low.

Based on the previous research, In El Koumy's (2004) research report, the metacognitive strategy also gets attention of language teachers and researchers throughout the world due to three things, namely (i) metacognitive knowledge can make a student to be a good thinker and student can learn according to time changes; (ii) by integrating metacognitive knowledge in language learning, it will be able to increase students' skills to control their own learning, and (iii) metacognitive awareness is an important basis for a more effective language learning but in this reseach the researcher not put the research into into one genre, through this case the writer applied the strategic into narrative genre of reading. Janzen (1996) proposes that strategy instruction is useful in reading contexts because students develop knowledge about the reading process.

The metacognitive strategies are teaching strategies which can motivate students and give them the opportunity to learn, understand and recognize the information received in class and in their everyday life (Ibe, 2009). This will make the students to be more and more independent in facing new situations. Teachers should allow the students to seek understanding by exploring and investigating on their own with teachers as facilitators. Metacognition strategy is thinking about thinking. Brown (1987) divides metacognition into two broad categories: Knowledge of cognition and regulation of cognition. Knowledge of cognition refers to activities that involve conscious reflection on one cognitive ability and activities. Metacognition refers to one's knowledge concerning one's own cognitive processes or anything related to them (Flavell, 1976). Quite simply, Regulation of cognition refers to activities regarding self-regulatory mechanisms during an ongoing attempt to learn. Any process in which students examine the method that they are using to retrieve, develop or expand information is deemed to be metacognitive in nature.

The Strategic Instruction Model (SIM) is an approach to reforming classrooms and schools around the goal of increasing content literacy through more strategic approaches to learning and teaching. According to Horowitz (2005) Strategic Instruction Model (SIM) was developed for students who already have basic decoding and word recognition skills. Decode is find the meaning of something written in the text, something puzzling or difficult to understand. Recognize is identify again something that one has seen or heard before. A strategy is a tool, plan, or method used for accomplishing a task. In line with the definition, the students who struggle with these early reading skills need to "learn how to learn" and could benefit from classroom routines and strategies that help teachers ensure that students are learning critical content (the course material students need to meet standards). The Strategic Instruction Model (SIM) is an umbrella term that embraces a model of teacher-focused (Content Enhancement) and student-focused interventions (Learning Strategies), and Jother support pieces. Deshler, et al, (2002). Teacher-focused interventions are directed at how teachers think about, adapt, and sent

their critical content in learner-friendly fashion. Student-focused interventions are signed to provide the skills and strategies students need to learn the content. Among of our overall reading instruction, students will begin to read classroom texts in a more comprehensive matter.

Self-efficacy in reading comprehension is necessary for continuing advancement in achievement Guthrie, Wigfield & Perencevich, (2004 : 55). Students who have high self-efficacy believe that they can tackle difficult texts and confident that their efforts will be beneficial to them. Students with low self-efficacy will state that they can not do this, when confronted with a text that appears lengthy, complex, or cognitive challenging. Lack of belief in their capacity to comprehend undermines their initiation and use of whatever comprehension skills they process. A student's level of self-efficacy is deeply dependent on his perceived success on important reading tasks. Children's development of self-efficacy in reading is related to their development of intrinsic motivation for reading. If students do not believe they have the capacity to read well, they will not believe they are in control of their book-related activities. Low self-efficacy makes it unlikely that a student will frequently choose to read or pursue curiosity through texts. As a consequence, self-efficacy and intrinsic reading motivation are moderately associated with each other.

Regarding to the explanation above, the writer's curiosity was to analyze *The Effect of Teaching Strategies and Students' Self-Efficacy on Students' Achievement in Reading Comprehension*. The problems raised in this research are whether students' achievement on reading comprehension taught by using metacognitive higher than taught by using strategic instruction model (SIM)?, whether the students' achievement in reading comprehension that has high self-efficacy higher than that has low self-efficacy?, and whether there any interaction between teaching strategies and self-efficacy on students' achievement in reading comprehension? This research also uses some theoretical framework such as To find out whether the students' achievement in reading comprehension that was taught by metacognitive is significantly higher than strategic instruction model (SIM).

After conducting this research, the writer tries to present some of contributions of this study that this research can be guidance for the reading teacher since there is a significant effect of teaching strategies on students reading comprehension achievement, significant effect of self-efficacy on students' reading comprehension achievement, and significant interaction between teaching strategies and self-efficacy on students' reading comprehension achievement

This research is the study on the investigation of sociocultural factors that cause language anxiety in speaking English for the second year students of English department of Teachers training faculty HKBP Nommensen University Pematangsiantar.

The Purpose of the current paper is to find out the sociocultural factors that cause language anxiety in speaking English for the second year students of English department of Teachers training faculty HKBP Nommensen University Pematangsiantar. The students came from many places around Pematangsiantar Town and Simalungun Regency even out of North Sumatera Province. They are chosen by the writer because of the students can be the representative of students of English department of Teachers training faculty problem in case of anxiety in speaking English.

There are some reasons why this investigation in necessary to be done. First is the needs of documentation for English department of Teachers training faculty HKBP Nommensen University Pematangsiantar. This documentation can be necessary for the needs practical and scientific uses in the next time. The second is to investigate the sociocultural factors that cause language anxiety in speaking English which faced by the students of English students the

teachers training faculty. The findings of preliminary research for the sake of this study shows that sociocultural factors proposed by Horwitz (1986) namely: 1) Social environment for foreign language acquisition, 2) Error in social setting, and 3) Gender can cause the language anxiety in speaking English by the students.

At the end, based on the core theory of anxiety After that this article also proposed some strategies to solve the problem as Horwitz (1986) proposed in his previous findings. To analyze the sociocultural factors that cause language anxiety for the second year students of English department of Teachers training faculty HKBP Nommensen University Pematangsiantar in learning English as foreign language and particularly in speaking English Language, the writer would like formulate the research problems by the following questions:

1. What are the socio-cultural factors that cause language anxiety for foreign language learners in learning English as foreign language and particularly in speaking English Language?
2. How is the speaking anxiety manifested in the learners?
3. Which strategies can be used to successfully cope with language anxiety?

To answer the problem above, the writer tries to learn some literature related to the language anxiety that can influence the English speaking of the students

II. THEORETICAL REVIEW

2.1 Reading Comprehension

Reading Comprehension is a skill to build throughout your whole lifetime. Elizabeth (2009). When educators scaffold engagements with text by questioning before, during, and after reading, they must keep in mind that the goal is for readers to ask and answer their own questions, a reading skill practiced unconsciously by proficient readers (for an excellent resource about stimulating curiosity and understanding questioning across the curriculum, Koechlin and Zwaan (2006). Reading comprehension is a complex task that draws on a range of skills and processes. Based on the explanation of some experts above, the writer can take point that reading comprehension as the level of an active process of understanding of text/message by using the cognitive competence in acquiring the meaning. To achieve the reading goal, students use their cognitive skills related to thinking process by actively constructing meaning internally from interacting with the material that is read.

2.1.1 The Reading Process

Reading is not primarily a process of picking up information from page in a letter-by-letter, word-by-word manner, but reading is selective process Goodman (1998:12). In the selective process reader has a contraction process which involves all the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Reading is thinking process, and the act of recognizing words. In order to comprehend a reading selection thoroughly, a person must be able to use the information to make inferences and read critically and creatively – to understand the figurative language, determined the author's purpose, evaluated the ideas presented, and applied the ideas to actual situations. In terms of reading as a process, the readers use techniques for processing the text – making inferences, activating appropriate concepts, relating new information to old, creating picture images, and reducing the information in a text to a main ideas. Reading is a selective process. It involves

partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation.

2.2 Metacognitive Strategy

The metacognitive strategies are teaching strategies which can motivate students and give them the opportunity to learn, understand and recognize the information received in class and in their everyday life. Ibe (2009). This will make the students to be more and more independent in facing new situations. Teachers should allow the students to seek understanding by exploring and investigating on their own with teachers as facilitators.

Metacognition strategy is thinking about thinking. Brown (1987) divides metacognition into two broad categories: Knowledge of cognition and regulation of cognition. Knowledge of cognition refers to activities that involve conscious reflection on one cognitive ability and activities. Metacognition refers to one's knowledge concerning one's own cognitive processes or anything related to them Flavell (1976). Quite simply, Regulation of cognition refers to activities regarding self-regulatory mechanisms during an ongoing attempt to learn. Any process in which students examine the method that they are using to retrieve, develop or expand information is deemed to be metacognitive in nature. Everson et.al(1998). Metacognitively aware learners "know what to do when they don't know what to do". Countinbo (2007). In other words, they have strategies for discovering or working out what needs to be done.

Metacognitive strategies are designed to monitor cognitive process. Metacognitive strategies are ordered processes used to control one's own cognitive activities and to ensure that a cognitive goal has been met. A student with good metacognitive awareness oversees his own learning process, plan and monitor ongoing cognitive activities. The use of metacognitive strategies ignites one's thinking and can lead to better learning and higher performance, especially among learners who strive.

2.1.1 The procedure of Metacognitive Strategy

In the latest decades, some educational psychologists interested in developing readers' cognitive process combined reading strategies with metacognitive strategies. According to Keene and Zimmerman (1997), metacognitive readers use the following eight metacognitive strategies when they read: (a) planning for action before, during and after reading, (b) using background knowledge (c) deciding what is important,(d) self-questioning, (e) creating mental pictures, (f) inferring, (g) retelling or synthesizing, and (h) using fix-up strategies for reading problems.

2.2 The Nature of Strategic Instruction model

The Strategic Instruction Model (SIM), introduced by Deshler and Schumaker (1988) and further developed by several researchers at the University of Kansas, is an instructional system designed to help students with learning disabilities succeed in their general education courses. SIM includes curricular materials revised to accommodate different learning styles, routines for teachers to help them meet the needs of diverse learners, and strategies for students. The Strategic Instruction Model (SIM) is an approach to reforming classrooms and schools around the goal of increasing content literacy through more strategic approaches to learning and teaching. Lenz (2001).

2.2.1 The Procedures of Strategic Instruction Model

In Strategic Instruction Model There are four SIM strategies specifically related to reading Bremer et al (2002):

1. Paraphrasing (students express main idea and details in their own words);
2. Self questioning (students develop questions concerning reading passages and read to find answers);
3. Visual imagery (students visualize scenes in detail); and Word identification (students decode unfamiliar words by using context clues and word analysis/vocabulary strategy).

2.3 Self-Efficacy

Self-Efficacy is defined as a person's belief about their ability to organize and execute courses of action necessary to achieve a goal. Belief is assent to a proposition or affirmation, or the acceptance of a fact, opinion, or assertion as real or true, without immediate personal knowledge. Self-efficacy refers to a confidence in one's ability or behave in such a way as to produce a desirable outcome (Bandura, 1977) In other words, persons with strong efficacy beliefs are more confident in their capacity to execute a behavior. Beliefs about self-efficacy have a significant impact on our goals and accomplishments by influencing personal choice, motivation, and our patterns and emotional reactions.

In summary self-efficacy is defined as a belief related to one's competence to present a competence in acquiring new information or complete a task or activity to a prescribed level of performance. The characteristic of self-efficacy levels can be seen in the following table.

High Self-efficacy	Low Self-Efficacy
1. Challenge themselves with difficult tasks	1. Consider challenging tasks as threats that are to be avoided
2. Put fourth a high degree of effort in order to meet their commitments	2. Slacken the efforts, low aspirations and weak commitment to the goal
3. Attribute failure to things which are in their control,	3. believe they can not be successful give up quickly
4. Recover quickly from setbacks	4. Slow to recover their sense of efficacy following failure or setback
5. Work harder and persist longer with the difficult tasks	5. Avoid the difficult tasks and dwell on personal deficiencies.
6. Like to participate in accomplishing the task	6 limit their participation in accomplishing the task

III. METHOD OF THE RESEARCH

3.1 Design of Research

This study was carried out by applying Factorial Design 2x2. There are three variables in his study, they were: independent variables: metacognitive strategy and Strategic Instruction Model (SIM), moderator variable: self-efficacy and dependent variable: reading comprehension. There are 2 (two) groups of students in this research namely one group that will be taught by

using metacognitive strategy and the other group that taught by using Strategic Instruction Model. The research design can be seen on the following Table:

Table 3.1 Factorial Research Design 2x2

Instructions (B)		
Self-Efficacy (A)	METACOGNITIVE STRATEGY(B1)	SIM (B ₂)
High self – efficacy (A ₁)	A ₁ B ₁	A ₁ B ₂
Low self – efficacy (A ₂)	A ₂ B ₁	A ₂ B ₂

Note

A₁B₁ = Students who have high self efficacy and taught by metacognitive strategy

A₂B₁ = Students who have high self-efficacy and taught by SIM

A₁B₂ = Student who have low self-efficacy and taught by metacognitive strategy

A₂B₂ = Student who have low self-efficacy and taught by SIM

3.2 Population and Sample

The population of this research is students of third semester in UHN (Universita HKBP Nommensen) Pematangsiantar which consists of 5 classes with 40 students each class and 200 altogether. This campus is located in on Jalan. Sangnawaluh no.4 Pematangsiantar.

The writer analyzed the data based after conducting the test, and there were 80 data of students' achievement on reading comprehension. The data were taken from the sample that was divided into two groups, each group consisted 40 students. One group was taught by using metacognitive strategy and the other group was taught by using strategic instruction model (SIM).

3.3 Data Collection

The research was started with giving a test like multiple choices as the test for reading comprehension based on the teaching strategies. The validity of reading test was measured by using content validity and the readability by using the Kuder-Richardson. To get the self efficacy, the writer gave twenty items of questions which were adapted from psychologist and measured by Likert-Scale. Cronbach Alpha was also applied to measure the validity of self efficacy using construct validity and the readability.

3.4 Data Analysis

The calculation of the data of teaching strategies and students' self-efficacy was done in order to know: the effect of teaching strategies on students' achievement in reading comprehension, the effect of high and low self-efficacy in reading comprehension and the interaction between teaching strategies and self-efficacy of students in reading comprehension achievement.

IV. DATA ANALYSIS, FINDINGS AND DISCUSSIONS

The findings can be seen from these data description:

Table 4.1 Descriptive Statistics of Hypothesis

		Descriptive Statistics							
		A ₁	A ₂	B ₁	B ₂	A ₁ B ₁	A ₁ B ₂	A ₂ B ₁	A ₂ B ₂
N	Valid	35	35	35	35	25	12	10	23
	Missing	0	0	0	0	10	23	25	12
Mean		76,66	71,06	79,8 9	75,7 1	77,5 6	72,7 5	70,9 0	74,0 0
Median		75	70	80	74	75	74	73	75
Mode		83	70	80	78	75	74	62	78
Std. Deviation		7,97	6,13	5,30	4,30	3,94	3,08	6,57	4,10
Variance		63,58	37,58	28,1 0	18,5 0	15,5 1	9,48	43,2 1	16,8 2
Range		24	18	15	13	12	9	17	10
Minimum		62	63	72	70	73	68	62	68
Maximum		86	81	87	83	85	77	79	78
Sum		2683	2487	2796	2650	1939	873	709	1702

4.2 Normality Test

This data analysis was analyzed by using two-way analysis of variance (ANOVA). In fact, the normality and the homogeneity of this data had been tested at first before the analysis by using ANOVA is done. Thus, the result of the test the normality test was as the following:

Table 4.2 Normality Test

Statistic	A ₁	A ₂	B ₁	B ₂
N	35	35	35	35
Mean	76,66	71,06	79,89	75,71
Variance	63,58	37,58	28,10	18,50
Standard Deviation	7,97	6,13	5,30	4,30
L_{Hitung}	0,149	0,148	0,148	0,130
L_{Tabel}	0.150	0.150	0.150	0.150
L_{Hitung} < L_{Tabel} = Normal	Normal	Normal	Normal	Normal

Table 4.2 shows that Lobserved values from every group are lower than Ltable. Students' high self-efficacy (Lobserved = 0.149 < Ltable = 0.150), Students' Low self-efficacy (Lobserved = 0.150 < Ltable = 0.148), Metacognitive Strategy (Lobserved = 0.148 < Ltable = 0.150), Strategic Instruction Model (Lobserved = 0.130 < Ltable = 0.150) Thus, it can be concluded that score of

student's reading comprehension for every group distributed normally. After calculating the normality test, the next calculation is homogeneity test.

4.3 Homogeneity Test

The homogeneity test aims to find out whether the variance of the data is homogeneous. With the test criteria of testing is based on the comparison between F observed and F table on significance 0.05. In this study, the homogeneity test was to compare variance of the data on student's reading comprehension between Metacognitive strategy and Strategic Instruction model (SIM). It was also to compare between high and low students' self-efficacy. Homogeneity test of variance was calculated by using F-tests for reading Strategies and students' self-efficacy is for the interaction groups. If the F Observed is lower than F Table it means homogenous and if the F Observed is higher than F Table it means not homogenous. From the calculation we can see that in students' self-efficacy F Observed is 1.692 and F Table is 1.772 it means that it is homogeneity. And in teaching strategies the F Observed is 1.519 and F table is 1.772 it means that they are homogenous.

Table 4.3 Homogeneity Test (Strategies – Self-efficacy)

	Variance	F _{Observed}	F _{table} F _{0,05;35;35}	=	Description
A ₁	63,58	1,692	1,772		Homogenous
A ₂	37,58				
B ₁	28,10	1,519			Homogenous

The result of variance calculation on group interaction of students' high and low self-efficacy that taught by using metacognitive the calculation found that F Observed is 2.787 and F Table is 2.9000 it means that it is homogeneity. And the group of students' high and low self-efficacy that taught by using Strategic Instruction model found that F Observed is 1.775 and the F Table is 2.259 it means it is homogenous. The calculation can be seen on the table on the next page:

Table 4.4 Homogeneity Interaction (Teaching Strategies – Students' self-efficacy)

	Variance	F _{Observed}	F _{table} F _{0,05;v1;v2}	=	Description
A ₁ B ₁	15,51	2,787	F _{0,05;24;9} = 2,900		Homogenous
A ₂ B ₁	43,21				
A ₁ B ₂	9,48	1,775	F _{0,05;22;11} 2,259	=	Homogenous
A ₂ B ₂	16,82				

4.4 Testing Hypothesis

In terms requirements (Normality and Homogeneity test) before testing hypothesis had been calculated, then it could be assured the Analysis of Variance (ANOVA) technique can be used in order to test hypotheses. The criteria of testing was done based on comparison between the value of Significance of F Observed and the level of significance = 0.05.

The research hypotheses were tested by using two-way ANOVA 2x2 factorial design. The data description is presented in table.

Table 4.4 Testing Hypothesis Total Data Descriptive with Factor Design 2 x 2

Students' self-efficacy (A)	TEACHING STRATEGIES (B)		Total
	Metacognitive (B1)	SIM (B2)	
High (A1)	N Y = 25	N Y = 12	N Y = 37
	$\sum Y = 1939$	$\sum Y = 873$	$\sum Y = 2812$
	y = 372,16	y = 104,25	y = 476,41
Low (A2)	N Y = 10	N Y = 23	N Y = 33
	$\sum Y = 709$	$\sum Y = 1702$	$\sum Y = 2411$
	y = 388,90	y = 370,00	y = 758,90
Total	N Y = 35	N Y = 35	N Y = 70
	$\sum Y = 2648$	$\sum Y = 2575$	$\sum Y = 5223$
	N Y = 25	N Y = 12	N Y = 37

After calculating the data above, the result of Two Way ANOVA (see Appendix G) can be formulated and seen as follows:

Table 4.5 Two Way Analysis of Variance

Variance source	JK	db	RJK	F _{Observed}	F _{table = F_{0,05;1;66}}	Description
A	76,13	1	76,13	4,07	3,99	Significant
B	150,71	1	150,71	8,05		Significant
Inter AB	178,44	1	178,44	9,53		Significant
	1235	66	18,72	-		Significant
Total	1640,59	69	-	-		

From the data in the table above, the hypothesis will be answered as what is discussed in the next explanation.

a. Students' achievement in reading comprehension that was taught by using Metacognitive is higher than Strategic Instruction model (SIM).

Based on the data analysis, it was known than the mean of students' score in reading comprehension taught by Metacognitive strategy is 87 while students' score in reading comprehension taught by Strategic instruction Model(SIM) is 83. It means that there is significant effect of reading strategies on students' reading comprehension achievement.

In addition, the result of ANOVA test shown that $F_{observed} > F_{table}$ in which the $F_{observed}$ is 4.07 and F_{table} is 3.99. Therefore, the null hypothesis had been successfully rejected. As a result, the first hypothesis of this research formulated that the students' achievement in reading comprehension taught by Metacognitive strategy is higher than taught by Strategic Instruction Model.

b. Students' achievement in reading comprehension with high self-efficacy than low self-efficacy.

Self-efficacy in reading comprehension is the belief that the students are capable to gain the accomplish the task such as to find the main idea, detailed information, and implied the meaning. Self-efficacy has an important role in improving students reading achievement. It can be seen by the data shown that the mean of high self-efficacy is 86 meanwhile low self-efficacy is 81. There is a significant effect of self-efficacy on students' reading achievement. In addition, the ANOVA test shown that $F_{observed} > F_{table}$ in which the $F_{observed}$ is 8.05 and F_{table} 3.99. Automatically, the null hypothesis had been successfully rejected so that the second hypothesis formulated that there is significant effect of self-efficacy on students' reading comprehension achievement is really true.

c. Interaction between teaching Strategies and self-efficacy on students' achievement in reading comprehension

The significant interaction between reading strategies and self-efficacy on students' reading comprehension achievement can be proved and shown by comparing the mean score of high and low self-efficacy students taught by using metacognitive strategy and high and low self-efficacy students taught by using strategic Instruction Model (SIM). It is proved that Metacognitive strategy improved the achievement on reading comprehension to the high self-efficacy students. Furthermore, the strategic Instruction Model (SIM) improved the achievement on reading comprehension to the low self-efficacy students. The calculation shows that $F_{observed}$ is 9.53 and F_{table} 3.99. it means that there is interaction between reading comprehensions and self-efficacy. Therefore, it can be concluded that the null hypothesis (H_0) is successfully rejected. In line with this explanation therefore the third research formulated that there is significant interactions and self-efficacy on students' reading comprehension achievement is truly proved. The interaction between the teaching strategies and students' self-efficacy can be seen in the following figure:

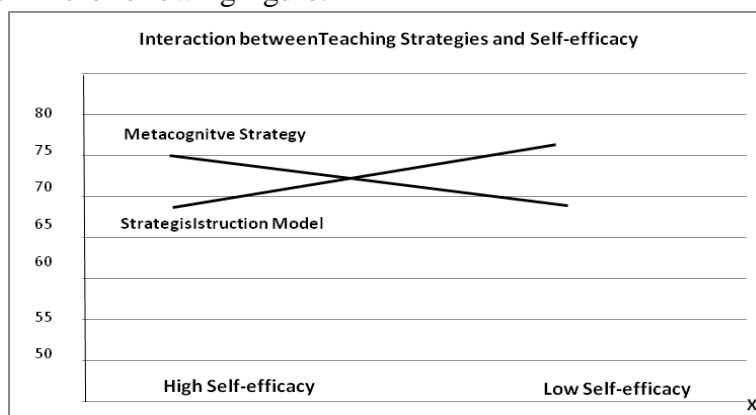


Figure 4.1 Interaction between Teaching Strategies and Self-efficacy

Furthermore, in order to see the significance effect of two teaching strategies and students' self-efficacy in reading comprehension achievement is used t-test. The summary of t-test calculation can be seen as follows:

Table 4.6 The result of T-test

No.	Statistic	T_{observed}	t_{table}	$T_{\text{observed}} > t_{\text{table}} =$ Significant
1	$H_0 : A_1 = A_2$ $H_a : A_1 > A_2$	3,294	1,995	Significant
2	$H_0 : B_1 = B_2$ $H_a : B_1 > B_2$	3,615	1,995	Significant
3	$H_0 : A_1B_1 = A_1B_2$ $H_a : A_1B_1 > A_1B_2$	3,712	2,030	Significant
4	$H_0 : A_1B_1 = A_2B_1$ $H_a : A_1B_1 > A_2B_1$	3,706	2,035	Significant
5	$H_0 : A_1B_1 = A_2B_2$ $H_a : A_1B_1 > A_2B_2$	3,068	2,013	Significant
6	$H_0 : A_1B_2 = A_2B_1$ $H_a : A_1B_2 > A_2B_1$	2,281	2,086	Significant
7	$H_0 : A_2B_2 = A_1B_2$ $H_a : A_2B_2 > A_1B_2$	3,148	2,035	Significant
8	$H_0 : A_2B_2 = A_2B_1$ $H_a : A_2B_2 > A_2B_1$	3,255	2,040	Significant

4.5 Findings

The research findings can be concluded as follows:

1. There is a significant effect of teaching strategies on students' reading comprehension achievement. It shows the mean scores of students' achievement on reading comprehension taught by using Metacognitive strategy is 79,89 and it is higher than those that taught by using Strategic Instruction Model (SIM) that is 75,71.
2. There is significant effect of self-efficacy on students' reading comprehension achievement. It is found out that the reading comprehension achievement of high self-efficacy students taught by using Metacognitive strategy is higher than low self-efficacy taught by using Metacognitive Strategy the high self-efficacy students' achievement taught by using Metacognitive Strategy is higher than high self-efficacy taught by using Strategic Instruction Model. The high self-efficacy students' achievement taught by using Metacognitive Strategy is higher than the low self-efficacy students' achievement taught by using Strategic Instruction Model. The mean of the low self-efficacy students' achievement taught by using Strategic Instruction Model is higher than the high self-efficacy taught by using Strategic Instruction Model (74,00>72,75). Moreover, the low self-efficacy students' achievement taught by using Strategic Instruction model is higher than the low self-efficacy students' achievement taught by using Metacognitive Strategy (74,00>70,90). It can be concluded that Metacognitive Strategy is better for the high self-efficacy students and Strategic Instruction Model is better for low self-efficacy students.

3. There is significant interaction between reading strategies and self-efficacy on students' reading comprehension achievement. Teaching strategies and self-efficacy have an important role to students' achievement on reading comprehension. High and low self-efficacy students showed significant effect on their reading comprehension.

4.6 Discussions

1. The students that taught by using metacognitive strategy have higher achievement than students that taught by using strategic instruction model. Both teaching strategies namely Metacognitive Strategy and Strategic Instruction Model (SIM) have a significant effects on students' reading comprehension achievement. Additionally, both strategies are effective to enhance the achievement. It can be proved by comparing mean scores that show that students taught by using Metacognitive Strategy (79,89) have higher achievement on reading comprehension than those that taught by using Strategic Instruction Model (75,71), and it can be seen in Appendix D. moreover, it can be seen in Table 4.14. Shows that F Observed (4,07) is higher than F Table (3,99).
2. The students that have high self-efficacy have higher achievement than students that have low self-efficacy in reading comprehension. There is significant effect of self-efficacy on students' reading comprehension achievement. Self-efficacy has a significant effect on students' reading comprehension achievement. It can be seen that the mean score of the high self-efficacy students (76,66) is higher than low self-efficacy students (71,06) on reading comprehension see appendix D. moreover, it can be seen in Table 4.14. shows that F Observed (8,05) is higher than F Table (3,99).
3. There is a significant interaction between reading strategies and self-efficacy on students' reading comprehension achievement. The teaching strategies and self-efficacy are two important aspects that influence the students' achievement on reading comprehension. It can be shown that the mean score of low self-efficacy students taught by using Strategic Instruction Model is higher than the score of low self-efficacy students that taught by using Metacognitive Strategy ($72 > 70,90$) moreover, it can be in Table 4.14. that shows F Observed (9,53) is higher than F Table (3,99). Additionally, high self-efficacy students taught by using Metacognitive Strategy have the most significant difference among others. The high self-efficacy students taught by using self-efficacy taught by using Strategic Instruction model. In other word, high self-efficacy students have better achievement on reading comprehension if they are taught by using Metacognitive strategy.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

1. Students' achievement in reading comprehension that taught by Metacognitive strategy is higher than taught by Strategic instruction Model.
2. There is a significant effect of self-efficacy on students' reading comprehension achievement. Showing that students' achievement that have high self-efficacy is higher than low self-efficacy students.
3. There is a significant interaction between teaching strategies and self-efficacy on students' reading comprehension achievement. Students' achievement on reading comprehension is influenced by teaching strategies and self-efficacy. High self-efficacy

students showed significant effect on their reading comprehension achievement if they were taught by using Metacognitive Strategy than that taught by using Strategic Instruction Model. In addition, low self-efficacy students showed a significant effect on their reading comprehension achievement if they were taught by using Strategic Instruction Model.

5.2 Suggestions

1. To the teachers:
 - a. English teachers are recommended using Metacognitive Strategy and Strategic Instruction Model since these two teaching strategies can improve students' achievement on reading comprehension.
 - b. English teachers are recommended using Metacognitive Strategy in the class of which is dominated by low self-efficacy students.
 - c. English teachers are recommended using Strategic Instruction Model in the class of which by low self-efficacy.
 - d. English teachers should encourage low self-efficacy students to participate in studying English in term of getting better achievement on reading comprehension.
2. Other researchers:

Other researcher can develop further study in the area of Metacognitive Strategy and Strategic instruction Model that improve students achievement on reading comprehension.

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