


Reading Self-Efficacy and Reading Comprehension: A Correlational Study Among Freshmen

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ABSTRACT

Membaca merupakan keterampilan penting bagi mahasiswa, khususnya dalam program studi Pendidikan Bahasa Inggris karena teks akademik sebagian besar ditulis dalam bahasa Inggris. Namun, mahasiswa baru berasal dari latar belakang pendidikan yang beragam, yang dapat memengaruhi kemampuan membaca dan kepercayaan diri mereka dalam menangani teks akademik. Salah satu faktor psikologis yang berkaitan dengan kinerja membaca mahasiswa adalah efikasi diri membaca. Penelitian ini bertujuan untuk menguji korelasi antara efikasi diri membaca dan pemahaman bacaan di kalangan mahasiswa baru di Universitas Negeri Surabaya. Pendekatan kuantitatif menggunakan analisis deskriptif dan desain korelasional digunakan dalam penelitian ini. Partisipan penelitian adalah 239 mahasiswa baru yang dikumpulkan melalui pengambilan sampel total. Data dikumpulkan menggunakan kuesioner efikasi diri membaca yang diadaptasi dari penelitian sebelumnya dan skor pemahaman bacaan mahasiswa dari Test of English Proficiency (TEP). Data dianalisis menggunakan statistik deskriptif dan korelasi Pearson Product Moment melalui SPSS. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki tingkat efikasi diri membaca yang moderat dan mencapai pemahaman bacaan pada tingkat B1 (Intermediate) berdasarkan klasifikasi CEFR. Namun, analisis korelasi menunjukkan tidak ada hubungan yang signifikan secara statistik antara efikasi diri membaca dan pemahaman bacaan ($p > 0,05$).

Reading is an important skill for university students, particularly in English Language Education study program since academic texts are mostly written in English. However, freshmen come from diverse educational backgrounds, which might influence their reading abilities and confidence in handling academic texts. One psychological factor that connected to students' reading performance is reading self-efficacy. The aim of this study is to examine the correlation between reading self-efficacy and reading comprehension among freshmen at Universitas Negeri Surabaya. Quantitative approach using descriptive statistic and correlational design was used in study. The participants were 239 freshmen gathered through total sampling. The data were gathered using reading self-efficacy questionnaire adapted from the previous study and students' reading comprehension score from the Test of Proficiency (TEP). The data collected were analyzed using descriptive statistics and Pearson Product Moment correlation through SPSS 27. The result of the study indicated that most students have a moderate level of reading self-efficacy and achieved reading comprehension at B1 (intermediate) level based on the CEFR classification. However, the correlation analysis showed no statistically significant relationship between reading self-efficacy and reading comprehension ($p > 0.05$). This is an open access article under the CC-BY-SA license.



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INTRODUCTION

Reading is a fundamental language skill that enables learners to construct meaning from written texts. However, reading literacy among Indonesian students remains a significant concern. The 2022 Programme for International Student Assessment (PISA) reported that approximately 68% of Indonesian students failed to achieve Level 2 reading proficiency, the minimum level required to participate effectively in society (OECD, 2023). Similarly, national assessment data indicate that many high school students still experience difficulties in understanding inferential and evaluative texts (Kemendikbudristek, 2022). Although Indonesian high school graduates are expected to achieve CEFR B1 proficiency (PSKP, 2024), these findings suggest that many students enter higher education with insufficient reading skills.

When students enter university, especially in English Language Education programs, they are required to read more complex academic texts. Freshmen also come from diverse educational backgrounds, resulting in different levels of English proficiency and academic preparedness. These differences may influence not only their reading performance but also their confidence in completing academic reading tasks. Therefore, understanding the factors that contribute to students' reading achievement is important for supporting their academic success.

One psychological factor that may influence reading performance is reading self-efficacy. According to Bandura (1997), self-efficacy refers to an individual's belief in their ability to successfully perform a particular task. Students with high reading self-efficacy are more likely to use effective learning strategies, persist when facing difficulties, and achieve better reading outcomes (Luo et al., 2023; Maharani & Purnama, 2023a). Conversely, students with low self-efficacy often demonstrate lower reading achievement and reduced confidence in completing reading tasks (Saad et al., 2024; Walidaini, 2020). This relationship is supported by Social Cognitive Theory (Bandura, 1986), which explains that learners' beliefs in their capabilities influence their motivation and academic performance.

Previous studies have reported a positive relationship between reading self-efficacy and reading comprehension in various educational contexts (Fitri et al., 2019; Giladi et al., 2021; Oranpattanachai, 2023; Shehzad et al., 2019). However, inconsistent findings were reported by Saputra et al. (2025), who found no significant correlation among Indonesian secondary school students. Furthermore, most previous studies focused either on university students in international contexts or secondary school students in Indonesia. Studies involving Indonesian university freshmen, particularly English major students, remain limited.

Therefore, this study aims to examine the correlation between reading self-efficacy and reading comprehension among freshmen of the English Language Education Study Program at Universitas Advent Indonesia. The findings are expected to provide empirical evidence regarding the role of reading self-efficacy in students' reading achievement and serve as a reference for educators in supporting students' academic success.

METHOD

Research Design

A quantitative approach was employed in this study and applied two research designs, which are descriptive statistics and correlational. The descriptive statistics design was applied to find out the first and second research question, which focus on identifying the levels of reading self-efficacy and comprehension among students. Fraenkel et al. (2012) explained that descriptive research used to gain data regarding the current status or phenomenon and to describe "what exist" with the variable in a situation. In this research, means and standard deviations applied to interpret participants' reading self-efficacy and reading comprehension levels in descriptive statistic.

Meanwhile, a correlational design was used to answer the third research question. According to Creswell & Creswell (2018) a correlational design allows researchers to identify and determine how strongly two or more variables are related to one another by analyzing statistical data gathered from participants, without intervening or altering those variables in any way. This design fits the best for non-intervention aim of this study. Moreover, Ary et al. (2010) mentioned that correlational study aims to quantify the degree of associating between variables, using statistical measures like correlational coefficients. The grade of correlation is stated by a correlation coefficient, which ranges from -1.00 to

+1.00, where -1.00 indicates a perfect negative relationship and +1.00 indicates a perfect positive relationship. Therefore, a correlational design was the best to applied, since this current study only wants to know the relationship of the two variables, not predicting the cause-effect.

Participant

According to Creswell & Creswell (2018) Participants are individuals who supply data for research study, usually by completing surveys, taking part in interview or test, and being observed. This current study used total sampling, a technique in which the entire population that meets the criteria is selected as the participants. It is usually used when the researcher aims to gather comprehensive data from the entire population relevant to the study (Taherdoost, 2016).

The population of this current study include all registered freshmen in 2025 cohort with complete TEP-Reading scores were included in English Language Education Study Program at State University of Surabaya. This population consist of approximately 260 students. However, after the distribution of reading self-efficacy questionnaire, there were only 239 students who filled the questionnaire and have done the test. Thus, the total sample of this study were 239 students. In addition, due to the use of total sampling in only single institution, the result of thid research might not broadly applicable to other populations or institutions.

Instrument

The questionnaire is adapted from Oranpattanachai (2023) based on suggestions from Bandura (2006) and Li & Wang (2010) to ensure its relevance to the study's context. It consists of 10 items (statements) that designed to reflect students' reading self-efficacy, particularly freshman in English Education Study Program. In this study the scale is adapted into a Likert scale with four points (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree) with no neutral point. By using this Likert scale, it may reduce bias. This forced-choice format is purposely employed to reduce central tendency bias and encourage participants to indicate a clear preference or judgment (Garland, 1991; Kulas et al., 2008). Another changes that the researcher make is to add the section for the participant to fill their identity such as name, student number, and their sex before actually filling the questionnaire.

The second instrument that will be applied in the current reseadrh is students' reading comprehension score of Test of English Proficiency (TEP). TEP is TOEFL-like test that design by the language center of Universitas Negeri Surabaya. It can be used to identify students' current levels of reading comprehension and evaluate their progress.

Procedure for Data Gathering

The first step of collecting the data is adapting the questionnaire from Oranpattanachai (2023) in assessing students' self-efficacy in reading. The researcher was distributed the Google Form to students' WhatsApp Group. There will be 10 items of questionnaire and can be finished in 15 minutes. Before the participants filling the questionnaire, the researcher gives understanding related to self-efficacy, the function of self-efficacy, and encourage students to fill the questionnaire based on their real condition. In addition, the use of online platform in collecting this data is more efficient and effective, especially to keep participants' answer and managing time consume.

The next stage in gathering the data is to request TEP score of freshman students under English Education study program to Language Center of Universitas Negeri Surabaya by sending the letter from the faculty as a permission letter.

Data Analysis

To analyze the data from the questionnaire, the researcher employed descriptive statistics. After collecting the data, the researcher calculated the mean and standard deviation. Subsequently, the researcher categorized the students' self-efficacy levels into three criteria: low, moderate, and high.

Following the analysis of the questionnaire responses, the researcher evaluated the students' reading comprehension scores. These scores were categorized according to the CEFR levels specified in the TEP score, offering a detailed overview of student proficiency.

RESULTS AND DISCUSSION

This section contains the findings that will provide answers to the research questions. The first is about freshmen' reading self-efficacy level, then freshmen' reading comprehension CEFR level, and finally the correlation between both of them.

Research Question 1: What is the level of freshmen' reading self-efficacy?

Tabel 1. Descriptive Statistic of Freshmen reading self-efficacy level

		Reading Self-Efficacy Level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LOW	48	20.1	20.1	20.1
	MODERATE	160	66.9	66.9	87.0
	HIGH	31	13.0	13.0	100.0
	Total	239	100.0	100.0	

The descriptive statistical analysis revealed that 48 students (20.1%) were categorized as having low reading self-efficacy. Meanwhile 160 students (66.9%) were classified as having a moderate self-efficacy, and 31 students (13.0%) were categorized as having high self-efficacy. These results indicated that the majority of the freshmen had a moderate level of self-efficacy in their reading ability.

The finding of this current study indicate that the majority of freshmen tend to have a moderate level of reading self-efficacy. This finding is in line with the result of previous study by Oranpattanachai (2023) and Maharani and Purnama (2023), which both focus on university level students and revealing that most students perceived reading self-efficacy at a moderate level. A moderate level of self-efficacy implies that students mostly believe they can understand English reading materials, especially texts with familiar topics or structures. However, they may experience difficulties when facing complex vocabulary, academic texts, or unfamiliar reading tasks. This is also supported by Anam and Stracke (2019), who explained that students with moderate self-efficacy might achieve success in understanding basic narratives or finding key details in simpler texts, but their engagement with reading materials may become inconsistent when greater effort is required.

This condition is related to Social Cognitive Theory by Bandura (1997), which states that self-efficacy influences individuals' beliefs about their abilities and affects their effort, persistence, and performance in completing tasks. Students who have a moderate level of self-efficacy usually believe that they are capable of completing reading tasks, but they may feel uncertain when dealing with more complex academic reading tasks. These beliefs can influence the effort that students invest, their persistence when handling difficulties, and ultimately their performance in reading tasks (Bandura, 1989, 1997). The dominance of moderate self-efficacy among freshmen might also be influenced by their previous learning experience in high school. While students might have developed basic reading skills, they may not yet have sufficient exposure to academic English texts, and the transition to university requires higher-order thinking skills that affect their confidence.

Moreover, students' previous success or difficulty in reading tasks can shape their self-efficacy beliefs. This aligns with mastery experience as one of the most influential sources of self-efficacy. If students have knowledge in reading tasks but also experience challenges, they are more likely to have moderate rather than high self-efficacy. In this research, two aspects were explored in the questionnaire, namely reading tasks and reading component skills. Students with moderate reading self-efficacy tended to agree with the statement "I can read and understand English reading passage in English Tests," indicating confidence in completing reading tasks. However, most students disagreed with the statement "I can read fluently," showing that although they believe they can understand English passages, they still experience difficulties with the underlying reading skills.

The moderate level of reading self-efficacy among freshmen in this research reflects a transitional stage in students' academic development. As students continue to experience more academic reading tasks in higher education, their exposure to diverse reading strategies, vocabulary mastery, and complex texts may strengthen their confidence and reading self-efficacy over time. Therefore, university lecturers need to provide more structured reading support and learning strategies to help freshmen improve both their reading skills and confidence in academic reading.

Research Question 2: What is the level of freshmen' reading CEFR Level?

Tabel 2. Descriptive Statistic of Freshmen reading comprehension level

		CEFR			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BELOW A2	5	2.1	2.1	2.1
	A2	50	20.9	20.9	23.0

B1	184	77.0	77.0	100.0
Total	239	100.0	100.0	

According to the descriptive statistic of freshmen’ reading comprehension level above, the majority of the students with the frequency of 184 students (77.0%) were at B1 level, showing that most freshmen have an intermediate level of reading comprehension proficiency. On the other hand, 50 students (20.9%) were classified at the A2 level, which represents a basic level of proficiency. Only 5 students (2.1%) fell into the below A2 category, suggesting a very limited ability to comprehend English reading texts.

The level indicates that students are generally able to understand the main ideas of texts on familiar topics and comprehend straightforward factual information. Reading comprehension is a complex cognitive process involving the interaction among the reader, the text, and the reading activity (Snow, 2002). According to Grabe (2008), successful reading comprehension requires readers to integrate multiple processes, including decoding words, accessing vocabulary knowledge, making inferences, and constructing meaning from the text. Therefore, students’ reading proficiency is influenced not only by their English ability but also by their cognitive skills in processing and interpreting written information.

The dominance of the B1 level among freshmen is generally consistent with the national educational expectation. According to Pusat Standar dan Kebijakan Pendidikan (PSKP, 2024), Indonesian high school graduates are expected to achieve at least the CEFR B1 level in English proficiency. Thus, this finding suggests that, to some extent, the English learning objectives at the secondary education level have been achieved and carried over into higher education. However, the presence of students below the B1 level indicates that the attainment of CEFR standards is still not uniform among freshmen.

The variation in reading proficiency may be influenced by differences in educational background, exposure to English reading materials, and the quality of English instruction received in high school. Students from schools with greater access to qualified teachers, language enrichment activities, and authentic English materials may enter university with stronger reading proficiency than those with more limited learning opportunities. In addition, vocabulary mastery also plays an important role in reading comprehension. Students with limited vocabulary knowledge are more likely to struggle in identifying key information and understanding academic texts, even when they are able to recognize the overall topic.

From the perspective of higher education, these findings imply that although most freshmen have achieved the expected level of reading proficiency, instructional support is still needed, particularly for students below the B1 level. University reading tasks require students to process more complex academic texts and apply effective reading strategies, such as predicting, identifying main ideas, summarizing information, and scanning. Providing structured reading support may help students strengthen both their reading proficiency and academic readiness.

Compared with previous studies, the findings of the present study differ from those of Nopriliyanti (2023) and Oranpattanachai (2023), who reported relatively poor reading comprehension among university students. In contrast, this study found that 77% of the participants achieved the B1 (intermediate) level. This difference may be influenced by the reading assessment used. While previous studies employed TOEFL and TOEIC tests, the present study used the Test of English Proficiency (TEP) developed by the Language Center of Universitas Negeri Surabaya. Overall, these findings indicate that although most freshmen have met the national CEFR target, continuous development of reading skills remains essential to help students meet the increasing academic literacy demands of higher education.

Research Question 3: Is there a significant correlation between the two variables?

Table 3. The correlation between reading self-efficacy and reading comprehension

		Correlations		
			RSE	RC
Spearman's rho	RSE	Correlation Coefficient	1.000	.212**
		Sig. (2-tailed)	.	.001
	N		239	
	RC	Correlation Coefficient	.212**	1.000
Sig. (2-tailed)		.001	.	

N	239	239
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** . Correlation is significant at the 0.01 level (2-tailed).

Based on the result above, a two tailed Spearman correlation significance of 0.001, which was bigger than 0.05, indicated very low association of the variables being analyzed (Fitri et al., 2019). This means that students' reading self-efficacy only has a small tendency to be associated with their reading comprehension level.

The finding of this current study supports several previous studies that reported similar results. Saputra et al. (2025) found no significant correlation between reading self-efficacy and reading comprehension among senior high school students. Likewise, Nopriliyanti (2023) reported that students' reading self-efficacy did not significantly correlate with reading comprehension achievement among university students. These findings indicate that although self-efficacy is an important factor in learning, it does not always directly influence reading comprehension outcomes. However, the finding of this study contrasts with Shehzad et al. (2019) and Fitri et al. (2019), who reported a significant positive correlation between reading self-efficacy and reading comprehension. These differences may be influenced by variations in research context, participant characteristics, educational level, and measurement instruments.

The absence of a significant correlation in this study may also be explained by the complexity of reading comprehension itself. Reading comprehension is not only influenced by students' beliefs about their abilities but also by cognitive and linguistic factors, such as vocabulary mastery, grammatical understanding, and effective reading strategies. According to Bandura (1997), self-efficacy influences learners' motivation, effort, and persistence, but it does not automatically guarantee higher performance. Similarly, Ho et al. (2025) explained that reading comprehension depends on multiple linguistic competencies beyond students' confidence. Therefore, students may feel confident in their reading ability while still experiencing difficulties in understanding unfamiliar vocabulary, complex sentence structures, or academic texts.

This explanation is consistent with the finding of the present study, in which many students reported a moderate level of reading self-efficacy while their reading comprehension scores varied. Students might believe that they are capable of completing reading tasks, particularly when dealing with familiar topics or test formats, yet this belief does not always reflect their actual reading comprehension performance. Based on the statistical analysis, the significant value exceeded the accepted threshold ($p > .05$), indicating that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. In other words, reading self-efficacy did not have a significant correlation with freshmen's reading comprehension in this study.

Despite the absence of a significant correlation, reading self-efficacy remains an important factor in language learning because it can influence students' motivation, effort, engagement, and willingness to improve their reading abilities. Therefore, lecturers should not only help students develop reading comprehension skills but also strengthen their confidence in handling academic reading tasks through supportive learning environments and effective reading strategy instruction. Likewise, teachers at the secondary education level should provide richer reading experiences and greater exposure to English texts so that students can develop stronger confidence and better academic reading performance in the long term.

CONCLUSION

This study investigated the reading self-efficacy of freshmen of 2025 cohort in Universitas Negeri Surabaya, Indonesia. The result suggest that most students generally have a moderate level of self-efficacy in reading, which aligns with results from other studies. It suggests that students generally believe in their reading abilities to some extent, but may lack full confidence in tackling more challenging tasks.

In terms of reading comprehension, most of freshmen were catagorized at B1 level of CEFR. This shows that the national target set for high school graduate students to achieve at last B1 level in english profeciency was met. However, there are some students that still perform below the level targeted, indicating variation in rading profeciency among freshmen.

Finally, according to correlation analysis, freshmen' reading comprehension and reading self-efficacy did not significantly correlate. This finding revealed that reading self-efficacy does not significantly correlate with reading comprehension, and the participant of this study was tend to feel that they can do reading tasks well, while in reality they still need some treatment to boost their ability.

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