

Reading Self-efficacy sebagai Mediator dari Hubungan Reading Motivation dan Metacognitive Reading Strategies Mahasiswa English as a Foreign Language (EFL) = Reading Self-efficacy as a Mediator between Reading Motivation and Metacognitive Reading Strategies in English as a Foreign Language (EFL) in College Students

Aufa Rahmawati Kurdi Putri, author

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Abstrak

Penggunaan strategi membaca, utamanya metacognitive reading strategies, dianggap penting untuk membantu pemahaman bacaan pada mahasiswa yang tidak berbahasa Inggris atau English as a Foreign Language (EFL). Tujuan dari penelitian ini adalah melihat apakah reading self-efficacy dapat memediasi hubungan antara reading motivation dan metacognitive reading strategies. Partisipan dalam penelitian ini 215 orang, merupakan mahasiswa S1 aktif, bahasa Inggris bukan bahasa ibu dan tidak menggunakan bahasa Inggris sebagai bahasa sehari-hari. Penelitian bersifat kuantitatif dengan alat ukur Reading Self-Efficacy Questionnaire untuk mengukur reading self-fficacy, Motivation for Reading Questionnaire untuk mengukur reading motivation, dan Metacognitive Reading Strategies Questionnaire untuk mengukur metacognitive reading strategies partisipan. Analisis Hayes menunjukkan sebanyak 38,2% varians dari reading self-efficacy dipengaruhi oleh reading motivation dan sebanyak 14,8% varians dari metacognitive reading strategies dipengaruhi oleh Reading motivation. Reading self-efficacy secara parsial memediasi hubungan antara reading motivation dan metacognitive reading strategies. Saran yang dapat diberikan untuk penelitian selanjutnya adalah memperluas sampel mahasiswa sebagai partisipan dan memperhatikan variabel lain yang mungkin menjadi covariate, seperti jenis kelamin.

.....The use of reading strategies, especially metacognitive reading strategies, is considered important to help reading comprehension for students who do not speak English or English as a Foreign Language (EFL). The purpose of this study was to see whether reading self-efficacy could mediate the relationship between reading motivation and metacognitive reading strategies. Participants in this study are 215 undergraduate students whose native language is not English and do not use English as their daily language. This is a quantitative research using Reading Self-Efficacy Questionnaire to measure reading self-efficacy, the Motivation Questionnaire to measure reading motivation, and the Metacognitive Reading Strategy Questionnaire to measure participants' metacognitive reading strategies. Hayes analysis shows that 38.2% of the variance of reading self-efficacy is influenced by reading motivation and 14.8% of the variance of metacognitive reading strategies is influenced by reading motivation. It was found that reading self-efficacy partially mediates the relationship between reading motivation and metacognitive reading strategies. Suggestions that can be given for further research is to expand the sample of students as participants and pay attention to other variables that may be covariates, such as gender.