

From Stress to Confidence: A Self-Efficacy Approach to Reading and Writing Instruction for Pre-Service Kindergarten and Primary Educators

Fida Chasanatun ¹, Ibadullah Malawi ² and Sindy Mey Dwi Utari ³
 Universitas PGRI Madiun, Madiun, Indonesia

*Corresponding Author's email: Fidachasanatun@unipma.ac.id

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Keywords:	Abstract
academic reading; academic writing; self efficacy;	<p><i>This study investigated the role of self-efficacy in shaping reading and writing competencies among pre-service kindergarten and primary educators, with implications for pedagogical strategies to address skill deficiencies. Focusing on second-semester students enrolled in an English for Academic Purposes course, a cohort of 146 participants was randomly selected from a population of 274. Employing a mixed-methods approach—integrating quantitative surveys and quasi-experimental pre-post tests—the intervention incorporated self-selected reading materials aligned with individual comprehension levels, resulting in a 22.6% to 38.4% increase in confidence and reading engagement. Schema- and table-based instructional tasks demonstrated significant improvements in comprehension and motivation. Furthermore, mandating the integration of 3–5 academic references in writing assignments transformed students’ perceptions of literacy tasks from stress-inducing to intellectually valuable, yielding a 37% rise in positive attitudes and a 38.6% enhancement in self-efficacy. When extended to third-semester cohorts, structured lecturer guidance utilizing tabular frameworks was highlighted as a distinctive pedagogical feature.</i></p>

INTRODUCTION

Background of the Study

Indonesia confronts a disquieting reality as evidenced by the latest Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) results,

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which indicate that Indonesian students rank among the lowest internationally. In 2022, students aged approximately 15 years demonstrated average performance in mathematics, reading, and science, with learning losses of up to 12–13 points compared to 2018. Notably, the PISA 2022 outcomes are among the lowest recorded, resembling the performance levels of 2003 for reading and mathematics and of 2006 for science, thereby reflecting widespread deficiencies in critical thinking skills (Anggraeni & Rola, 2018).

A critical factor contributing to this stagnation lies in the inadequacy of students' literacy competencies. Literacy, defined as the capacity to engage critically with multimodal knowledge sources—including print, visual, digital, and auditory formats (Ferguson, 2009). —remains underdeveloped across educational tiers. For instance, a reading proficiency assessment conducted among high school students in Surabaya revealed alarmingly low outcomes, with an average comprehension score of 51%. This figure falls below the threshold for basic competency, as established benchmarks categorize scores below 60% as indicative of poor literacy. Further analysis demonstrated that students primarily approached reading as a leisure activity rather than an intellectual endeavor, resulting in superficial engagement with texts and compromised comprehension (Kurniawati Rikke & Yulianto Bambang, 2013).

Furthermore, the situation is even more concerning among students in teaching departments, where low motivation for reading and writing results in protracted composition tasks—taking three to four hours to complete a paraphrased composition. This issue is further underscored by feedback from kindergarten teachers, who report challenges in effectively imparting literacy skills and adequately preparing instructional materials (Chasanatun et al., 2017).

Problem of The Study

The integration of reading as a cultural norm remains unrealized among Indonesian students, many of whom continue to view literacy engagement as an onerous task (Akbar, 2020). This persistent aversion correlates with demonstrably weak reading proficiency, as confirmed by national performance metrics. A multifaceted array of systemic issues sustains this challenge: insufficient intrinsic motivation to read, the absence of a pervasive reading culture, curricula that neglect literacy development, and geographic disparities in educational quality. Kholiq and Luthfiyati (2020) notably attribute these inequities to Indonesia's uneven educational infrastructure, particularly in regions outside Java, where underdevelopment exacerbates social stratification and perpetuates national literacy deficits. To address these imbalances, the scholars propose sustained, data-driven evaluations of regional educational performance to guide equitable policymaking and resource distribution.

The limited literacy skills of secondary school graduates further compound institutional pressures within higher education. Universities must urgently address two interrelated priorities: fostering students' ability to critically evaluate information and cultivating effective communication skills across written and oral formats. Additionally, academic achievement at the tertiary level increasingly necessitates multilingual fluency—proficiency in both Indonesian and global lingua francas like English—to navigate international scholarly dialogues (Maguire et al., 2013). Tinto's integration theory (Loya, 2014) reinforces this imperative, asserting that success in higher education is directly contingent upon prior mastery of academic literacies, such as advanced textual analysis and composition. Yet a stark misalignment persists: faculty often presume incoming students possess foundational literacy skills (Bass, 2006) whereas first-year undergraduates grapple with the cognitive rigor of university-level demands. Hermida's (2009) findings substantiate this disconnect, demonstrating that students frequently lack the analytical reading strategies required to decode discipline-specific texts, leading to extended adjustment phases in their first year.

Research's State of the Art

The cultivation of reading proficiency necessitates learners' capacity to effectively assimilate and critically interpret textual content. Challenges frequently arise when students encounter lexical constraints or confront discourse that surpasses their existing cognitive schemata (Adyawardhani, 2017). Remediating these deficiencies demands sustained pedagogical intervention, as literacy advancement occurs through iterative engagement with texts calibrated to learners' current proficiency levels. Such scaffolding fosters incremental skill acquisition without overt cognitive strain or perceived imposition. This pedagogical imperative contrasts sharply with the exigencies of tertiary education, wherein students are expected to demonstrate sophisticated critical faculties—including synthetic integration, analytical rigor, and evaluative discernment. To reconcile this disparity, scholars emphasize the utility of curated textual resources that mediate between learners' baseline competencies and target skill thresholds (Dardjito et al., 2023). Strategically, this entails affording learners agency in selecting thematic foci while anchoring instruction in accessible content domains. Concurrently, structured reading journals—artifacts enabling metacognitive reflection on skill progression—function as vital scaffolds for autonomous literacy development (Bass, 2006).

The architecture of such journals necessitates meticulous integration of strategy-oriented frameworks. These pedagogical tools should orchestrate systematic tracking of evolving linguistic comprehension while streamlining the identification of core textual constructs and the judicious extraction of evidentiary support for scholarly composition (Murray, 2005). Significantly, preliminary triumphs in literacy-oriented tasks engender domain-specific self-efficacy (Pajares, 2003). Subsequent consolidation of efficacy arises through vicarious learning paradigms: observational analysis of peer methodologies, socially contextualized comparative evaluation, and emulation of exemplar practices. Bandura's (1997) tripartite model of efficacy formation elucidates this dynamic, identifying mastery experiences (direct task accomplishment), vicarious reinforcement (observation of peer success), and social persuasion (external affirmation) as interdependent catalysts for confidence cultivation.

Enhancing reading skills through self-assessment and engaging with familiar content reinforces students' confidence in their ability to comprehend texts. Self-efficacy—defined as a positive belief in one's capacity to accomplish a given task (Bandura, 1997)—promotes self-motivation and self-regulated learning, encouraging regular self-monitoring during reading. Without a documented record of their progress, students may not fully appreciate the improvements they have made. However, the use of structured reading journals enables them to record and reflect on both their advancements and setbacks. When practiced consistently, this approach can strengthen self-efficacy in reading activities and ultimately lead to a higher level of reading proficiency. This relationship is depicted in Figure 1 (Hasyim, 2018).

Gap Study & Objective

Prior investigations into the application of self-efficacy frameworks within tertiary-level literacy pedagogy have established foundational insights. Maguire et al. (2013), for instance, implemented guided textual engagement aligned with learners' compositional requirements, reporting measurable gains in reading-writing confidence. However, their methodology lacked granular specification of instructional scaffolding mechanisms. The present study addresses this lacuna through systematic guidance protocols initiated at the preliminary stages of topic selection and lexical calibration, ensuring textual materials align with learners' extant vocabulary repertoires. Furthermore, this research introduces novel schematic and tabular analytical tasks—distinctive methodological innovations that differentiate it from prior scholarship (Winskel, 2001). While schema-based pedagogies for textual comprehension have been widely documented (Shea & Roberts, 2016), this investigation uniquely

operationalizes differentiated lexical schemata tailored to individual vocabulary mastery levels, coupled with brainstorming matrices that explicitly bridge comprehension processes to paraphrasing efficacy in compositional tasks (see Figure 1):

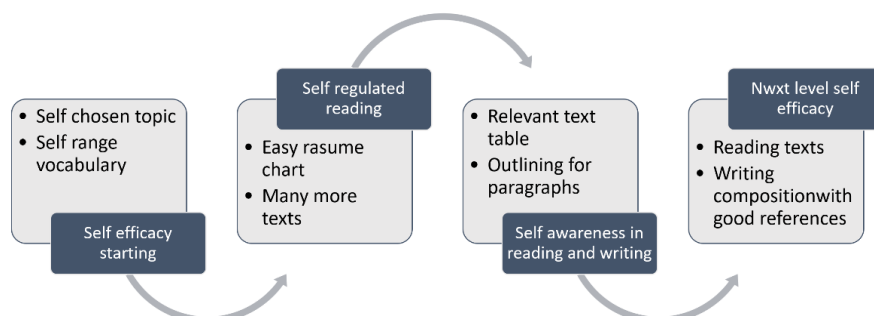


Figure 1. Developmental trajectory of student self-efficacy in integrated reading-writing assignments

This research aims to investigate the role of student self-efficacy in reading and writing academic journal articles and to determine whether the integration of self-efficacy and reading strategies can enhance students' readiness and performance in reading activities at a higher and more intensive level.

METHOD

Type and Design

The research employed a two-pronged approach. First, a quantitative survey was conducted through the administration of questionnaires. Second, a quasi-experimental design was implemented, with pre-tests and post-tests used to assess participants' comfort with the activities as well as improvements in their comprehension of journal articles and essay-writing proficiency.

Data and Data Sources

This research was conducted during the mid-even semester of 2024, targeting a population comprising all 274 second-semester students from the primary and kindergarten teaching departments. A random sample of 146 students—representing more than half of the population—was selected. During this semester, the students were enrolled in the English for Academic Purposes (EAP) course, and the intervention was implemented as an effort to enhance the course's learning outcomes.

In the first phase of the study, students were administered a semi-structured questionnaire featuring items related to the articles used as materials for completing assignments. In the second phase, a separate questionnaire was utilized to measure self-efficacy in reading journal articles, drawing on instruments previously validated by Maguire et al (2013).

The first questionnaire assessed several key aspects: the choice of topic; the level of interest in the topic—including task fulfillment, overall engagement, and enthusiasm for discussions related to the selected subject; mastery of vocabulary (rated on a scale of 1 to 5); selection of an appropriate number of references (ranging from three to five articles); the relevance of the chosen references to the topic (rated on a scale of 1 to 5); and the degree of modifications made to the references (also rated on a scale of 1 to 5).

The second questionnaire was designed to capture students' perceptions of their experiences during the reading-writing assignment. It included statements such as: (1) "I consider the process of completing the assignment—by reading the recitation and incorporating it into my writing—to be successful"; (2) "I am satisfied with my writing achievements, as reflected in my self-assessment"; (3) "The assistance provided by my peers in relation to my writing is significant, as measured numerically"; (4) "I believe that my writing ability holds substantial importance for my future career"; (5)

"Assignments that require the compilation of written work do not induce stress in my learning activities"; (6) "I feel capable of motivating myself to complete writing assignments"; (7) "I take pride in the outcomes of my written work"; (8) "I complete my written assignments promptly"; (9) "The references I have read have greatly aided the writing process"; and (10) "I consider the references I selected to be appropriate sources for my written work."

Data collection technique

Data were collected using two distinct techniques. The first method involved administering a questionnaire designed to assess students' self-efficacy in reading journal articles, with items addressing the reasons behind and methods employed in developing their reading abilities. The second method consisted of a questionnaire aimed at evaluating students' self-efficacy in writing, particularly focusing on the process of completing assignments. The validity of the questionnaire items was evaluated following (Lawshe, 1975), ensuring that all positively worded statements were deemed essential.

Data analysis

Data were analyzed using percentage scales to quantify the frequency of each response selected by the students. Given that the data were derived from specifically chosen responses, only the items with the highest and lowest frequencies were discussed. This percentage-based method of data interpretation is supported by (Sugiyono, 2013).

RESULTS

During the initial phase of the study, students from four classes were instructed to locate and select their first academic journal article based on self-selected topics. After choosing their articles, participants performed a preliminary self-assessment by skimming their texts and completing a structured schema (a guided table) to evaluate their baseline comprehension skills.

Analysis of topic preferences revealed two dominant trends: the majority of students selected subjects involving film critiques or analyses of artists referenced in course materials, while a similar proportion chose topics related to educational themes or personal hobbies. Distribution across these categories remained relatively balanced.

When surveyed via multiple-choice questions about their rationale for topic selection (options: strong curiosity, personal interest, inherent interest, assignment requirement, or unspecified reason), 52% of respondents cited assignment requirements as their primary motivation. In contrast, 28% attributed their choice to personal interest, and 17% selected topics based on inherent interest.

The study utilized mixed methods for data collection: the first two survey questions were gathered through cumulative oral discussions in class, while subsequent responses were documented through written annotations on students' article copies. To assess vocabulary comprehension, students first predicted their understanding of specialized terms in their selected texts using a five-point scale (5 = complete understanding; 1 = minimal understanding). Initial self-assessments indicated that 73% of participants rated their vocabulary comprehension at level 2, translating to a self-assessed 20% comprehension rate prior to close reading.

In a follow-up task, students underlined vocabulary they recognized during a detailed reading. Post-activity analysis revealed a significant increase in identified understood terms compared to initial predictions. This discrepancy suggests that students consistently underestimated their lexical knowledge before systematically engaging with the text.

Following training in schematic scanning, skimming, and previewing strategies designed to improve text comprehension and facilitate accurate completion of the provided schematics and tables, students were instructed to search for additional reference materials. These supplementary journal

articles were intended as sources for writing simple scientific papers, and students dedicated 60 minutes to this search.



Figure 2. Documentation of learning implementation

Results from this activity indicate that four-fifths of the students initially selected three journal articles, with most citing assignment requirements as their primary motivation. However, after completing the reading comprehension schemes and tables, approximately half of the students discovered that the selected articles were either not relevant to their topics or lacked sufficient cohesion to serve as effective references. Consequently, more than half of the students opted to replace their initial selections. This process of replacing and searching for relevant articles was conducted over three class sessions spanning two weeks. Detailed data regarding student responses and activities are presented in Table 1 below.

Table 1. Students' first questions and answers

Statements	Optional answers				
	Others	Education	Hobbies	Film & music	Artists
Reading Topic		33	39	40	34
SS' Topic Finding motives	Curiosity	Excited to the topic	Interesting topic	assignment	No reason
	0	38	30	78	0
SS' Vocabulary mastery	5	4	3	2	1
	0	19	38	89	0
Amount of chosen references	5	4	3	2	1
	8	22	109	7	0
The Relevant Chosen References	5	4	3	2	1
	0	13	56	77	0
SS' reference changing times	5	4	3	2	1
	0	33	89	24	0

The second study evaluated shifts in students' perceptions of their academic writing and reading experiences through a longitudinal self-assessment. Participants completed an initial questionnaire prior to the intensive course, reflecting on their pre-existing experiences with scholarly reading and article writing. A follow-up questionnaire was administered after students had completed the course and produced finalized written assignments. Comparative analysis quantified changes by calculating percentage differences between pre- and post-intervention responses.

Results indicated significant improvements in students' self-reported pride and satisfaction. Responses to the statement "I feel proud of completing reading/writing assignments" increased by 22.6%, while agreement with "I feel satisfied with my completed work" rose by 38.4%.

Participants also reported greater autonomy during the assignment process: 63% required less external assistance compared to their pre-course habits, and 71% viewed assignments as less stressful. Notably, 68% recognized the long-term relevance of these tasks to their academic or professional futures. Though improvements in reading motivation (12%) and confidence in task execution (15%) were moderate, procrastination rates decreased sharply, with 37% fewer students delaying assignments. The most dramatic shift occurred in satisfaction with article selection strategies, which surged by 59%, correlating with students' increased awareness of thematic coherence across course materials.

A detailed comparison of pre- and post-activity responses is provided in Table 2.

Table 2. Students' Second Questionnaire Administration Assessing Self-Efficacy in Reading and Writing Assignments

Statements	SS' choose 4/5		
	Pre training activities	Post traing activities	Increasing amounts
Reading-writing assignment is their prestige as students	24	57	33/22,6 %
Ss' proud to their finished assignment	31	87	56/38,4%
Ss' help needing in finishing the assignment	132	76	56/38,4%
Ss' need the assignment for future life	132	141	11/7,5%
The assignment is not a stressor	121	65	56/38,4%
Self motivation is high in the assignment finishing process	28	54	26/17,8%
The result is ok for me	89	123	34/23,3%
Ss' have no procrastination in it	13	67	54/37%
Fruitful references	42	128	86/59%
The references are relevant to the writing needs	77	129	52/35,6%

DISCUSSIONS

According to the initial research findings, students were permitted to select journal articles on topics they felt capable of understanding. This freedom fostered a comfortable environment during the initial reading activity, as reflected in the balanced distribution of topic selections. This comfort is consistent with Self-Determination Theory (SDT), as described by Ryan & Deci (2000) which posits that intrinsic motivation is enhanced by fulfilling three basic psychological needs: competence, autonomy,

and relatedness. When students perceive themselves as capable of managing tasks and receive positive feedback, their self-motivation is strengthened (Ryan & Deci, 2000).

Pre-activity anxiety mitigation was further achieved through two mechanisms: (1) assessing students' motivations for selecting materials, and (2) evaluating their self-reported comprehension levels prior to reading. While survey responses indicated that task completion remained the primary extrinsic motivator (52%), the autonomy inherent in topic selection reduced perceived stress during reading, despite this pragmatic orientation. Self-Determination Theory (SDT) further emphasizes that sustained task engagement relies on perceived competence, which can be nurtured through scaffolded challenges paired with constructive feedback. Equally critical is autonomy—defined as the internalized belief in one's capacity to control learning outcomes. Together, these factors establish a foundation for self-regulated learning, whereby students attribute their progress to their own efforts rather than external influences.

Moreover, students' anxiety is reduced by developing a supportive rapport with the instructor responsible for teaching reading. A sense of closeness and feeling valued encourages students to provide candid reflections on their initial experiences. Thus, enhancing autonomy by granting individuals greater control over their actions further mitigates anxiety. Additionally, individuals possess an intrinsic need for relatedness, which bolsters intrinsic motivation when they feel valued by those with whom they are connected (Ryan & Deci, 2000). In the context of writing, such a supportive environment is associated with reduced anxiety (van Blankenstein et al., 2019). Further research substantiates these findings; for example, students reported that reading and writing activities no longer served as significant stressors, and delays in task completion decreased by 37%. This observation aligns with the findings of Kafipour & Jafari (2021) who noted that graduate students' anxiety about writing is closely linked to academic procrastination.

The fear of failure and the perception that writing tasks are inherently difficult may exacerbate anxiety, leading to procrastination. This procrastination, in turn, intensifies anxiety, creating a self-reinforcing cycle. Moreover, self-assessments indicate that some students underestimate their actual capabilities, suggesting a need for further development in self-efficacy. Students who perceive reading and writing assignments as less stressful and less likely to cause delays tend to exhibit higher initial motivation. This positive effect is tied to the use of reading comprehension strategies, such as creating tables and schemes, which help students pinpoint key ideas in texts. As a result, these strategies make it easier for students to select and incorporate relevant journal articles into their writing. According to Ariyanti et al. (2018), these benefits stem from self-regulatory strategies applied during learning, such as seeking assistance, accepting feedback, managing emotions, and boosting intrinsic motivation, all of which enhance writing performance. Meanwhile, Abadikhah et al. (2018) explain that writing is mainly a process instead of a product and it cannot be tangled up in single writing practice. Thus, in the process of writing, to create a well written product, they have to be familiar with self-regulation techniques (Mitchell et al., 2019).

The tables and schemes that students develop to organize their reading materials serve as effective guides for identifying critical components of texts. This approach enables students to focus on essential elements without being burdened by extraneous details irrelevant to their written work. By employing these organizational tools, students acquire the ability to self-regulate their learning and evaluate errors during reading activities. This self-regulatory process encompasses several stages: forethought and planning, activation, monitoring, control, and ultimately, reaction and reflection.

In comparison, Zimmerman (2000) outlines a framework that consists of three phases: forethought, performance (or volitional control), and self-reflection. Although the terminology differs, both models convey similar concepts. The forethought phase includes the preparatory processes that initiate task performance and set the stage for success. The performance phase comprises the strategies used during task execution that influence attention and behavior. Finally, the self-reflection

phase involves the processes that occur after task completion, shaping how individuals evaluate their experience and respond moving forward.

CONCLUSION

Based on the foregoing analysis, the investigation into students' reading and writing assignments involving scientific articles—contextualized by their levels of self-efficacy—yields several conclusions. This study introduces an innovative approach that begins the learning process with a self-selected word relevant to the target topic of students' compositions, followed by brainstorming facilitated through the use of schemas and tables. This method establishes a meaningful connection between students' comprehension of reading materials and their subsequent writing tasks. Although this approach requires additional time for instructors to guide students toward achieving the intended learning objectives, it significantly enhances student satisfaction by fostering a deeper awareness of their own capabilities and promoting tangible improvements in academic performance. The study's conclusions are multifaceted. Students exhibited increases in self-confidence and security at the outset of their reading activities—improvements of approximately 22.6% and 38.4%, respectively—when they were allowed to select journal articles that matched their comprehension levels. The use of schemas and tables as guiding tools not only improved students' understanding of the primary discussions within the articles but also increased their motivation to seek additional relevant references for their writing, thereby enhancing overall engagement. Typically, students incorporated three to five articles as references in their compositions. Moreover, there was a 37% shift in students' perceptions of reading and writing activities, as these tasks were transformed from stress-inducing activities associated with procrastination into essential and valuable components of their academic work. In addition, students' self-efficacy in task completion increased by 38.6%. While the present study offers valuable insights, further research is recommended to explore the detailed procedural steps involved in the use of schemas and tables. Future investigations should provide a more comprehensive analysis of how students identify and address challenges, including the nature of the instructor's guidance, and should examine students' annotated compositions to more fully elucidate the effects of these interventions.

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