INVESTIGATING ENGLISH EDUCATION MASTER STUDENTS' PERCEPTIONS ON THEIR SELF-EFFICACY IN ACADEMIC READING

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Abstract
There is always a glimmer of hope for graduate university EFL students to transfigure into more proficient, confident, critical, and autonomous readers when they fully entrench robust self-efficacy construction at the onset of pain-staking L2 academic reading enterprises. Self-efficacy can transform EFL students to be more persistent, resilient, and innovative L2 readers adaptable to fluctuating reading learning situations. This qualitative study was plied to investigate English Education Master Students' perceptions of their self-efficacy in academic reading. Qualitative content analysis was harnessed to obtain more overarching depictions out of the specific phenomenon undergone by the participants. 31 English Education Master Students derived from batch 2019 and 2020, Sanata Dharma University also took part in this qualitative study to fill out the online Likert-scale questionnaire, and 3 out of these research participants were also invited to further participate in the open-ended interview activities. Two major findings were generated by this study namely: (1) Self-efficacy enables graduate university EFL students to be more proficient L2 readers, and (2) The lower inducement of self-efficacy may create pessimistic and struggling L2 readers.

Keywords: self-efficacy, L2 academic reading, English Education Master Students, qualitative content analysis

Introduction
To be more proficient and self-reliant academicians, university students, particularly those enrolling in graduate programs are cogently commissioned to master various academic literacy skills enshrouding critical thinking, public speaking, writing, and reading. Hermida (2009) notes that successful university students are generally capable of harness their critical thinking, public speaking, writing, and reading skills fully. The ultimate aforementioned academic literacy element is specifically deemed as one of the challenging competencies that put EFL university students in academic restraints along with pressure. This contention emerged since EFL academic reading enterprises greatly involve a higher degree of external intricate processes in which readers are demanded to foster their reading comprehension skills by utilizing cognitive, linguistics, affective, socio-cultural, and motivational constructs. This line of argument is in harmony with the assertion propounded by Li and Wang (2010) claiming that since academic reading

trajectories heavily demand EFL university students to possess a higher level of comprehension toward their targeted texts, it is indispensable for them to necessitate other paramount language learning elements comprising of cognitive, social, cultural, linguistics, and motivational strains.

Further, one of the academic literacy streams leading university EFL students, specifically graduate students to be more critical, excellent, and independent in their reading learning dynamics is self-efficacy. Self-efficacy can be defined as people's potent self-beliefs in their capabilities that they can execute varied challenging learning tasks to achieve their targeted learning objectives. Bandura (1986) denotes self-efficacy as human beings' activation of optimistic psychological constructions in which they are capable of handling various taxing and challenging situations to precisely perform a set of actions rewarding to bridge them to attain their goals. Through the incorporation of robust self-efficacy in EFL academic reading ventures, it is believed that graduate EFL university students will be able to make use of a vast array of effective reading strategies beneficial to cultivate their reading comprehension eventually leading them to obtain more gratifying reading achievements along with outcomes. This belief is in concord with reading self-efficacy theory postulated by Naseri and Zaferanieh (2012) believing that EFL university students inculcating a higher level of self-efficacy in reading tend to arouse their motivation to persistently work harder in fostering their target language competencies resulted in the elevation of academic achievements and flourishment of learning outcomes. Thus, graduate EFL university students attempting to be more skillful and critical L2 readers are advocated to insistently expose themselves to a considerable number of texts to make them more accustomed to reading a wide array of texts demanding distinctive reading pace and comprehension. It can also be stated that the implantation of robust self-efficacy construction needs to be entrenched strongly at the commencement of academic reading learning dynamics to breed readers relentlessly to work harder to gain in-depth reading comprehension and gratifying reading achievements. This perspective is in agreement with the theory of self-efficacious learners adduced by Linnenbrink and Pintrich (2003) as well as Zimmerman (2002) delineating that the major distinctive characteristic differentiating high self-efficacious and low self-efficacious students are the tenacies to proceed through laborious learning conditions meaning that those possessing higher self-efficacy levels prone to vigorously cope with arduous learning situations rather than other students ingraining lower self-efficacy levels.

With this conviction, it can be ensured that the stronger internalization of self-efficacy constructs will not merely transform university EFL students to be more qualified L2 readers but also perseverance future academicians who are experts in their subject-specific fields. In consonance with this belief, it is also worth highlighting here that the full incorporation of self-efficacy within university EFL students will also bring about influential impacts on their reading strategies utilization. Put differently, those having robust self-efficacy are more liable to wield a wide array of strategies appropriate to their reading contexts finally leading them to fully attain the ultimate reading success. This assertion can be tailored with the major finding of self-efficacy and academic reading study plied by Herrygers and Wieland (2017) unveiled that the majority of EFL students infusing a greater level of self-efficacy prone to harness varied effective reading strategies compared to other learning companions instilling a lower level of self-efficacy. In another

identical study, Naseri and Zafernieh (2012) unpacked that nearly all of the Iranian EFL students possessing robust self-efficacy constructs were more capable of overcoming various reading challenges by harnessing suitable reading strategies. Kargar and Zamanian (2014) also unearthed that there was a mutual interplay between self-efficacy development with L2 reading strategies wielded by Iranian EFL students, and thus suggested university EFL teachers to better arm them with broader knowledge dealing with scientific reading approaches to breed more strategic, critical, and proficient L2 readers.

Due to the scant previous literature investigating graduate EFL university students' perceptions on their self-efficacy in academic reading, it is worth mentioning here that 5 prior studies have delved more exhaustively about the relationships between self-efficacy and L2 reading accompanied by varied paramount affective constructs such as critical thinking, metacognitive strategies, and attributional beliefs. The first study was conducted by Mbato (2019). In his in-depth investigation about Indonesian EFL students' critical thinking in reading, he unfolded that the majority of university EFL students still lacked critical thinking skills resulted in absenteeism in reading engagement. As a result, he further suggested university teachers promote supportive language learning environments that potentially sustain their students' critical thinking skills development. In another identical study, Bria and Mbato (2019) also heavily accentuated the critical importance of metacognitive strategies to be inherently incorporated during academic reading learning dynamics to breed more mature, self-regulated, autonomous, and high-quality L2 readers. Similarly, Florida and Mbato (2020) unearthed that 56% of university EFL students attributed their failure in reading due to two major internal causes namely lack of effort and strategies use. Concerning this academic reading issue, the researchers advised university teachers to provide intensive reading learning assistance for their students concerning their perseverance nurturance together with the selection of appropriate reading strategies to enable them to be more self-regulated and independent L2 readers. Haerazi and Irawan (2020) uncovered that most university EFL students had successfully improved their reading comprehension skills when they were exposed to the intensive reading strategies training, which in turn, resulted in the enhancement of stronger reading motivation as well. Lastly, Starcke (2016) revealed that self-regulated EFL learners were capable of becoming more proficient L2 readers since they had been sagacious in wielding a set of appropriate reading strategies, preserving their reading motivation higher, and better controlling their reading processes in the light of robust self-efficacy constructions. Concerning the significant contributions donated by these five prior studies of self-efficacy and other essential affective academic constructions; critical thinking, metacognitive strategies, and attributional beliefs, it is fair to acknowledge that all of these results had brought about striking impacts on further self-efficacy development in academic L2 reading. Notwithstanding, none of these studies have profoundly probed into English Education Master Students' perceptions of their self-efficacy in academic reading. In keeping with what has already been alluded to, the present study aims at responding to the following research problem: (1) To what extent did English Education Master Students utilize their self-efficacy in their academic reading learning enterprises.

Literature Review
Four Sources of Self-Efficacy

According to Pajares and Schunk (2009) as well as Usher and Pajares (2006), self-efficacy is specifically constructed under four major affective streams namely mastery experience, vicarious experience, verbal persuasion, and psychological states. In mastery experience, students particularly handicap the success or failure of the upcoming learning tasks based on prior learning experiences they underwent beforehand. If they achieved gratifying learning achievements in their past learning experiences, they are more likely to make this prior success contagious to their current learning dynamics. Reversely, when they underwent failure in their previous learning experiences, their learning motivation will be attenuated resulted in the repetitions of learning failure. Through vicarious learning experience, students generally observe other satisfying learners' learning performances to fulfill their future aspirations to be successful like their learning counterparts. Thus, it is important to be noted here that the successful embodiment of gratifying learning performances depends mostly on the selection of learning models discerned by students. In verbal persuasion, students commonly received further appraisals, compliments, and encouragement derived from significant others; parents, teachers, and learning counterparts to sustainably proceed with their ongoing learning dynamics. However, it should be highlighted here that this third source of self-efficacy is weaker compared to the above-explained conceptions of self-efficacy since there is no obvious portrayal provided for students to continue engaging in their current learning processes in the forms of tangible learning performance of achievement improvements. In the ultimate category, EFL teachers are accordingly advocated to promote supportive and positive learning circumstances for students where they can exhibit their satisfactory learning performances and improve the targeted learning competencies under the light of pleasurable learning vicinities free from menacing situations potentially arousing excessive levels of learning anxiety.

The Mutual Interplay Between Self-Efficacy and Reading Achievements

It has been clearly stating above that the full incorporation of self-efficacy enables university EFL students to foster their reading performances resulted in the attainment of gratifying reading achievements. Hornstra et al. (2013), Schuitema, Van der Veen, and Peetsma (2016), and Smith and Woodworth (2012) all suggested language teachers infusing a higher degree of self-efficacy at the outset of academic reading learning venture to substantiate EFL students' reading motivation and reading comprehension eventually getting them closer to attain satisfying reading learning achievements. On the contrary, the inducement of self-efficacy development should be commenced at primary and secondary school contexts to equip EFL students with a higher degree of reading fluency, appropriacy, and comprehension. In another version, it can be fairly restated that the earlier internalization of self-efficacy will ease EFL students when entering university levels due to the successful attainment of prerequisite basic reading skills encompassing cognitive and affective streams. This line of perspective is congruent with the major results generated from prior self-efficacy and reading achievement studies enforced by Carroll and Fox (2017) together with Ho and Guthrie (2013) discovering that both primary and secondary EFL students benefit most in their further elevation of reading fluency, comprehension, and beliefs, which in turn,

transforming them to be more self-regulated, autonomous, and high-quality L2 readers. However, the full improvement of L2 reading achievements under the guidance of robust self-efficacy constructions should be pondered more conscientiously under the specific reading learning context wherein it is situated. Put more simply, the selection of a group of L2 reading tasks will also stimulate or cripple students' ongoing self-efficacy as well as reading learning progression. As a corollary, it is worthy of attention that language teachers need to introduce students with L2 texts possessing the easiest levels first before moving forward to the next levels of other texts encompassing a higher degree of complexities to put all of them at ease in an attempt to elevate their self-efficacy along with reading skills advancement. This suggestion lends further support from the contention of self-efficacy and reading achievements theory provoked by Smith and Woodworth (2012) repudiated that the manifestation of reading achievements and self-efficacy growth advancement displayed by EFL students need to be reconsidered more scrupulously by language teachers while picking up a specific array of reading materials to elude themselves from being learned helplessness. In an identical context, Piercey (2013) together with Talsma et al. (2018) connotes that the variance progression of EFL students' reading comprehension and self-efficacy growth vary from one to another reading learning context eventually commission language teachers to implement reading texts that suit existing students' reading proficiency.

The Indispensable Role of Self-Efficacy in Sustaining Reading Motivation

Anchored on the above-explained self-efficacy conceptions in L2 reading, it has been a communal belief that EFL students infusing the robust constructions of self-efficacy will persist longer in confronting impediments within their language learning dynamics, be more strategic decision-makers in stipulating a set of strategies working best for their learning activities, and eradiate unhealthy psychological states such as anxiety, boredom, and learned helplessness. In challenging L2 reading context, all of these self-efficacious students are opt to channel their energy, persistence, and commitment to accomplish every given reading task to foster their target language competencies and obtain desirable language learning outcomes fully. All of these rewarding learning values are resonated well with the theory of self-efficacy proposed by Wiltgen (2011) exclaiming that highly self-efficacious students are more capable of dealing with various thorny situations amid reading learning ventures due to the inducement of robust self-confidence, perseverance, and diligence in accomplishing those challenging reading learning trajectories. More importantly, Li and Wang (2010) also highlighted that these types of students completely enjoy the taxing reading learning condition since they perceive it as a challenge potentially bringing them to more advanced reading levels. Thus, they have more tendency to continue engaging in these arduous reading activities by internalizing effective reading strategies suitable with their learning contexts and depriving their negative emotional states to be interchanged with positive emotional states beneficial to bolster their further reading endeavor.

All of these above-explained views also hoover in the accounts of prior significant research results yielded by self-efficacy and academic reading studies. The first study was conducted by Nokhbeh Rousta and MirSaeed (2012). They

revealed that the majority of EFL students were capable of tackling varied reading challenges when they activated their self-efficacy eventually resulted in striking reading achievement improvements. In the second identical study, Clark et al. (2012) also indicated the key importance of earlier self-efficacy nourishment within various EFL reading contexts to improve EFL students' reading comprehension and performances. In line with the above-mentioned findings, it is iteratively to be restated here that language teachers need to incorporate reading tasks in which students can experience a higher degree of reading learning enjoyment and improve their targeted reading competencies. This iterative suggestion is inextricably associated with their theory of reading materials selection and self-efficacy adduced by Walker (2003) arguing that through the doable and pleasurable reading tasks, EFL students will be able to highly motivated to continue engaging in their reading learning ventures resulted in the significant advancement of their reading performances. Dealing with this theory, it is of notable importance for language teachers to firstly inculcate a higher self-efficacy development mutually interconnected with students' intrinsic reading learning motivation to transform them into confident, self-reliant, resilience, critical, and proficient L2 readers who are astute in wielding a bunch of efficient reading strategies functioned as a powerful cornerstone for them to eradicate obstructions hindering their reading learning dynamics and obtain desirable reading learning outcomes. All of these arguments have been projected by Chapman and Tunmer (2003) stating that low self-efficacious EFL students prone to utilize an inadequate amount of strategies in their reading activities, lack of self-belief that they are capable of handling the given reading tasks, and cease their ongoing reading learning processes when confronting barriers. Inversely, high self-efficacious EFL students are more liable to be more strategic, confident, and tenacious L2 readers, particularly while dealing with ample reading obstacles.

Method

This qualitative study lent further support from qualitative content analysis to generate some rejuvenated perspectives out of the specific life phenomenon experienced by the research participants. Krippendorff (2004) theorizes that the major aim of qualitative content analysis is to enable researchers to yield some renewable insights regarding the specific life events undergone by the research participants. To comply with this research objectivity, the researcher conducted this qualitative study at the English education master Study Program, Sanata Dharma University, Yogyakarta, Indonesia. specifically, 31 English education master students derived from batch 2019 and 2020 voluntarily enrolled to participate in this study. For information, the participants have already engaged fully in a vast array of academic reading activities in their graduate study for 2 years to accomplish all of their weekly assignments in the forms of critical reading forms and conduct varied research projects closely correlated with their research subjects along with interests. During the data gathering processes, 27 out of 31 participants were filling out the online questionnaire. Not all participants intended to fill out the distributed online questionnaire due to the voluntary research nature forming in this current study. The researcher harnessed two research instruments to ease the data gathering processes the Likert-scale questionnaire and open-ended interview questions. The Likert-scale questionnaire encompassing 10 specific statements inquiring about

English Education Master Students' Perceptions of their self-efficacy in academic reading. The researcher distributed this first research instrument through Google Forms. The second research instrument could be entitled as open-ended interview questions where 5 follow-up inquiries were being asked to ascertain the trustworthiness of gathered data obtained from the Likert-scale questionnaire. Dornyei and Taguchi (2009) state that the major benefit of wielding open-ended interview questions is the researchers will be able to obtain more authentic responses from the research participants due to the absence of restricted responses fully prohibited in this interview activity. For this reason, 3 interviewees were also randomly invited to fill out this set of open-ended written interview questions. All of these inquiries were distributed through the WhatsApp application to insure convenience among interviewees during the data gathering processes. All of the personal information taken from the three interviewees would be kept confidential by labeling them as the interviewees manifested in consecutive numbers. For instance, interviewees 1, 2, and 3. To generate more durable and trustworthy delineations out of the gathered data, the researcher planned to expound all of the data in the form of a narrative accompanied by prior theories, research findings, and interviewees' excerpts.

Findings and Discussion

In this section, the researcher attempted to display and expound two major themes obtained from the participants' responses accompanied by the support of the Likert-scale questionnaire. As noted previously all of the lines of arguments will be substantiated by relevant self-efficacy theories, studies, and 3 selected interviewees' excerpts. All of the complete delineations can be discerned as follow.

Theme 1: The Robust Inculcation of Self-Efficacy Enables Graduate University EFL Students to be More Proficient L2 Readers
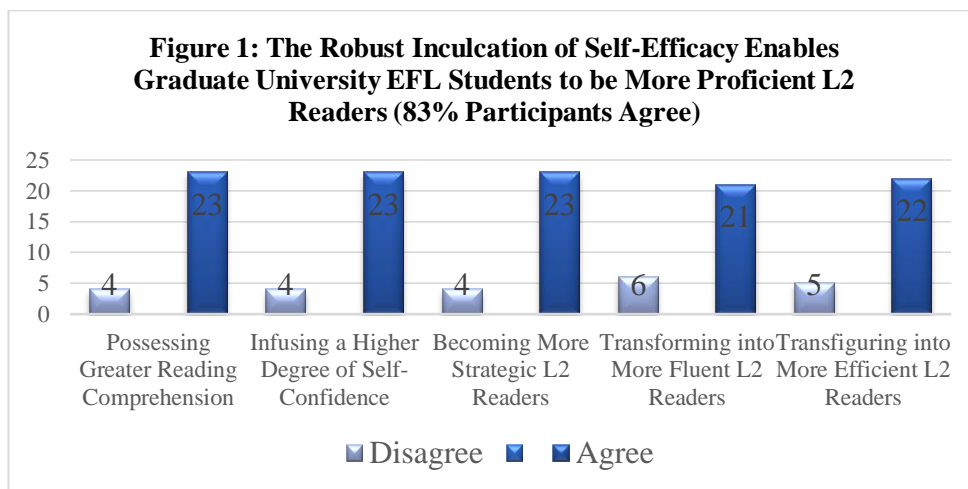

Figure 1: The Robust Inculcation of Self-Efficacy Enables Graduate University EFL Students to be More Proficient L2 Readers

As can be observed from the above-displayed figure, it can be conjectured that nearly all of the graduate university EFL students had fully transformed into more

competent L2 readers since 83% of the participants consented to their agreement to this first research theme. In the first strand of the findings, 23 out of 27 participants had concurred that the robust entrenchment of self-efficacy would potently influence their overall reading comprehension development, directly bring about either positive or negative impacts for their reading performances. Thus, it is fairly to be repudiated here that the existing levels of L2 readers' self-efficacy will determine their whole reading comprehension growth due to the particular views, ventures, and tenacity imparted toward the ongoing reading dynamics. This view shared an identical resemblance with the theory of reading comprehension and self-efficacy postulated by Templin (2011) stating that EFL university students having fully integrated stronger self-efficacy levels will also infuse high-quality reading comprehension concurrently. In a similar trajectory, Lee and Zentall (2017) also repudiate that since there was a tight-knit rapport between EFL university students' self-efficacy and reading comprehension levels, language teachers are suggested implanting more positive transformation through their students' self-efficacy development, in turn, impacting the tangible reading achievements along with comprehension. Furthermore, this cogent self-beliefs during engaging in second language reading processes cannot be belittled since EFL university students will have more tendency to cope with a wide array of reading obstacles, adversity, and challenges when their well-established self-beliefs leading them to construct clearer reading learning objectives. This argument is in concord with the theory of efficacy beliefs devised by Schnell, Ringeisen, Raufelder, and Rohrmann (2015) believing that the powerful foundation of self-efficacy will drive EFL students to possess a higher degree of reading learning commitment, persistence, and beliefs due to the creation of obvious reading learning goals they planned to achieve. Moving forward to the second stream of findings, it can be noticed that there were 23 out of 27 students agreed that the incorporation of self-efficacy will also breed more robust self-beliefs when they are grappling with varied reading learning challenges. Based on this fact, it is worth emphasizing here that EFL university students ingraining a stronger sense of self-efficacy amid reading learning dynamics are more prone to completely cast a higher degree of reverence toward their existing reading levels and competencies specifically resulted in the striking enhancement of self-esteem, self-worth, and self-confidence. All of these depictions are mutually correlated with the theory of self-efficacy beliefs adduced by Linenbrink-Garcia, Patall, and Pekrun (2016), Solheim (2011), and Waleff (2010) asserting that EFL university students investing more solid self-efficacy development tapping into their second language reading learning ventures will be more liable to showcase more long-lasting persistence, efforts, and self-appreciation, which in turn, affecting their reading performances, skills development, and achievements. In a similar vein, Cantrell, Correll, Clouse, Creech, Bridges, and Owen (2013) in their study of undergraduate university EFL students' self-efficacy and reading confidence unfolded that the majority of EFL students possessing a higher level of self-efficacy would be capable of cultivating more potent development of their confidence in reading activities, utilizing a vast array of reading strategies, and comprehending the targeted texts in conformance with their existing reading proficiency. Three interviewees' excerpts also shared similar agreement with this notion.

[*Interviewee 1: As I mentioned above, I create a good atmosphere during working on the assignments. I tried to be relax and be positive. I ever experienced situations in which I had hard times being focused or were not excited to do my assignments. I would not push myself too much. I took a break for a while; getting my mood and excitement back on the track. I kept telling myself: "I can do this! I can go for it."*]

[*Interviewee 2: Actually I do not have any specific affective strategies, I just try to calm and focus on my reading when I find obstacles.*]

[*Interviewee 3: When dealing with difficult situations we should act with similar insight, understanding and wisdom. I got the motivation to accomplish both the reading and the assignments given by the lecturers when faced with the difficult and stressful situation of academic literature that I had to complete, as well as see what others accomplished in completing academic literature.*]

Furthermore, it is also interesting to specifically exclaim that the well-established self-efficacy construction will also allow EFL university students to be more strategic L2 readers adept in harnessing plentiful reading strategies rewarding to overcome varied reading impediments discovered when meeting the targeted texts. This belief is evinced by a higher degree of agreement shown by 23 out of 27 students who concurred with this assertion. The inducement of this positive reading attitude occurred due to the stronger self-belief, self-confidence, persistence, and efforts EFL students constantly shown to fully achieve their fruitful reading learning outcomes. This belief is inextricably interlinked with the theory of self-efficacy and reading strategies usage confirmed by Mizumoto (2012) as well as Li and Wang (2010) indicating that high self-efficacious university EFL students are more prone to utilize a considerable number of reading strategies appropriate to their reading learning contexts and beneficial to resolve various reading barriers unearthed in their specific texts. Similarly, Zare and Mobarakeh (2011) also reported that the majority of high self-efficacious university EFL students were more liable to sustainably showcase steady self-confidence in tackling a wide variety of reading learning hindrances. In accord with the reading proficiency realm, a solid establishment of self-efficacy will also breed fluent L2 readers conversant in obtaining and synthesizing the major points forming in their reading texts. After being more adept in comprehending the major big takeaway found in their texts, university EFL students should also be introduced to a vast array of reading strategies amplifying their self-beliefs that they are competent L2 readers skilled in internalizing specialized reading strategies assisting them most while confronting with a considerable number of reading hurdles. There were 21 out of 27 students who dedicated their agreement to this fourth finding. Specifically, in their prior study of the relationship between EFL university students' self-efficacy and reading comprehension strategies, Naseri and Zaferanieh (2012) revealed that nearly all university EFL students harnessed cognitive reading strategies while interacting with their texts to locate the main ideas efficiently, finally transfiguring them to be more confident, critical, and strategic L2 readers aware of the applied reading strategies. In a similar tone, Ahmadian and Pasand (2017) as well as Stracke (2016) urgently advocated language teachers raising their EFL students' self-awareness regarding the reading strategies utilization through the particular reading

contexts to mold more confident L2 readers cogently believe in their reading capabilities and innovate reading strategy users flexibly adapting their chosen strategies compatible with their current reading contexts. Khajavi and Ketabi (2012) also gave a greater emphasis on the concepts of ideas mapping to create more pleasant and meaningful reading learning dynamics for EFL students wherein they are capable of comprehending, synthesizing, and summarizing all of the major paramount ideas found in their particular texts resulted in significant enhancement of their self-efficacy and reading comprehension levels.

As we arrived at the ultimate thread of finding, it should be confessed here that it is not surprising at all to discern that there were 22 out of 27 students agreed that being highly self-efficacious academicians also transforms them to be more efficient L2 readers. Efficient here denotes to EFL students' everlasting persistence, attempts, and commitment to consistently exhibit gratifying reading performances amid reading learning adversity by incorporating a wide range of reading strategies beneficial for assisting them to surmount the upcoming reading obstructions to fully attain their desirable reading objectives. This argument found further support from the major finding of Fitri, Sofyan, and Jayanti (2019) unearthing that university EFL students infusing marvelous reading proficiency would not be capable of producing qualified reading summaries due to the lower inculcation of self-efficacy. On the other hand, university EFL students instilling developing reading competencies had successfully generated high-quality reading summary reports due to their higher level of self-efficacy. Concerning this finding, Habibian and Roslan (2014) in their study of EFL students' self-efficacy and reading performances also unveiled that high self-efficacious EFL students had successfully exhibited more gratifying reading performances compared to those having reduced self-efficacy levels. Again, all of these positive lines of self-efficacy advantageous benefits will result in the nascence of innovative and creative L2 readers competent in wielding a vast range of reading strategies as found out by Zare and Mobarakeh (2011) in their self-efficacy and reading strategies utilization study uncovering that highly self-efficacious Iranian EFL senior high school students were more flair in juxtaposing the targeted texts with their reading strategies use rather than other learning counterparts possessing lower levels of self-efficacy. All of these above-explained conceptions are resonated well with the excerpts taken from the three interviewees as follows.

[*Interviewee 1: There are several things I usually do to catch the content of the academic passages quickly: I usually mark important sentences / points on the text, I also like to visualize what I read in my mind, it would be better if I already have background knowledge related to the things I read. If I come across an unknown word, phrase or sentence for me, I will write it down and look for similar meanings that refer to the word or the sentence.*]

[*Interviewee 2: Well, of course stress cannot be avoided because I got reading assignment but I had to prepare for my final task. I felt overwhelmed. But I always said to myself that I could accomplish the task. Sometimes I also refreshed my mind by doing fun activities. But so far, the difficulties did not hinder me in completing the task in the stipulated time.*]

[*Interviewee 3: I think my reading ability has begun to improve in academic literature. It means that I'm still developing my reading skills. Despite the setbacks, this has not diminished my enthusiasm for the forthcoming. Because I believe that the process of reading academic literature is critical.*]

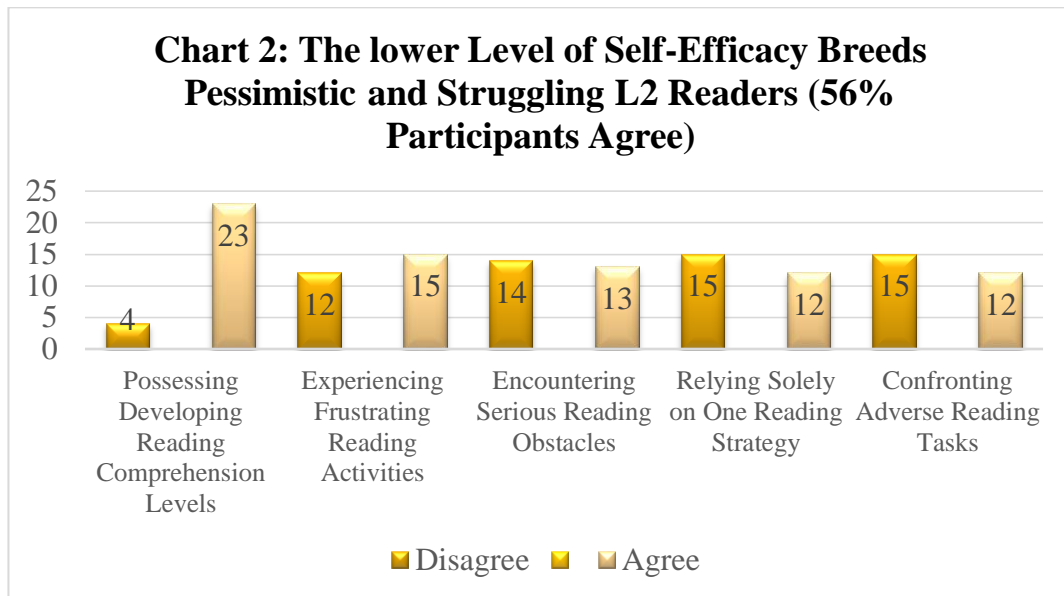***Theme 2: The Lower Level of Self-Efficacy Breeds Pessimistic and Struggling L2 Readers***

Figure 2: The Lower Level of Self-Efficacy Breeds Pessimistic and Struggling L2 Readers

Concerning the second major theme of this study, it is fascinating to be noted here that half populations of students concurred that the lower level of self-efficacy will breed pessimistic and struggling L2 readers. This assertion is evidenced by the fact that 56% of participants had allocated their further agreement to this second main theme. Contradictory with this fact, there were 23 out of 27 students exhibited their higher degree of agreement to the first strand of the finding reciting that a lower level of reading comprehension is inextricably associated with the current self-efficacy levels they possessed. This perspective seems to be precise since the degradation of self-beliefs will situate university EFL students in such a pessimistic view that they are not capable enough of handling varied reading tasks due to their developing reading competencies. To eradicate this debilitating and hazardous effective learning states, language teachers are advised to provide a wide range of reading learning materials suitable for students' reading proficiency, address constructive feedback concerning overall students' reading performances along with achievements, and promote more supportive reading learning circumstances sustaining students' reading interests, competencies, and preferences. All of these bunch of arguments are also in accord with the views of Fitri, Sofyan, and Jayanti (2019) together with Cantrell, Correll, Clouse, Creech, Bridges, and Owen (2014) strongly suggested second language teachers imparting pleasurable, intensive, and contextual reading learning activities in which EFL university students are capable of fostering their self-efficacy growth as well as reading performances significantly.

It is also interesting to juxtapose all of these aforementioned conceptions with the three interviewees' excerpts in these following lines.

[*Interviewee 1: I frequently encountered impediments and pain-staking events in synthesizing, summarizing, and paraphrasing the major points forming in the academic texts/articles. Those phases in reading could be overwhelming for me sometimes. Combining all resources, catching the important points and translating the content to my own words are burdensome.*]

[*Interviewee 2: I think when I find obstacles. For example complex vocabularies, grammar found in the articles.*]

[*Interviewee 3: I do frequently encounter serious impediments and pain-staking events in synthesizing, summarizing, and paraphrasing the major points forming in my texts. My self-efficacy arose not only when I had confidence in my ability to achieve my academic needs, but also my physical and emotional condition when encountering difficult situations in reading and others' experiences of achievements.*]

In the second finding, it is particularly surprising for the researcher to observe that there were 15 out of 27 students fully repudiated that they frequently underwent frustrating reading experiences. Thus, it can be conjectured that although the majority of graduate university EFL students had elevated their self-efficacy levels rigorously, sometimes, they encountered acute and continual reading obstacles leading them to stress, self-denigrating, demotivated learning, and learned helplessness behavior. A vast range of effective strategies worthwhile to be implemented by language teachers is to help their students exterminate all of these harmful learning psychological states is to promote pleasurable reading learning enterprises wherein all students having similar opportunities to foster their reading competencies, address meaningful feedback empowering students' self-motivation to proactively engage in reading activities, and incorporate independent reading activities where students will have valuable chances to practice their reading skills. All of this suggestive reading behavior can be intertwined with the prior findings of self-efficacy studies conducted by Zain (2011) together with Lee and Reid (2015) discovered that EFL readers inculcating more positive reading attitudes, stronger reading motivation, and long-lasting reading endeavor are more likely to persist longer in facing with adverse reading learning situations. Due to this stronger self-efficacy influences found in reading learning dynamics, the results of this study also advocated language teachers to promote more enjoyable reading learning vicinities for their students to participate to avert any kinds of negative psychological learning deployment potentially exhibited by them. To reiterate, it is perhaps noteworthy to correlate all of these suggestions with the major finding unearthed by Joet, Usher, and Bressoux (2011) revealed that the majority of university EFL students had transfigured into more proficient, critical, and innovative L2 readers due to the rapid reading learning activity shifts conducted by their teacher by internalizing continuous reading practices, enjoyable reading activities, and constructive feedback.

Moreover, it needs to be repudiated that arduous texts will also present acute reading obstacles for graduate university EFL students. This contention is approved by 13 out of 27 students who consented that they frequently confronted with serious reading hurdles while attempting to comprehend their targeted texts. This impediment may peril their self-efficacy growth, commitment, and efforts they have shown to their reading learning dynamics. As a corollary, language teachers are commissioned to rejuvenate their students' pessimistic reading beliefs into more positive nuances by introducing them to a group of rewarding reading strategies degrading their excessive reading anxiety, assisting them to delineate achievable reading learning objectives, internalizing clearer reading instructions contextual with the existing students' reading learning contexts, and imparting a higher degree of appreciation toward all reading efforts, improvements, and achievements students have made. All of these indispensable reading learning actions are in line with the prior findings of self-efficacy and reading beliefs studies conducted by Ghonsooly and Elahi (2010) along with Boakye (2015) urgently suggested language teachers reduce their EFL students' reading anxiety at the onset of reading learning dynamics by reciting them about the critical importance of nurturing their self-efficacy levels, particularly amid adverse reading learning situations, helping them construct more obvious reading learning goals, addressing clearer reading instructions, and highly appreciating students' reading learning progress. It is captivating to equate all of these delineations with the three interviewees' excerpts as follows.

[*Interviewee 1: I frequently hesitated and doubting myself. But then, I was taught about self-efficacy in class: the importance of believing in my competences and my capabilities. I learned to grow efficacy and power within myself. I also got a lot of support from my lecturers and classmates. Finally, I believe that I could go through everything. And it's all proven. I got good grades and I was able to complete my research thesis well. All things can be resolved when we have strong motivation and self-efficacy.*]

[*Interviewee 2: I just motivate myself in reading activities. Since I like reading, I perceive that I can handle the obstacles.*]

[*Interviewee 3: The motivation that I got not only from myself but also I got from my friends and my lectures. That experience taught me to cope with difficult situations and gives me the strength to achieve anything that I want.*]

To restate, becoming strategic L2 readers is one of the indispensable skills that should be possessed fully by graduate university EFL students when they attempt to be more proficient, skilled, and autonomous target language readers. It can be discerned from this fourth line of finding showcased that there were 12 out of 27 students who concurred that they were still struggling continually to be more strategic L2 readers due to the heavy reliance on one or two particular reading strategies. This strand of action is not deemed as a wrong reading attitude. Nevertheless, this conduct will far better when it is accompanied by a higher self-awareness of harnessing varied reading strategies that fit students' particular reading contexts. As a corollary, language teachers are advised to train their students to be more accustomed to utilizing a wider range of reading strategies in

accord with their reading learning trajectories to breed more innovative and critical L2 readers flexibly adaptable to adjust their current states of reading strategies matching with their specific reading learning ventures. This contention is carefully aligned with previous research findings unearthed by Zarrabi (2015) accentuating the critical importance of wielding a wide array of reading strategies for EFL university students to make them more resilient, independent, and self-efficacious L2 readers. In the same vein, Tavakoli and Koosha (2016) in their study of the relationship between self-efficacy levels development with strategic EFL readers advised language teachers to intensively provide greater learning assistance for their students to concatenate their specialized reading strategies with other possible strategies to broaden their existing understanding of the flexibility and justifications of this set of reading strategies beneficial for helping them to forge their wider reading strategies utilization efficiently and independently out of the classroom walls.

Lastly, it can be surmised that the majority of graduate university EFL students do not seem to enjoy their weekly reading assignments assigned by their lecturers as one of the essential springboards to foster their learning autonomy, critical thinking, self-efficacy, and overall reading proficiency. Contrarily, 12 out of 27 students agreed that they oftentimes underwent adverse reading learning conditions forming in their weekly reading tasks. This sense of negative psychological construction may potentially diminish EFL students' self-efficacy beliefs that they are more than capable of accomplishing the targeted reading assignments due to the excessive reading anxiety hindering their self-confidence, self-belief, self-motivation, efforts, and persistence in an attempt to complete all these demanding reading tasks. This finding echoes the theory of reading anxiety and self-efficacy enacted by Phan and Ngu (2016) stating that the preposterous reading anxiety levels will obstruct EFL students to complete their reading tasks owing to the demarcation of their self-confidence, self-belief, and perseverance growth. The good news is there is still one pivotal springboard utilized by language teachers to boost EFL university students' self-efficacy in completing their challenging reading assignments by relying on the major prior finding revealed by Lee et al. (2017) as well as Heikkila, Aro, Narhi, Westerholm, and Ahonen (2013) advocated language teachers to internalize more intensive repeated reading training for beginner L2 readers to foster their reading proficiency and, most importantly, their self-efficacy growth.

Conclusion

In a nutshell, the results of the present study suggested language teachers incorporating more intensive cognitive, affective, and psychological academic reading training for graduate university EFL students to better nurture their self-efficacy and second language reading proficiency amid adverse reading learning ventures everlastingly. This study is still fulfilled by a certain number of limitations in terms of the limited number of research participants, ungeneralized research findings translated into other L2 academic reading contexts, and the sole formulation of one research problem. To avert these similar drawbacks in the future research occasion, future researchers are suggested to conduct a more profound investigation on the other potential advantageous values promoted by self-efficacy inducement in other L2 academic reading learning dynamics involving both

undergraduate and graduate university EFL students to proffer more generalized, durable, and trustworthy research results for the advancement of second language academic literacies, one of which is academic reading learning enterprises.

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