

INVESTIGATING RELIGIOUS BOARDING SCHOOL SEMINARIANS' SELF-EFFICACY IN ACADEMIC READING ABILITY

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Abstract

Reading becomes a crucial skill to have in this digital era. People can analyze and acknowledge the content of the text by engaging their critical thinking to obtain useful knowledge that may be beneficial for their future endeavors. High self-efficacy is important to be implemented to test out students' ability in academic reading. This research aimed to investigate religious boarding school seminarians' self-efficacy in academic reading ability. A Likert scale, consisting of 10 items of statements, was distributed to 36 third-year seminarians and an in-depth interview was done with two third-year seminarians. TKT 3 is applied and it aims to show the concept (proof-of-concept) of crucial purpose and/or features analytically and experimentally. The findings revealed that religious boarding school seminarians tend to find solutions to their problems in finishing academic reading tasks. Future researchers who are interested in broadening the topic are recommended to do research involving more religious boarding schools to deepen the data and improve the trustworthiness of the data.

Keywords: academic reading ability, religious boarding school seminarian, self-efficacy

Introduction

Academic reading is important for the students to obtain any useful information by implementing critical thinking to process any useful information (Mahardika & Kuswandono, 2022; Wijaya, 2022). Critical thinking becomes a prime skill to enhance students' learning of English as a Foreign Language (EFL) (Sek et al., 2021). Anwar and Sailuddin (2022) and Syamsidar et al. (2023) state that academic reading needs extensive and critical analytical skills to occupy with many types of texts. In addition, academic reading is a reliable way to obtain knowledge in the teaching and learning process (Afdal et al., 2023; Laoli, 2021). Learners must read an extensive scope of academic content to deepen their comprehension (Ratama et al., 2021). Academic reading requires other skills such as examining, explaining, organizing, and indicating the content of the text (Sengupta, 2002). Mahardika and Kuswandono (2022) claim that students must be able to read academic reading tasks effectively, although academic reading texts



sometimes have longer paragraphs and include more difficult vocabulary than usual reading text (Anwar & Sailuddin, 2022).

To understand the materials in the academic reading texts, students must maintain self-efficacy to accomplish their academic reading tasks (Mahardika, 2023). It is also stated that someone with low self-efficacy shows non-success to outside parts, which means someone may experience failure in accomplishing a task (Kasih & Sudarji, 2012; Lauermann & Berger, 2021; Supina, 2018). In line with that, Campos and Madrigal (2021) describe someone with low self-efficacy may suffer from depression and anxiety. Moreover, self-efficacy has been known as a moderator of some pedagogical aspects of the result and it gives the foundation for learners' motivation and accomplishment in academic circumstances, and EFL learners must have good self-efficacy (Chen et al., 2021; Soland & Sandilos, 2020; Tarigan et al., 2022; Wang et al., 2021). Since self-efficacy is described as students' belief in their capacity to achieve their target, Soland and Sandilos (2020) and Tarigan et al. (2022) explain that students with high self-efficacy are more likely to encounter lower stress levels. Bandura (2006) and Sumarsono and Mbato (2022) believe that students who implement self-efficacy may assist to acknowledge the content of their academic reading tasks more effectively by arranging and applying things that can make them do well, especially in finishing academic reading tasks.

Cultivating self-efficacy in academic reading is also important for religious board school students. One of the religious boarding schools is a seminary. A seminary is a place for men who want to become a priest in a Catholic tradition (Dwiadityo, 2021). According to Oakley (2017), the seminary was founded in the sixteenth-century Council of Trent. Peter Canisius Minor Seminary Mertoyudan, where this research took place, usually has many rules that limit the seminarians to do anything they want (Setyawan, 2018). Dwiadityo (2021) and Setyawan (2018) state that the digital era has become one of the challenges during the formation of the seminarians because they must follow the rules which are limited time using technology and they cannot bring their smartphones here. Adeyoyin et al. (2016) mention that electronic information resources (EIR) can help the seminarians deepen their knowledge, get the materials, and expose themselves to people outside the seminary who have different opinions or points of view about something. Additionally, accessing electronic information resources is essential because it helps the seminarians to improve their creativity and they tend to become more motivated in producing new works (Rerung, 2021; Setyawan, 2018). Furthermore, Dwiadityo (2021) and Setyawan (2018) EIR can support their background knowledge for academic reading and one of the activities that seminarians do to kill time is reading and it has become a good habit since then.

Four similar prior research about students' self-efficacy in academic reading ability has been undertaken previously (Cleverisa et al., 2022; Lababa et al., 2022; Qholbi & Fitrawati, 2022; Sumarsono & Mbato, 2022). Cleverisa et al. (2022) investigate the relationship between learners' vocabulary mastery and reading ability. This quantitative research aims to find out if the relationship between learners' vocabulary mastery and reading ability is obvious. Lababa et al. (2022) find out if the use of *Webtoons* is effective in improving students' reading ability. Qholbi and Fitrawati (2022) propose descriptive quantitative research that examines students' comprehension of reading text. Sumarsono and Mbato (2022)

state that self-efficacy in reading is considered to be the cause and result of academic achievement.

Students' self-efficacy in academic reading ability becomes the most discussed topic in the previous research. However, there has been limited research on religious boarding school seminarians' self-efficacy in academic reading ability. Therefore, to shed light on this topic and offer further research on this topic, the researcher aims to answer one research question, "How does self-efficacy influence religious boarding school seminarians in understanding the materials in academic reading ability?" by investigating the relationship between seminarians' self-efficacy and their ability to understand the academic reading task. Moreover, the implications are available for students, thesis advisors, and future researchers who are interested in researching this topic.

Self-efficacy

Self-efficacy, an individual belief in how nicely students can regulate themselves to finish a task and accomplish their goal, becomes one of the self-regulation skills that students must have (Mahardika & Mbato, 2022; Sumarsono & Mbato, 2022). As cited in Mbato (2013), self-efficacy is a belief that people have to succeed in their future endeavours. Self-efficacy has an important position in many typical troubles and effective involvement in those troubles, especially in how they can regulate themselves (Bandura, 2006).

It is also mentioned that students who have low self-efficacy tend to fail to finish the given task (Mbato, 2013). Following that statement, Mahardika and Mbato (2022) and Sumarsono and Mbato (2022) add that students with low self-efficacy often become depressed since they fail to achieve the targeted goals. Hence, they tend to think that they are more useless than others, which may affect how they show no interest in many aspects of their life. In contrast, Bandura (2006) explains that students who have high self-efficacy tend to be calmer and more confident in handling some complex cases. They have some ways to execute the problems and may not encounter extreme involvement in facing difficulties (Kasih & Sudarji, 2012; Supina, 2018).

Reading ability

Reading becomes one of the most essential things for students because it allows them to acknowledge its content (Chen et al., 2021; Lababa et al., 2022). Reading a foreign language text is beneficial to help the students master the target language easily (Rao, 2019; Sek et al., 2021). Although students may experience some problems during the reading process, reading involves calculating and thinking which improves their ability and influences students' reading comprehension (Chen et al., 2021).

Moreover, Ireson (2008), Qholbi and Fitrawati (2022), and Saka (2014) propose that during the reading schedule in class, students may encounter a problem. Hence, to avoid that from happening, students can take notes about essential data based on the teachers' reading materials (Ali, Bayad Jamal & Anwar, 2021; Anwar & Sailuddin, 2022; Rao, 2019). Reading has six developmental stages namely stage zero, the first stage, the second stage, the third stage, the fourth stage, and the fifth stage (Carbo, 1989). Stage zero is a pre-reading stage that happens from 6 months until 6 years old, a child can

acknowledge a thousand words however, they can only read some of them. The first stage is the beginning of their reading process and comprehension which occurs from 6 until 7 years old when a child starts to learn the connection between letters and sounds, written and oral words, read simple text, speak out the syllables, acknowledge 4000 words, and read 6000 words. The second stage is validation and fluency which develops when a child is 7 to 8 years old and can read effortlessly and it improves the fluency. The third stage is the reading stage for children of 9 to 13 years old where they gain new purposes, knowledge, and feelings. The fourth stage is reading from various perspectives and deepening their understanding through a wide scope of difficult reading materials. This happens when children are 15 to 17 years old. The last stage is the construction-reconstruction stage which children experience when they are 18 years old and above. They can read the argumentative text and it becomes more effective rather than listening.

Method

This mixed-method research found out religious boarding school seminarians' self-efficacy in academic reading ability. A total of 36 third-year religious boarding school seminarians took part in this research. The researcher utilized an in-depth interview and a close-ended questionnaire, which consisted of ten Likert-scale statements. A Likert-scale questionnaire is used to provide useful information about the topic (Dörnyei, 2003). The questions for both the in-depth interview and the close-ended questionnaire were adapted from Sumarsono and Mbato (2022) and used a six-point agreement scale. The close-ended was handed out via student emails and they were required to complete the consent form before answering the questionnaire. The in-depth interview was done after the participants completed the questionnaire and participants who participated in the interview were chosen based on the results of their questionnaire.

As cited in Aung et al. (2021), there are three types of interviews, namely structured interviews, unstructured interviews, and semi-structured interviews. The in-depth interview for this research implemented a semi-structured interview. There are three sessions in a semi-structured interview namely pre-interview, during the interview, and post-interview. In the pre-interview session, the researcher set the date to do the interview and described some valuable enlightenment about the topic to the selected participants. During the interview session, the researcher began to ask some related questions and employed interview guideline questions which assisted the researcher in examining their responses. In the last session, the post-interview session, the researcher summed up the participants' responses and analyzed them. To keep the participants' privacy, the researcher applied pseudonyms which means that their names will be changed to Participant 1 (P1) and Participant 2 (P2). The in-depth interview was done for 15 minutes and conducted in their school by implementing a Focus Group Discussion (FGD). The participants were allowed to give responses and comments on others' statements that helped the researcher obtain further information about the given topic. The FGD was recorded and the result was converted into a transcript. Hence, the researcher could categorize and examine the collected data simply by utilizing the underlying theories.

To investigate the numerical data, descriptive quantitative was employed. According to Yin (2018), a descriptive quantitative method aims to find the suitable answer for the asked variable and gathers information such as someone's experiences, beliefs, and attitudes from surveys or observations. The researcher assessed the data from the questionnaire and the result of the questionnaire was presented in a table by assessing the percentage of each statement. The researcher also employed interpretative phenomenological analysis or IPA by Johnson and Christensen (2014). It is a new way to observe particular experiences. Hence, those two instruments, a close-ended questionnaire, and an interview were used to triangulate the data.

Ethical considerations

This research stuck to ethical research principles to guarantee safety, privacy, and voluntary participation from all of the participants. Before gathering the data, the researcher gained the participants' consent forms which were distributed via email. The consent form clarified the aim of the research, the procedure, and the participants' rights, including their rights to leave at any time. To protect their privacy, pseudonyms were applied to unnamed their identities and changed into Participant 1 (P1) and Participant 2 (P2). In addition, the recorded Focus Group Discussion (FGD) and the transcripts were kept securely and could not be accessed by anyone. The research was done in arrangement with ethical guidelines defined by Universitas Bunda Mulia (UBM) to ensure ethical integrity in research requiring human participants.

Findings and Discussion

The data were obtained and shown in the findings and discussions part. Two third-year seminarians participated in this research. The researcher aimed to answer one research question, namely: how does self-efficacy influence religious boarding school seminarians in understanding the materials in academic reading ability?

Table 1. Transition markers

Name	Gender	Age	Class	Location
P1	Male	17 years old	XI MIPA	Magelang
P2	Male	17 years old	XI IPS	Magelang

Table 1 shows the participants' demographic information. Two third-year seminarians participated in the interview and they were selected after the researcher evaluated their responses using purposive sampling. It is a method of choosing participants from a particular group using particular criteria (Ary et al., 2009).

Findings

The researcher aimed to answer the research question in this part by collecting and investigating the collected data based on the theories. The result of the questionnaire which is presented in Table 2 indicates students' self-efficacy in completing the reading task. Ten statements should be answered by the participants.

Table 2. The result of the questionnaire

No.	Statements	I cannot do it at all	I cannot do it	Maybe I cannot do it	Maybe I can do it	I can do it	I can do it well
1.	I can complete English reading assignments on my own and without the help of others.	0% (0)	22.2% (8)	27.8% (10)	30.6% (11)	13.9% (5)	2.6% (2)
2.	I can understand English news.	0% (0)	13.9% (5)	33.3% (12)	30.6% (11)	19.4% (7)	2.8% (1)
3.	I can understand English information on the internet.	0% (0)	8.3% (3)	22.2% (8)	38.9% (14)	25% (9)	5.6% (2)
4.	I can understand the English reading text given by the teacher.	0% (0)	11.1% (4)	27.8% (10)	38.9% (14)	19.4% (7)	2.8% (1)
5.	I can understand English newspapers.	2.8% (1)	22.2% (8)	30.6% (11)	30.6% (11)	11.1% (4)	2.8% (1)
6.	I can understand new lessons in English school books.	0% (0)	5.6% (2)	36.1% (13)	41.7% (15)	16.7% (6)	0% (0)
7.	I can understand English magazines.	5.6% (2)	16.7% (6)	27.8% (10)	33.3% (12)	13.9% (5)	2.8% (1)
8.	I can understand ads in English.	0% (0)	2.8% (1)	13.9% (5)	44.4% (16)	33.3% (12)	5.6% (2)
9.	I can understand English poetry.	8.3% (3)	22.2% (8)	33.3% (12)	27.8% (10)	5.6% (2)	2.8% (1)
10.	I can understand English short novels.	2.8% (1)	13.9% (5)	25% (9)	25% (9)	30.6% (11)	2.8% (1)

Statement 1, I can complete English reading assignments on my own and without the help of others, shows the students' capability to finish the reading assignment on their own with no one helping them. Only two students (2.6%) stated that they can complete English reading assignments well and without the help of others. Furthermore, five students (13.9%) showed that they can do English reading assignments on their own and without the help of others. Eleven students (30.6%) stated that they believed that they could complete English reading assignments on their own and without the help of others. Ten students (27.8%) mentioned that they were unsure if they could do English reading assignments on their own and without the help of others. However, eight students

(22.2%) showed that they cannot do English reading assignments on their own and they need help from others.

Statement 2, I can understand English news, represents students' ability to understand English news. Students regularly read newspapers in the seminary, however, most of the newspapers in the seminary are in Bahasa Indonesia. Although most of the newspapers in the seminary are in Bahasa Indonesia, they usually search the English newspapers on the internet and read those newspapers on the computer that is provided in their batch. Only one student (2.8%) mentioned that he could understand English news well. Then, seven students (19.4%) showed that they could understand English news. Eleven students (30.6%) mentioned that they probably understand English news. Next, twelve students (33.3%) were unsure whether they could understand English news. Meanwhile, five students (13.9%) mentioned that they could not understand English news.

Statement 3, I can understand English information on the internet, focuses on students' ability to understand English information on the internet. Two students (5.6%) stated that they can understand English information on the internet well. Next, nine students (25%) can understand English information on the internet. Furthermore, around fourteen students (38.9%) were unsure if they could understand English information on the internet. While eight students (22.2%) were also unsure if they cannot understand English information on the internet. Then, three students (8.3%) said that they could not understand English information on the internet. The interview results revealed that the participants often use the computer in their batch to find up-to-date news on the internet. As mentioned by the participants in the interview session.

I usually find up-to-date news on the internet, especially news about sports. Sometimes, I also find news about the war between Russia and Ukraine because I find it very interesting to follow. It helps me to broaden my knowledge and my awareness of the latest issues in the world. The websites that I use are BBC and CNN News. Moreover, I usually find English-translated comics on the internet because the comic is basically from South Korean (Manhwa) or is usually called Webtoon. (P1, interview).

Same as what P1 does, I also find up-to-date news, for example, the energy crisis in the world which was affected by the Russia-Ukraine war or the Sambo's case. Well, I follow the viral news so that I can discuss the issue with my friends. I usually use BBC and The Sun as the sources. (P2, interview).

Statement 4, I can understand the English reading text given by the teacher, indicates students' ability to understand the English reading text given by the teacher. One student (2.8%) said that he can understand the English reading text given by the teacher well. Seven students (19.4%) stated that they can understand the English reading text given by the teacher. Fourteen students (38.9%) said that they probably understood the English reading text given by the teacher. Ten students (27.8%) showed that they were unsure if they could not understand the English reading text given by the teacher. Furthermore, four students (11.1%) mentioned that they could not understand the English reading text given by the

teacher. In the interview session, when the researcher asked the participants about the level of the texts that were given by the English teachers during the lesson, P1 and P2 shared similar answers, as follows:

In my opinion, the texts that were given by the teachers were medium. It means the texts were not really difficult to understand but we, as readers, must pay attention and read the texts very carefully. For example, one of my English teachers gave us some narrative texts to be analyzed. I found the texts contain some idioms or vocabulary that I don't understand. Moreover, sometimes the texts contain implicit meaning that confused me so I need to ask some of my friends and teacher to understand the meaning and the context. (P1, interview).

I agree with P1's opinion. I think the texts were not difficult to understand but we have to read them carefully to understand the implicit meaning. I like the narrative texts that were given by the teacher because those texts were really interesting and we can have different opinions about the story. (P2, interview).

Statement 5, I can understand English newspapers, reveals students' ability to understand the information in English newspapers. One student (2.8%) showed that he can understand English newspapers well. Four students (11.1%) stated that they can understand English newspapers in general. Then, eleven students (30.6%) stated that they probably understood the information in English newspapers. Meanwhile, eleven students (30.6%) showed that they were unsure if they cannot understand English newspapers. Eight students (22.2%) said that they could not understand English newspapers. Lastly, one student (2.8%) said that he cannot understand English newspapers at all. The participants in the interview session stated that they can understand English newspapers although they have to look up the meaning in the dictionary or guess the meaning from the context:

Since the seminary does not provide English newspapers, I have to find it on the internet. However, the frequency of reading English newspapers is not high, which means I only read English newspapers to kill time. Furthermore, sometimes I do not read the whole newspaper. I only read some sections that I find interesting to read. (P2, interview).

Unlike P2, I rarely read English newspapers since seminary does not provide English newspapers. I prefer to read the physical ones rather than the online ones because I find it very convenient. (P1, interview).

Statement 6, I can understand new lessons in English school books, showed students' ability to understand the lessons in English school books. There are six students (16.7%) who can understand new lessons in English school books. Fifteen students (41.7%) chose "Maybe I can understand new lessons in English school books" which indicates students were unsure about their ability to understand the materials in English school books, however, they can still understand it. Thirteen students (36.1%) stated that they probably could not understand new lessons in English school books. Furthermore, two students

(5.6%) claimed that they could not understand new lessons in English school books. As stated by the participants in the interview session:

My learning style is auditory, which means I prefer listening rather than reading. However, I still read the English school books to connect the materials that were given by the teachers. While listening to the teacher's explanation, I need to read the school books so I won't get confused. One of the materials that I should read from the book is about tenses. (P1, interview).

Well, I usually also read English school books because I am bored and have nothing to do. Sometimes when the teachers talk too much, it makes me bored and I need to find activities so I just read the English school books while the teachers are talking because my learning style is visual, which means I prefer reading the books. (P2, interview).

Statement 7, I can understand English magazines, showed students' ability to understand the content of English magazines. Only one student (2.8%) claimed that he can understand English magazines well. Five students (13.9%) stated that they can understand English magazines. About twelve students (33.3%) indicated that they probably can understand the content in English magazines. Meanwhile, ten students (27.8%) showed that they probably cannot understand English magazines. In addition, six students (16.7%) said that they could not understand the content of English magazines. Two students (5.6%) reported that they could not understand English magazines at all. Then, during the interview session, the participants shared the different answers. The results of the interview for this statement are stated below:

I usually find English magazines in front of the OSIS room. Although the magazines were old editions, I still read them. Some English magazines that are in front of the OSIS room are Forbes, National Geographic, The Economist, and Inc. My main reason for reading the magazines is because I am interested in the pictures in the magazines. I read the caption to understand the meaning of the picture. Then, if both the caption and the picture are interesting, I read the whole article. (P2, interview).

I rarely read English magazines. I just found out that in front of the OSIS room, there is a table for English magazines. Thanks to P2, now I know where I can find English magazines. However, the library provides the old National Geographic magazines. Same as what P2 does, I usually see the picture and read the caption first. If it is interesting, then I continue reading the whole article to understand the meaning of the picture and the content. (P1, interview).

Statement 8, I can understand ads in English, showed students' ability to understand advertisements in English. Two students (5.6%) were shown that they can understand ads in English well. Twelve students (33.3%) claimed that they could understand ads in English. Sixteen students (44.4%) showed that they probably can understand ads in English. Meanwhile, five students (13.9%) stated that they were unsure if they could not understand ads in English. In addition,

only one student (2.8%) mentioned that he cannot understand ads in English. Furthermore, the participants in the interview session showed their ability to understand ads in English. The result of the interview is shown as follows:

I can understand the content of the English advertisements since they usually use simple sentences. The language that should be used in the ads is the language that is easy to understand. It is also supported with the visual of the ads that helps me to understand the content well. (P1, interview).

I think I share the same idea as P1 because the visual that the creator makes for the ads helps us to understand the content. Moreover, as P1 has mentioned previously, the language that is used in the ads is easy to understand. (P2, interview).

Statement 9, I can understand English poetry. The result of the questionnaire shows that only one student (2.8%) claimed that he can understand English poetry well. Then, two students (5.6%) indicated that they could understand English poetry. In addition, ten students (27.8%) probably can understand English poetry. Nevertheless, twelve students (33.3%) were unsure if they cannot understand English poetry. Furthermore, eight students (22.2%) claimed that they could not understand English poetry. In addition, the result of the questionnaire reported that three students (8.3%) cannot understand English poetry at all.

Statement 10, I can understand English short novels, showed students' ability to understand literary works, especially short novels. One student (2.8%) can understand the content of English short novels. Eleven students (30.6%) can understand English short novels. Nine students (25%) were doubtful if they could understand English short novels. On the other hand, another nine students (25%) showed that they probably cannot understand English short novels. Moreover, five students (13.9%) cannot understand English short novels. One student (2.8%) admitted that he cannot understand English short novels at all. The participants in the interview session admitted that they read English short novels sometimes and the result of the interview is shown below:

I should admit that finding English novels in this seminary is pretty difficult but luckily, I have some English novels that I have read. The genres are mostly fantasy because I love that kind of genre. During the process of reading the novel, I did not understand the story due to the language barrier and limited vocabulary that I had. Sometimes, the novel contains unfamiliar vocabulary for me that I never heard previously. To solve that problem, I always read the whole sentence to guess the meaning. But, if after reading the whole sentence I do not get it, I just open the dictionary. I can say that I understand the line story in general but I find difficulties to understand the detail part, for example, the idioms. (P1, interview).

The last novel that I read was Crazy Rich Asians by Kevin Kwan. Just like what P1 did, I usually read the whole sentence to get the meaning of the vocabulary that I am not familiar with. In that novel, I found some terms that I was not familiar with, such as the bag brand the name of the jewelry, the name of the gown, and many things. So I need to google it to understand the story. (P2, interview).

Discussion

Self-efficacy

Self-efficacy is needed to help the students accomplish their targeted goal (Mahardika & Mbato, 2022; Mbato, 2013). In line with this statement, students can complete their English reading assignments with no one helps them. Kasih and Sudarji (2012) claim that students who have high self-efficacy tend to be able to manage something in a necessary circumstance. It can be seen from the participants' answers where they stated that they were able to read and understand English reading text given by their teachers, English news, the information they got from the internet and filter that news successfully, the content of the English newspapers, new materials in the learning process, some literary works such as poetry and short novels, and the English ads they found (Supina, 2018).

Reading ability

Ireson (2008) states that poetry can be used to help students understand the meaning of life. It also can help the students to increase their English skills, especially in critical reading. Rao (2019) explains that students should also train their digital literacy skills in the 21st century by finding news or any reading materials on the internet. Saka (2014) states that literature should be involved in language teaching. Yet, the students think that literature is a tough subject to learn. Chen et al. (2021) propose that students can understand the content of the reading task and conclude the message of the reading task. The participants also claimed a similar thing. They read the whole sentences to understand the content of the reading task to conclude the story. In addition, they think that this is easier rather than reading the whole story without guessing the meaning. The students may face difficulty in understanding the message of the reading tasks.

Conclusion

Reading is a crucial skill to have for students, including religious boarding school seminarians. This research intended to answer the research question, "How does self-efficacy influence religious boarding school seminarians in understanding the materials in academic reading ability?" by investigating religious boarding school seminarians' self-efficacy in academic reading. The purpose of this research is to find out the relationship between seminarians' self-efficacy and their ability to understand the academic reading task. The participants in this research are showing their advanced ability to understand the content of the reading texts. This is proven by the results of the close-ended questionnaire and the answers during the interview session. Based on the obtained data of students' perceptions through the results of the questionnaire and interview, it is shown that the students have high self-efficacy in academic reading. They tend to find the solution to their problem during the reading session by guessing the meaning from reading the previous sentence or trying to do the reading task by themselves. Since this research was done in a small sample area, the future researchers who are interested in investigating this topic should broaden the sample area by involving two seminaries as the comparison to deepen the data and improve the trustworthiness of the data.

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