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RELATIONSHIPS BETWEEN EFL EPISTEMIC BELIEFS AND READING ACHIEVEMENT DURING ONLINE LEARNING: AN OVERVIEW

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Abstract

Academic achievement among students has become a visible indicator of educational effectiveness, especially in online learning. In particular, the ability to assess English students' knowledge necessitates a solid understanding of foreign languages such as English (EFL). It has something to do with reading achievement. Several researchers had already investigated the factors influencing college students' reading achievement in an EFL atmosphere during an online learning. Nevertheless, the coefficient of similarity between some of these factors as well as EFL students' epistemic beliefs has yet to be determined. The investigation shows a theoretical framework of demonstrates a prediction of a causal relationship between EFL epistemic beliefs and reading achievement during online learning. The potential relationship between them is determined by taking into account the current signs as well as numerous theories discovered as a result of research into the possible relationship among causality. As a result of this process, the study provided a deeper understanding of how students' epistemic beliefs are formed and influence their reading performance, which will influence their decision to use various reading methods to comprehend reading materials when online learning. In a broader perspective, the findings of this study have implications for online reading instruction.

Keywords: epistemic beliefs, online learning, reading achievement

Introduction

Quality of education among students has become a visible indicator of educational effectiveness, particularly when it comes to online learning. Academic around this' role in determining a student's learning performance and progress, according to Zusho and Barnett (Lee et al., 2014). The role of academics in mastering English as a foreign language (EFL), English skill ability, and English students' knowledge are particularly important to assess. As per Nishanti (2018), knowing English is necessary for a student to advance in life today. To be able to measure it, It requires a great deal of practice and time. To put it another way, in

order to assess students' English skill ability, The confidence to meet their language learning needs should be completely granted (Nishanthi, 2018).

These could be closely linked to reading achievement. It actually requires ability and proficiency. Even though it is related to the performance of reading achievement of students, The most important factor in a student's academic success is his or her ability to read (Sewasew & Koester, 2019). Reading ability has long been acknowledged as a critical factor in academic success and skill development (Huang et al., 2020). Student academic achievement will be limited if reading comprehension skills and reading motivation to learn are not suitable (Alvermann, Donna E; Eakle, 2012).

Students can select the most effective strategy for achieving a reading achievement. Online learning is among the most immersive ways to study English as a Foreign Language, as it provides students with convenience and adaptability in their knowledge acquisition (Rahmiati, 2019). Through online learning, students can access simple strategies for improving their reading ability. Beliefs, one of which is epistemic beliefs, can influence strategy selection. In theory building, The word of epistemic beliefs refers to students' and other people's perspectives on information and knowledge The term epistemic beliefs refers to students' and other people's experiences on knowledge and understanding (Br et al., 2011). According to Ketabi et al. (2013), there are two types of epistemic beliefs: students who see EFL learning as definite and students who see EFL learning as complex and active. All those beliefs have a strong influence on students' self-perception, goals, and abilities, and student interests are primarily influenced by the conceptual framework.

In this case, it should be a correlation amid students' epistemic beliefs and the impact of as well as the influence the reading achievement that can be re-examined in an EFL context. The different epistemic beliefs of each student have the greatest influence on reading achievement in online learning. Besides, since each student's epistemic beliefs and reading achievement vary slightly, it is necessary to review reading achievement and reading abilities are influenced by epistemic beliefs.

As a result, the goal is to demonstrate a concept framework which discusses the expectation of sequence between EFL epistemic beliefs and reading performance throughout online learning. The relation is determined by taking current signs and the several theories revealed based on research into the potential relationship between us.

Method

This paper would be included in the review of literature. This is accomplished by conducting a search from scientific journals for summaries, descriptions, brief and general descriptions of the research problem being solved. It is expanding and adapting to the study of well-known information. For the result, those academics must prioritize doing so appropriately. However, in recent years, The function has become more challenging. Spite of the fact that it is multidisciplinary, the acquisition of research expertise is accelerating at an alarming rate. It enables us to keep up with cutting-edge research, remain on the cutting edge, and determine the body of evidence in a difficult research field. (Snyder, 2019). The review of the literature with the goal of analyzing specific issues reveals the relationship between contributions and the significance of research.

Findings and Discussion

Findings

Reading Achievement

All languages require important skills such as reading. From reading skills, the target language can provide students with a wealth of new vocabulary. It demonstrates which in order to absorb new knowledge, students must gain a great deal of understanding and mastery of the target language. It is expected that learners will be proficient in reading throughout to result in bias in texts, including a lack of vocabulary understanding and cultural differences. Many studies have been conducted in order to better understand learners' reading problems and specific methods for assisting with reading achievement.

This reading problem has already been organized by the expert. Each of them employs reading strategies to improve comprehension and reading performance. There are three types of reading strategies: metacognitive, cognitive, and reading strategy. Metacognitive is deliberate and active methods of monitoring and managing students' reading. A cognitive approach is an intervention with a specific technique when working directly on a text.

The strengthen methodology is centered on the use of tools that assist students in understanding rarely discussed materials such as using a dictionary, taking lecture notes, or emphasizing the language (Sheorey & Mokhtari, 2001). Another important factor to consider is reading technique. There are three sections to it: global strategy, problem-solving strategy, and support strategy. The overall strategy includes planning for how students will read and understand. A problem-solving strategy is a method for attempting to interpret complex sentences. The support plan includes strategies for working out the text using tools and techniques (Poole, 2010). It implies that there are a variety of strategies for improving reading achievement.

In order to achieve a reading achievement, students must be motivated to improve their reading abilities. Long has it been recognized that motivation has a significant impact on learning (Huang et al., 2020). Motivation distinguishes between superficial and internalized learning. (Gambrell, 1996). The most important factor in achieving reading success has been identified as reading motivation. Reading motivation is the most important factor in achieving reading proficiency, according to numerous correlational, longitudinal, and qualitative studies (Guthrie & Wigfield, 2016; Chapman & Tunmer, 2003). When having read a arrangement of reading literature, reading motivation and reading achievement have a positive relationship (Guthrie et al., 2007). Learners who have developed a strong desire to read (van Kraayenoord & Schneider, 1999) In terms of reading achievement, they will outperform their peers (Huang et al., 2020)

Epistemic Beliefs

People's thoughts and behaviors are most influenced by their beliefs. Epistemic beliefs stem from epistemology, a subfield of educational psychology (Puspitasari et al., 2019). Despite the fact that epistemic beliefs were not the primary goal of educational psychology, they appear to be critical; there are numerous links between epistemic beliefs and other types of learning (Brten & Strms, 2004). Several disciplinary areas, including reading and literacy (Brten & Strms, 2004),

higher education (Fujiwara et al., 2012), science education (Tsai, 2004), and CALL, are also concerned with epistemic beliefs (Mason et al., 2011). As a result of these studies, each process was performed out in a unique way. Next, the study's findings are description of the varying conditions but have been build for different constructions (Muis, 2004).

There are two theories about epistemic beliefs. Many aspects of EFL builds epistemic beliefs, such as what knowledge is and how it is acquired. Based on Emaliana (2017), each variable has a number of different dimensions. A first variable aims to investigate what knowledge is, includes two components: the nature of language acquisition and simple knowledge. The second variable demonstrates how to acquire knowledge by containing seven aspects: fixability, rapid learning, omniscient authority, language learning challenges, foreign language aptitude, communication tactics, motivation, and expectation (Emaliana, ive Rahmiati, 2019). It should be noted that research on the investigation of epistemic beliefs in English language learning has yet to be conducted within a critical theory framework Furthermore, previous studies did not place a high value on epistemic beliefs.

As a consequence, epistemic beliefs are among the powerful beliefs that can influence the students' achievement. The research hypothesis of Madjar investigates the factors influencing the relationship between epistemic beliefs and goal-oriented achievement. According to this finding, these outcomes are related to epistemic beliefs and success goals. Each individual's epistemic beliefs and learning strategies for achieving these objectives are distinct (Madjar et al., 2017). Also it occurs with teachers' epistemic beliefs and academic achievement. Epistemic beliefs and academic achievement were statistically significant in Arslantaş's study. This assertion is critical to the academic success of students (Arslantaş, 2015).

In the teaching and learning process, essential epistemological beliefs can influence learning strategies or vice versa. Based on F. Berding et al. (2017), individual beliefs in the context of learning strategy, knowledge, and Knowing and student beliefs are closely connected, which are inextricably linked to epistemic beliefs (Puspitasari et al., 2019). Through epistemic beliefs, it assists in overcoming every learning challenge they face. This is accomplished by implementing any strategy that improves the students' needs and personalities. As a result, by understanding and employing the best possible strategy, students will improve their language learning achievement (Saddhono, 2015).

Moreover, Students' ambition to learn can be increased to help them achieve better reading results by assisting them in developing more sophisticated beliefs (Paulsen & Feldman, 1999). Students' motivation to gain knowledge can be increased to help them achieve better reading results by assisting them in developing more sophisticated beliefs (Paulsen & Feldman, 2007). Some researchers, which discovered that students with higher levels of sophistication are more likely to achieve high academic achievement, you must have strong self-motivation, self-efficacy, interest, and independence (Brten & Strms, 2004). Following that, according to Hofer and Pintrich, it is necessary to investigate the possibility of a link between epistemic beliefs in motivation and strategy and the self-regulation conceptualization (Hofer & Pintrich, 1997). A self-regulation experiment reveals a direct link between simplicity knowledge, surface processing, and external regulation (Entwistle & Peterson, 2004).

Online Learning

Online learning is one method of delivering general education. Online learning is a method of connecting learners distinguished by time and distance, by using the internet (Horzum et al., 2014). Online learning allows each person to connect a wide variety of learning resources at their own pace and ability, at any time and from any location (Holmes & Gardner, 2006). Online learning helps the students to manage his or her own learning schedule and time, as well as receive instructions that are tailored to each individual (Moore & Kearsley, 2012). As a result, When motivation and cognitive performance have been improved, online learning has the potential to fix the issue of access to learning by providing learners with access to every learning resources.

One of the learning factors that can aid in the improvement of reading achievement is online learning. When students actively participate in instructed activities, learning commitment becomes a force in an online learning environment, and it is one of the most important factors in increasing learner achievement (Li & Baker, 2018). As knowledge technology advances or the numerous analytical applications of learning in online learning become more common, an increasing number of students are participating in these various online learning platforms (Ding et al., 2018). This demonstrates how online learning works and provides students with access to a variety of educational resources while also honing their skills.

Possible Relationship

Many studies have been conducted in order to determine how one individual difference affects others. Some research on self-efficacy beliefs has found a slight correlation with reading achievement. Students' orientation, for example, is the most positive predictor of their grades, whereas transmission (information reveal's trust by authorities) is most substantial negative predictor. In addition, the things to think about when it comes to learning strategies is they are poorly understood. As a result, the findings lend support to the concept of utilizing students' learning principles as a stage of Leverage can be useful when teaching (Emaliana, ive Rahmiati, 2019).



Figure 1. Modeling the relationship between Epistemic Beliefs, Learning Strategies, and Online Learning.

In addition, Using a well-known instructional method, Some studies attempt to change learners' learning interests and motivation. Online learning experiences and activity design are two of the most engaging and motivating (Beach, 2017). There was evidence of a link among learner participation and learning motivation (Tananuraksakul, 2017). Many of studies looked into the connection among the learners' learning principles, learning methods, and participation in online learning.

The learning concepts and strategies of students reveal information about their actual participation in learning (Amirian et al., 2016)

Earlier research proposed several methods to determine elements to influence English learning, including the use of epistemic beliefs or learning practices and also experiences that have been connected to attitudes about knowledge and knowing. Higher epistemic beliefs are associated with higher levels of internal self-efficacy, interest, self-regulated learning, and achievement goals in students (Ulucinar et al., 2012). Because of this, potential correlations will be identified by studying various perspectives on how prior research influences epistemic beliefs, as well as learning methods and online learning.

Here as consequence, the findings back up the theory. The correlation between students' epistemic beliefs and individual reading achievement is that the higher their reading achievement, the higher their epistemic beliefs. The current study's preliminary answer requires further validation through the use of a correlational study between those two variables, namely students' epistemic beliefs and students' reading skill achievement.

Conclusion

Learners' achievement, particularly their reading achievement, can be influenced by online learning conditions. Depending on the individual's reading strategy, learners can achieve reading achievement. It takes a lot of motivation on our part to build something like this. A learner may be able to obtain a reading achievement if he or she already has a strong desire to read. Motivation is defined as anything that stems from self-belief. Epistemic beliefs are those that have the potential to affect the entire system.

Learners are motivated to achieve their goals and objectives as a result of their epistemic beliefs. Other factors, as an example, consider the teaching-learning process. influenced this achievement. Learners with strong teaching learning processes and epistemic beliefs will be able to find the best strategic learning. As a result of epistemic beliefs, student motivation will emerge. Despite the fact that there has been Although there has been little research to demonstrate the impact of epistemic beliefs on reading achievement in online learning environments, each component has a significant, even implicit, relationship. As a result, additional review is required to strengthen the outcome.

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