



**THE CORRELATION BETWEEN SELF-EFFICACY AND
ACADEMIC PERFORMANCE OF STUDENTS IN LEARNING
ENGLISH**

SKRIPSI

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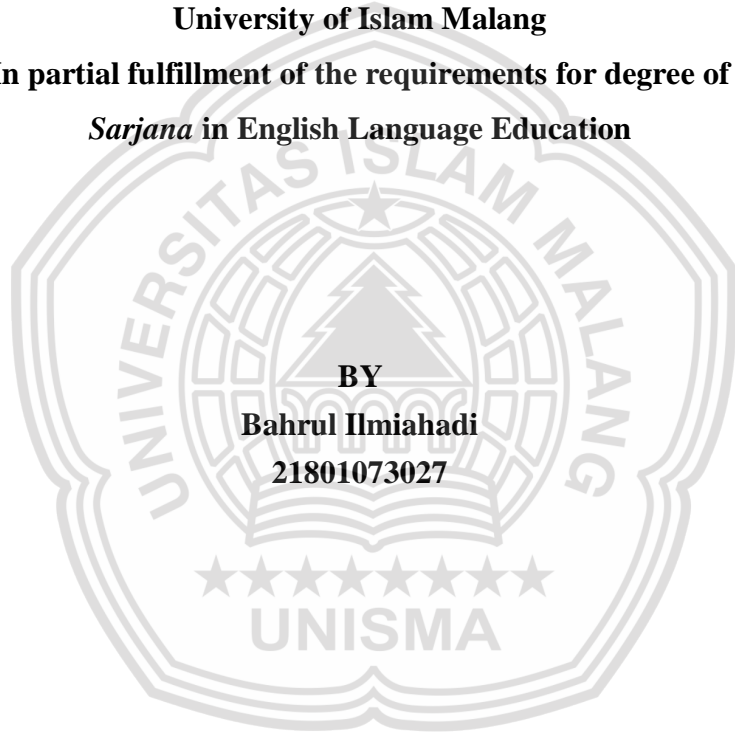
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ABSTRACT

Ilmiahadi, Bahrul. 2023. *The Correlation Between Self-Efficacy and Academic Performance of Students in Learning English.* English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Prof. Drs. H. Junaidi, M.Pd., Ph.D. Advisor II: Drs. Yahya Alaydrus, M.pd.

Keyword: Self Efficacy, Academic Performance, Self Achievement, SMAN 1 Gondang Mojokerto

Efforts to improve the quality of education student achievement is something that must be considered. Students who have high potential should have greater opportunities for academic achievement at the level of education that is being pursued. The purpose of this study was to find the relationship between high and low student self-efficacy in the process of learning English in the classroom, especially for students at the SMAN 1 Gondang Mojokerto. The relationship between two variables in this study indicates that self-efficacy is one of the factors that influence students in achieving academic achievement.

The result of the study showed that 14 students have good scores. In other words, 47% students have good self-efficacy. 16 students have fair scores. In other words, 53% students have good enough self-efficacy. From the finding, the pearson is 0,449, its mean that the high correlation and the sig. value calculated 0,008 smaller than 0,005 ($p\text{-value } 0,008 < 0,005$), it means that there a positive correlation between self-efficacy and academic performance. Positive correlation means that the higher in one variable can predict the other variable, the more students have high self-efficacy, the better the academic performance.

In addition, the results of this study were expected to give some information about self-efficacy and academic performance. For teacher, were expected can be used as a references to develop a learning curriculum in schools. This can be useful for teachers when teaching. Teachers can provide insights to support academic performance. For students, were expected to have good self-efficacy, so that they can support the learning process in the classroom. For future researchers, were expected future researchers expected to be able to develop aspects more detail and clearly about self-efficacy and academic performance by multiplying the descriptors of each indicator of each research variable.

ABSTRACT

Imiahadi, Bahrul. 2023. *The Correlation Between Self-Efficacy and Academic Performance of Students in Learning English*. English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Prof. Drs. H. Junaidi, M.Pd., Ph.D. Advisor II: Drs. Yahya Alaydrus, M.pd.

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Upaya meningkatkan mutu pendidikan prestasi siswa merupakan hal yang harus diperhatikan. Siswa yang mempunyai potensi tinggi hendaknya mempunyai peluang lebih besar untuk meraih prestasi akademik pada jenjang pendidikan yang ditempuh. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara tinggi dan rendahnya self-efficacy siswa dalam proses pembelajaran bahasa Inggris di kelas khususnya pada siswa di SMAN 1 Gondang Mojokerto. Hubungan kedua variabel dalam penelitian ini menunjukkan bahwa efikasi diri merupakan salah satu faktor yang mempengaruhi siswa dalam mencapai prestasi akademik.

Hasil penelitian menunjukkan bahwa terdapat 14 siswa yang mempunyai nilai baik. Dengan kata lain, 47% siswa mempunyai efikasi diri yang baik. 16 siswa mempunyai nilai yang adil. Dengan kata lain, 53% siswa mempunyai efikasi diri yang cukup baik. Dari hasil temuan pearson sebesar 0,449 yang berarti korelasi tinggi dan sig. Nilai hitung 0,008 lebih kecil dari 0,005 ($p\text{-value } 0,008 < 0,005$), artinya terdapat hubungan positif antara efikasi diri dengan prestasi akademik. Korelasi positif artinya semakin tinggi kemampuan suatu variabel dalam memprediksi variabel yang lain, maka semakin tinggi pula efikasi diri siswa, maka semakin baik pula prestasi akademiknya.

Selain itu, hasil penelitian ini diharapkan dapat memberikan beberapa informasi tentang efikasi diri dan kinerja akademik. Bagi guru diharapkan dapat dijadikan acuan untuk mengembangkan kurikulum pembelajaran di sekolah. Hal ini dapat bermanfaat bagi guru ketika mengajar. Guru dapat memberikan wawasan untuk menunjang kinerja akademik. Bagi siswa diharapkan mempunyai efikasi diri yang baik, sehingga dapat menunjang proses pembelajaran di kelas. Bagi peneliti selanjutnya, diharapkan peneliti selanjutnya dapat mengembangkan aspek lebih detail dan jelas tentang efikasi diri dan prestasi akademik dengan cara memperbanyak deskriptor setiap indikator dari setiap variabel penelitian.

CHAPTER 1

INTRODUCTION

Some topics are related with the introduction of this study will be discussed in this chapter. The topics that will be discussed in this chapter such as study's background, the issue of the research, the aim of the study's substances, study's limitation and scope, and an essential terms explanation.

1.1 Background of the study

Efforts to improve the quality of education and student achievement are something that must be considered. Students who have high potential should have greater opportunities for academic achievement at the level of education that is being pursued. For students who use their potential optimally, the hope is to achieve optimal academic achievement. The optimal values obtained from the GPA and completing studies on time are a sign that the student has succeeded in obtaining academic achievement. Understanding and fostering motivation to study in the classroom depend heavily on self-efficacy and future objectives (Greene, 2017 p.2).

English is one of the important foreign languages to learn, this is evidenced by the implementation of learning English at the elementary up to high school level. Several factors influence success in learning English, one of which is self-efficacy. Self-efficacy and beliefs about one's capacity for learning are related. Pourdayaei (2013) also adds that intelligence, cognitive abilities, and affective variables also contribute to the failure or success of the language learning process. One of the critical factors that can influence the achievement in learning a foreign language is the affective variable (Young, 1991). Many learners are triggered to study English to prepare for a college access examination or to have a suitable job, the legislators

continue to stress that communication and international understanding are the major purposes for learning English (Mistar, 2014).

Self-efficacy according to Bandura (1977) is one's view that he can finish something perfectly under certain conditions. Someone who chooses something for a choice will think and feel that he can control his choice. In learning a foreign language students will need confidence in their abilities, because it will affect individual behavior in learning. Self-efficacy is specific to the task and situation at hand. Students who study foreign languages will also experience obstacles, namely anxiety in learning foreign languages (foreign language learning anxiety). A study by Ardhianty and Bahrien (2017) states that anxiety is a natural response experienced by humans, but if it is not treated it can disrupt physical and psychological stability. Self-efficacy needs to be developed by each student because this will affect students in their readiness to accept lessons, lessons that students understand, or also lessons that are difficult for students to understand so that these students will not easily give up when they encounter obstacles in their learning process.

There is a problem faced by foreign language learners (FLL) that was called anxiety. The anxiety appears because of students' lack of confidence in learning foreign languages. This factor obstructs students from participating in the learning process and gain academic achievement. Phillips (1992) said that one of the factors that can influence students' learning activities in the classroom is anxiety.

High self-efficacy helps students maintain stability in carrying out assignments, strategies to solve problems, and reducing anxiety in participating in learning activities. Anyadubalu (2010) concluded that the achievement of learning outcomes was not influenced by self-efficacy, but self-efficacy affected anxiety in learning English. In contrast to research (Silver, Smith, & Green,

2001) which says that one of the factors that lead to success in academic achievement is self-efficacy.

The result of the research on academic performance and self-efficacy in learning English shows many inconsistent things between several studies. A study (Kurnia, 2017) showed inconsistent achievement from self-efficacy. This research means, that GPA (Grade Point Average) is not influenced by high self-efficacy. From this study, there was no crucial correlation between GPA and self-efficacy. So, the achievements of students who attend interactive grammar classes are unpredictable.

The other study from Jumana (2015) the results shows, that there are consequential variations in academic achievement in English and self-efficacy between rural and urban students. But, there are no crucial differences found in terms of type of management and gender. In this study will be different with the other study, the researcher explain more detail about the correlation between self-efficacy and academic performance in this study indicates become a factors that can influence students' achievement that is self-efficacy. The purpose of the current study is to find the relation between high and low student self-efficacy in terms of teaching and learning processes in the classroom, especially for students at SMAN 1 Gondang Mojokerto. Thus, the teacher can recognize the self-efficacy levels of his students in learning English. The hypothesis from the current study is the level of student self-efficacy plays an important role in academic performance in learning English.

1.2 Research Problem

According to the background study above, the researchers want to find the correlation between self-efficacy and academic achievement. The research formula can be stated as. “In tenth-grade students of SMAN 1 Gondang, is there any significant correlation between their self-efficacy and academic achievement in learning English”.

1.3 Purpose of the Study

The aims of this study are to find is there positive correlation of two variables that are self-efficacy and academic performance of students in English learning at SMAN 1 Gondang.

1.4 Hypothesis of the Study

This study has two hypothesis; Alternative hypothesis and Null hypothesis as follow:

1. Alternative Hypothesis: the researchers found the correlation between self-efficacy and academic performance of students in learning English at the tenth grades students of SMAN 1 Gondang
2. Null Hypothesis: the researchers doesn't find the correlation between self-efficacy and academic performance of students in learning English at the tenth grades students of SMAN 1 Gondang

1.5 Significance of the Study

The current study can be useful for teachers and students. Teachers can measure the ability of students and know about the lack and excess of the students and can design the most suitable materials for their students to increase the academic achievement of students in learning English in the tenth-grade students of SMAN 1 Gondang. Students can realize their self-efficacy level

therefore students with low levels of can increase their levels with studied more hard and believe about their ability.

1.6 Scope and Limitation of Study

The current study focused on investigating the level of students' level of self-efficacy among the tenth-grade students of SMAN 1 Gondang. This research would be use questionnaire that the researcher made as the instrument. There were one class and 30 students involved. This study has limitations in terms of time, when the researchers should share the class with the other teachers in any subjects learning, so the students only have limited time to complete the questionnaires.

1.7 Definition of Key Terms

The researchers would like to give some key term to avoid misunderstanding in this study;

1. Correlation

Correlation is two or more different variables that have a relation. The researchers correlate self-efficacy and academic achievement in learning English in this study

2. Self-efficacy

In this study, self-efficacy is students' belief about their ability to do something to achieve academic achievement in the teaching learning process. The level of students' self-efficacy affects how confident the students class XA SMAN 1 Gondang can do the task and solve the problems.

3. Academic Performance

In this study, academic performance was a measure of student success, especially in English subjects at the tenth-grade students of SMAN 1 Gondang.

4. Academic Achievement

In this Study, academic achievement was student's result about their achievement during learning English in SMAN 1 Gondang.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consisted of the summary of the research related to some topic and the suggestions for the teachers, students, and future research.

5.1 Conclusion

There is correlation Between Self-Efficacy and Academic Performance of Students in learning English. The result of the study showed that there are 14 students had good scores. In other words, 47% of students have good self-efficacy. 16 students have fair scores. In other words, 53% of students have good enough self-efficacy. Pearson's findings were 0.449; This means that the correlation is high and the calculated sig value of 0.008 is smaller than 0.005 (p-value $0.008 < 0.005$), which means a positive correlation was found between self-efficacy and academic achievement. Positive correlation in this research means that the higher the ability of a variable to predict other variables, the higher the student's Self-Efficacy, and the better their academic achievement.

5.2 Suggestions

Based on the conclusion above, the researcher presents some suggestions for the teacher, students, and future researcher.

1. For the teacher

The results of the research show that self-efficacy has been an aspect that can affect academic performance, so high-value indicators can be used as a reference for developing a learning

curriculum in schools. This can be useful for teachers when teaching. Teachers can provide insight to support academic performance.

2. For the students

Hopefully, students should have good self-efficacy, so that they can support the learning process in the classroom. Of course, good self-efficacy will be a benchmark for students to make better academic performance as well.

3. For the further researcher

Other researchers are expected to be able to carry out further research on other aspects that influence student academic performance so that they can contribute to improving student competency. In addition, it is hoped that future researchers will be able to develop aspects of self-efficacy and academic performance. Reveal variables in more detail and clearly by multiplying the descriptors of each indicator of each research variable. Not only that, the language in the sentences used in questionnaires is more accurate, using communicative and clear language so that research questionnaires are easy to understand and prevent students from giving random answers.

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