

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

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Abstract: 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-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.

Key words: Self-efficacy, Academic Performance, Academic Achievement

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INTRODUCTION

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.

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).

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. A study from Meera and 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.

METHOD

This research uses quantitative research design. According to Salkind (2010) quantitative research is a way to explain phenomena through planned and controlled data collection and analysis.

This research also uses a correlation design. Proposes that the aim of researchers using correlation statistical tests is to describe and measure the degree of relationship between two or more variables or a collection of scores in a correlational research design (Sari, 2017 as quoted in Creswell (2012, p. 338). This research uses two variables, namely variables X and Y variables. Self-efficacy and academic achievement of class X even semester students at SMAN 1 Gondang.

This research used two instruments, namely a questionnaire about self-efficacy and students' final semester grades to collect data. Questionnaires are used to collect data in the form of information about student self-efficacy. A questionnaire is a tool for collecting data, namely by giving or distributing a list of questions to respondents with the aim of getting answers to the list of questions. The questionnaire is taken from (Nguyen & Habok, 2022), there will be 32 questions and the answers to these questions are classified based on rate:

1. 1 = I cannot do it at all.
2. 2 = I cannot do it.
3. 3 = Maybe I cannot do it.
4. 4 = Maybe I can do it.
5. 5 = I basically can do it.
6. 6 = I can do it.
7. 7 = I can do it well.

After receiving the students' questionnaire data, the researcher conducted an analysis and established the correlation between the questionnaire results and the student's final score. The researcher chooses one class from totally eight classes at tenth grades exactly that is class XA. Thirty students have chosen from 220 students. Statistical methods were used to analyze quantitative data. The researcher used SPSS.

RESULTS AND DISCUSSION

The result of this study shows that there are two finding categories. The results of the first research findings show things related to self-efficacy results, while the second findings relate to students' academic performance results. According to the previous chapter, the researcher used two variables: X (independent) for the Self-Efficacy questionnaire and Y (dependent) for the academic performance score. Data analysis used Pearson Product Moment in SPSS (Statistical Program for Social Science) version 20.

All items are assessed using the Likert scale by distribution of points 1 because I can't at all, point 2 because I can't, point 3 because maybe I can't, point 4 because maybe I can, point 5 because basically I can, point 6 because I can, and point 7 because I can do it at all. Researchers also collect the scores obtained from the final scores. The researcher chose class X students from SMAN 1 Gondang, totaling 30 students.

Research data collected from set of self-efficacy score questionnaires consists of statements about student self-efficacy. In total, there are 32 questionnaire items. The total score of the lowest one is 114, and the highest total score was 164. A score for the usage of self-efficacy was obtained from the distribution of questionnaires to the students. The following are the results of the questionnaire scores collected by students. For academic performance, the researcher used the final semester score from the teacher to collect the data.

1. The Students' Score of Self-efficacy

Criteria	Interval (i)	Frequency (f)	Percentage (%)
Very Good	> 174	0	0%
Good	$138 < X \leq 173$	14	47%
Fair	$102 < X \leq 137$	16	53%
Low	$66 < X \leq 101$	0	0%
Very Low	$X \leq 65$	0	0%
Total		30	100%

The results of this study show that there were 14 students have good score and 6 students have good score. In other words, 47% of students have good self-efficacy, 16 students have sufficient scores. In other words, 53% of students have fairly good self-efficacy.

2. The Students' Score of Academic Performance

Category	Interval (i)	Frequency (f)	Percentage (%)
Very Good	80-100	28	93%
Good	60-79	2	7%
Fair	40-59	0	0%
Low	20-39	0	0%
Very Low	00-19	0	0%
Total		30	100%

28 students get score >80; this means they have very good score for their academic performance. It is used to clarify student's level of academic performance based on their final grade in the class.

3. Correlation between Self efficacy and Academic Performance

Correlations

Self-Efficacy		Academic Performance
Self-Efficacy	Pearson Correlation	1
	Sig. (2-tailed)	.449*
	N	30
Academic Performance	Pearson Correlation	.449*
	Sig. (2-tailed)	1
	N	.008
		30

*. Correlation is significant at the 0.05 level (2-tailed).

The Table shows the Pearson correlation (r) between self-efficacy and academic performance of 0.449 and sig. the value is 0.008. This means the p-value is smaller than 0.05. It can be concluded that the research results show that self-efficacy

and academic achievement are correlated and have a positive correlation. Sugiyono (2011) is of the opinion that the Pearson correlation of 0.449 shows that the correlation coefficient is in the medium category. Thus, self-efficacy and academic achievement show a moderate correlation, so there is a correlation between the two variables. So it can be concluded that self-efficacy can be a factor in improving the academic achievement of class XA students at SMAN 1 Gondang.

The research results showed that there were 14 students have good score. In other words, 47% of students have good self-efficacy. 16 students had fair grades. In other words, 53% of students have fairly good self-efficacy. From these findings, Pearson is 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 there is positive correlation between self-efficacy and academic performance. Positive correlation means that the higher the ability of a variable to predict other variables, the higher the student's self-efficacy, and the better the student's academic performance. There are differences between students who have high self-efficacy and low self-efficacy. In other words, the higher level of student self-efficacy, the higher their academic performance, conversely, the lower the student's level of self-efficacy, the lower their academic achievement. There are differences between students who have high self-efficacy and low self-efficacy. In other words, the higher level of student self-efficacy, the higher their academic performance, conversely, the lower the student's level of self-efficacy, the lower their academic achievement.

CONCLUSION AND SUGGESTION

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. 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. 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. 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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Appendix

Kuesioner Efikasi Diri Siswa Dalam Pembelajaran Bahasa Inggris

Name :

Class :

Semester :

Kuesioner ini bertujuan untuk mengetahui efikasi diri siswa dalam pembelajaran Bahasa Inggris. Dalam hal ini hasil dari jawaban tidak akan berpengaruh terhadap nilai, sehingga jawablah pertanyaan-pertanyaan di bawah dengan jujur.

Petunjuk pengisian:

Bacalah pertanyaan dengan teliti dan berilah tanda silang (X) pada pilihan nomor yang menurut kamu sesuai. Untuk jawaban akan diberikan nilai sebagai berikut :

1. Saya tidak bisa melakukannya sama sekali
2. Saya tidak bisa melakukannya
3. Mungkin saya tidak bisa melakukannya
4. Mungkin saya bisa melakukannya
5. Saya sebenarnya bisa melakukannya
6. Saya bisa melakukannya
7. Saya sangat bisa melakukannya

No	Questions	Score						
		1	2	3	4	5	6	7
1	Dapatkah kamu memahami cerita yang di sampaikan menggunakan Bahasa Inggris?							
2	Dapatkah kamu mengerti kata, kalimat, dan nama yang sering muncul pada suatu pengumuman yang menggunakan Bahasa Inggris?							
3	Dapatkah kamu menjelaskan tentang sekolahmu kepada orang lain menggunakan Bahasa Inggris?							
4	Dapatkah kamu membuat status di internet (facebook, twitter, blogs,etc.) dengan menggunakan Bahasa Inggris?							
5	Dapatkah kamu mengerti acara di TV yang menggunakan Bahasa Inggris?							

6	Ketika kamu membaca teks yang berbahasa Inggris, dapatkah kamu memperkirakan arti kata yang tidak kamu ketahui?							
7	Dapatkah kamu memberitahu jalan menuju ke sekolah dari rumahmu dengan menggunakan Bahasa Inggris?							
8	Dapatkah kamu membuat sebuah paragraf yang di tugaskan oleh guru Bahasa Inggris?							
9	Dapatkah kamu memahami poin utama dalam sebuah pidato dalam Bahasa Inggris tentang hal yang sering dihadapi di sekolah?							
10	Dapatkah kamu mengerti berita yang menggunakan Bahasa Inggris di internet?							
11	Dapatkah kamu menceritakan sebuah cerpen menggunakan Bahasa Inggris?							
12	Dapatkah kamu menulis catatan menggunakan Bahasa Inggris yang berkaitan dengan hal yang ada di sekitarmu saat ini?							
13	Dapatkah kamu mengerti inti dari sebuah pemberitahuan singkat yang menggunakan Bahasa Inggris?							
14	Dapatkah kamu memberi pendapat dan menjelaskan menggunakan Bahasa Inggris secara ringkas ketika berdiskusi?							
15	Dapatkah kamu membuat kalimat menggunakan Bahasa Inggris dari sebuah kata yang baru saja kamu pelajari?							
16	Ketika guru Bahasa Inggris mu menyuruh untuk mendengarkan rekaman tentang kegiatan sehari-hari di sekolah yang menggunakan Bahasa Inggris, apakah kamu memahaminya?							
17	Dapatkah kamu menemukan informasi tertentu pada suatu iklan atau brosur yang menggunakan Bahasa Inggris?							
18	Dapatkah kamu bertanya dan menjawab menggunakan Bahasa Inggris tentang suatu topik yang ada pada kondisi saat ini?							
19	Dapatkah kamu menulis pesan email menggunakan Bahasa Inggris?							
20	Dapatkah kamu mengerti film barat tanpa ada terjemahannya?							
21	Dapatkah kamu menemukan arti kata yang baru dengan menggunakan kamus Bahasa Inggris?							
22	Dapatkah kamu berdiskusi tentang minat mata pelajaran dengan teman sekolahmu menggunakan Bahasa Inggris?							
23	Dapatkah kamu menuliskan identitas diri secara detail, seperti nama, negara, dan alamat dalam pendaftaran olimpiade Bahasa Inggris?							
24	Dapatkah kamu mendengarkan dan mengerti lagu barat?							
25	Dapatkah kamu memahami budaya bangsa Indonesia pada sebuah artikel yang menggunakan Bahasa Inggris?							
26	Dapatkah kamu merespon pertanyaan yang menggunakan Bahasa Inggris dari guru?							
27	Dapatkah kamu membuat surat pendek menggunakan Bahasa Inggris, seperti contoh ucapan terimakasih kepada seseorang?							

28	Dapatkah kamu memahami pelajaran Bahasa Inggris yang telah di ajarkan oleh guru?							
29	Dapatkah kamu mengerti teks yang berisi kegiatan sehari-hari atau pekerjaan dalam Bahasa Inggris?							
30	Dapatkah kamu memperkenalkan diri menggunakan Bahasa Inggris?							
31	Dapatkah kamu menuliskan minat dan cita-citamu menggunakan Bahasa Inggris?							
32	Dapatkah kamu membaca cerpen yang menggunakan Bahasa Inggris?							