

The Correlation among Self-Efficacy, Students' Interest in Learning English and the English Achievement of the Eleventh Grade Students' of Senior High School Number 10 Palembang

A Thesis by



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SRIWIJAYA UNIVERSITY

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DEDICATION

I Dedicated this thesis to:

My endless love, Ibuk and Ayah. Thank you for your love without limits, never-ending prayers to me, your support, and for all everything you do for me. Without that, I might not be the person I am today. I hope this achievement will complete one of the dreams that you had for me all those many years ago when you chose to give me the best education you could. I love you with all my heart.

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Palembang,
December 2020
The Writer,

A handwritten signature in black ink, appearing to read 'Nadya Aprilia Afifah', with a stylized flourish at the end.

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TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
COMMITTEE APPROVAL	iii
DECLARATION	iii
DEDICATION	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	1
1.1 Background of Study	1
1.2 The Problems of Study.....	6
1.3 The Objectives of Study.....	6
1.4. The Significance of Study.....	6
CHAPTER II LITERATURE REVIEW	8
2.1 Self-Efficacy	8
2.2 Theories on Self Efficacy.....	10
2.3 Aspect-Aspect of Self-Efficacy	12
2.4 Definition of Interest.....	13
2.5 Interest in Learning English.....	14
2.6 Students Interest in Learning English	15
2.7 Indicators of Students' Interest	16
2.8 Students' Achievement	17
2.9 Previous Related Studies.....	19
2.10 The Hypotheses of the Study	23

CHAPTER III METHODOLOGY	24
3.1 Research Design.....	24
3.2 Variables of the Study.....	25
3.3 Operational Definitions.....	25
3.4 Population and Samples	26
3.4.1 Population	26
3.4.2 Samples	27
3.5 Data Collection	27
3.5.1 Questionnaire	27
3.5.2 Documentation	31
3.6 Technique for Analyzing the Data	32
CHAPTER IV FINDINGS AND INTERPRETATION	34
4.1 Findings of the Study	34
4.1.2 Result of Interest in Learning English	37
4.1.3 Result of Students English Achievement.....	42
4.1.4 Result of Normality Test.....	43
4.1.5 Correlation between Self-Efficacy and Students' Interest in Learning English	43
4.1.6 Correlation between Self-Efficacy and the English Achievement.....	44
4.1.7 The Result of the Contribution of Self-Efficacy and Students Interest in Learning English.....	45
4.1.8 The Result of the Contribution of Self-Efficacy and the English Achievement	45
4.2 Interpretation of the Study	46
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	50
5.1 Conclusion	50
5.2 Suggestion.....	50
REFERENCES.....	52

LIST OF TABLES

Table 1	Populations of the Study
Table 2	Samples of the Study
Table 3	Scoring of Self-Efficacy Questionnaire
Table 4	Self-Efficacy Dimensions
Table 5	The Score Interval Category of General Self-Efficacy Scale Questionnaire
Table 6	Scoring of Interest Questionnaire
Table 7	The Interest Dimensions
Table 8	The Score Interval Category of Interest Questionnaire
Table 9	The Score Interval Category of Achievement
Table 10	The Table of Degree of Correlation Coefficient
Table 11	The Result of Self-Efficacy Questionnaire
Table 12	The Result of Self-Efficacy
Table 13	The result of Interest Questionnaire
Table 14	The Result of Interest
Table 15	The Result of Students' English Achievement
Table 16	Result of Normality Test
Table 17	Result of Correlation between Self-Efficacy and Students' Interest
Table 18	Result of Correlation between Self-Efficacy and Students' Achievement

Table 19 Result of Regression Analysis of Self-Efficacy and Students' Interest

Table 20 Result of Regression Analysis of Self-Efficacy and Students' Achievement

LIST OF FIGURES

Figure 1 Correlational Study

LIST OF APPENDICES

Appendix A	The Questionnaire of Self-Efficacy
Appendix B	The Questionnaire of Interest
Appendix C	The Result of Questionnaire Self-Efficacy
Appendix D	The Result of Questionnaire Interest
Appendix E	The Result of Students' English Achievement
Appendix F	The Result of Correlation Analysis between Self-Efficacy and Students' Interest
Appendix G	The Result of Correlation Analysis between Self-Efficacy and Students' Achievement
Appendix H	The Result of Regression Analysis Self-Efficacy and Students' Interest
Appendix I	The Result of Regression Analysis Self-Efficacy and Students' Achievement
Appendix J	The Result of Normality Test
Appendix K	Usul Judul Skripsi
Appendix L	Surat Keterangan Pembimbing
Appendix M	Surat Izin Penelitian dari FKIP UNSRI
Appendix N	Surat Izin Penelitian dari Dinas Pendidikan Provinsi
Appendix O	Surat Keterangan Telah Melaksanakan Penelitian dari SMA 10 Palembang
Appendix P	Research Design Seminar Approval (Pre)
Appendix Q	Research Design Seminar Approval (Post)
Appendix R	Preliminary Research Report Approval (Pre)
Appendix S	Preliminary Research Report Approval (Post)
Appendix T	Thesis Final Exam Approval (Pre)
Appendix U	Thesis Final Exam Approval (Post)

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ABSTRACT

Self-efficacy and interest in learning English are two significant factors influencing motivation to learn English. In relation to this, this study is conducted to find out the correlation among self-efficacy, students' interest in learning English and the English achievement. There were 104 students of XI graders as a sample taken from a population of class XI in SMA 10 Palembang by using purposive sampling technique. The instruments of this research were questionnaire of General Self-Efficacy Scale (GSES), questionnaire of interest in learning and English course score documentation which were analyzed using Pearson Product-Moment Correlation in SPSS 25. The findings showed that the 64.0% students' were in high category of self-efficacy, 34.0% students were in medium category of interest and 45.0% students in good category of learning achievement. The results of this study showed that self-efficacy with interest in learning showed significant correlation the result showed that the r -obtained = 0.235 and the p -value= 0.016. For self-efficacy and English learning achievement the result showed that there is no correlation, the r -obtained = 0.113 and the p -value= 0.253 it can be concluded that self-efficacy did not fully affect students' achievement.

Keywords: Self-Efficacy, Interest, English Achievement

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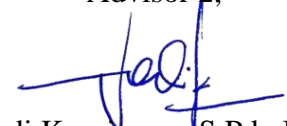
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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems, (3) objectives, and (4) significance of the study.

1.1 Background of Study

Historically, English is one of the world's oldest languages. Its appearance has available since the 8th century. During the colonization period, the majority of the world's regions are British colonies, including India, South Africa, Australia, New Zealand, Canada, Thailand, and many more. English inevitably became an important language of communication within these colonies. In the colonizing phase, Britain became the country with the largest number of colonies. That what makes English growing quickly.

English is a global language, a language achieves true global status when it develops a special role that is recognized in every country. Seidlhofer (2005) stated that English as a language of the world, universal language or international language communication can very effectively prevent confusion and misinterpretation between individuals. Using English to communicate as possible also helps people to know, understand and mutual respect especially those who have different backgrounds like language, culture, lifestyle and others. English as global language has been uniting and connecting all people around the world in terms of communication. One of the famous people, Martin Luther King, Jr., stated that people are not getting along well, and they fear each other because they do not know each other. They do not know each other, because they do not communicate with each other yet (King, M., n.d. quoted in Adler & Rodman, 1991).

In Indonesia, English is one of the languages that is considered important to be mastered by the Indonesian. Crystal (2003,p.5) claimed that over than a billion people around the world talk, read, teach and use English as a first, second,

global and international language in more than a hundred countries, including Germany, Russia, Indonesia, China, Thailand and elsewhere.

English is one of subjects that study since elementary school up to university in Indonesia (Kurikulum 2006). Even so, the English proficiency of students in Indonesia is still low to communicate in English language both in spoken and written, because some factor, for example English is hard to learn for Indonesian students. Because English is the first foreign language taught in school, it is necessary to make efforts to improve learning achievement in English, because there are still a lot of students who in this subject show low of achievement.

Self-efficacy is a belief about the extent to which the individual estimates his abilities including potential ones it has to do the tasks needed to achieve a goal. Interest learning English is the awareness of individuals who are happy to a thing concerned with himself (English) so that individuals have high enthusiasm and focus all attention on something or activity or object of interest making these individuals tend to be more active in fulfilling their interests (learning English). Self-efficacy and interest in learning English are internal factors within students which influences English learning achievement. Self-efficacy influences student learning outcomes through choices made with set goals. Students who have high confidence and ability are highly motivated, do assignments faster and achieve better goals. The higher the student's self-efficacy towards a lesson is higher than the student's interest is in the lesson. The higher self-efficacy and interest of students, the higher learning outcomes produced.

The belief that a person is able to do something for a specific purpose is called self-efficacy. In terms of education, the existence of self-efficacy is very important. A strong self-efficacy will encourage students to stay ahead in achieving their goals. Self-efficacy is not something that exists by itself, but can be obtained, changed, enhanced, through several factors. Self-efficacy refers to the confidence of a person in his or her ability to execute activities needed to produce specific performance achievements (Bandura, 1977, 1986, 1997).

Efficacy plays a very important role in daily life, a person will be able to use his potential optimally if efficacy supports him.

Self-efficacy by each individual is different. Self-efficacy according to Bandura (1997) is defined as beliefs (expectations) about how far a person is able to do one behaviour in a certain situation. Furthermore, Bandura stated that self-efficacy determines whether we will show certain behaviours, how strong we can survive when facing difficulties or failures, and how success or failure in one particular task affects our behaviour in the future.

Students with a strong grasp of effectiveness are more likely to challenge themselves with challenging jobs and remain intrinsically driven. These students can put forth a higher level of effort in order to their commitments, and assign circumstances to matters which exist in their power, rather than blaming external factors. Self-efficacious students also recover rapidly from setbacks, and finally are expected to reach their own goals. Theoretical self-efficacy refers to the idea that one will successfully engage in and complete course-specific academic tasks, such as achieving class targets, satisfactorily completing assignments, reaching the passing degree, and meeting the requirements to go to pursue one great way of learning. fulfill Several experimental questions have been aimed at assessing academic self-efficacy (Rushi, 2007).

Self-efficacy seems to be an important variable, as it influences the motivation and learning of the students. The role of the teachers in building student self-efficacy is very important. Teachers should plan and use different strategies or methods to create student self-efficacy, which requires a professional instructor (Bertliss 2008). Including students, teachers should also have a good learning self-efficacy, developing good mutual relationships with the students.

Self-efficacy and interest in learning English are two significant factors that influence the motivation of students to learn English. The higher student's self-efficacy towards a lesson the higher student's interest in the lesson. Hidi and Renninger (2006) note that the interest of an individual refers to the fairly enduring predisposition of a person to re-engage specific content over time. For example, investigative research by Law, et.al (2012) was designed to explore self-

efficacy growth and interest in learning English by engaging in a collaborative study program. This exploratory research was attended by five Undergraduate students with poor English skills. Pre- and post-questionnaire is collected on self-efficacy. Since completing 12 teaching experience English tutoring courses, the five undergraduate students were invited to attend an interview with a focus group. Using content analysis, the verbatim texts were transcribed and analysed. This established three themes: 1. Enhanced sources of self-efficacy in learning English were found for subjects, 2. Enhanced self-efficacy in English language learning for subjects, and 3. A greater focus in English literacy.

Self-Efficacy can effect students' English achievement. Because the higher self- efficacy of the students' the higher English achievement can be often by the student. When students notice improvement, accomplish goals and set new tasks, self-efficacy increases. Pintrich and De Groot, 1990; Zajacova et al., (2005) proved that academic performance is positively correlated with self-efficacy. For example, Pintrich and De Groot (1990) looked at the relationship between motivational orientation, self-regulation and academic achievement. They had 173 seventh-grade students as their subjects. A self-efficacy was assessed by nine items on a seven-point scale. Our studies have shown that students with high self-efficacy are more likely to report on their use of cognitive strategies, increasing self-regulation in recording greater use of meta-cognitive techniques and persisting in challenging academic tasks.

In many studies, the relationship between specific language learning achievement in English and self-efficacy was examined for each language skill (e.g., Li & Wang, 2010; C Wang & Kim, 2011; Woodrow, 2011). The example of the positive impact of listening to self-efficacy and listening achievement is from Rahimi and Abedini (2009) exploring the role of self-efficacy in listening comprehension among 61 Iranian English learners in listening test performance. Self-efficacy questionnaire about listening comprehension was distributed to the subjects, then the subjects were tested with listening examination. The Pearson correlation and T-test results showed that self-efficacy in listening was positively correlated with listening test performance in a significant way.

According to Li and Wang (2010) evidence of the association between reading self-efficacy and the use of reading strategies. They modified the reading self-efficacy portion of the QESE questionnaire to test the relationship between reading self-efficacy and using Chinese English learner's reading strategies. Their studies have shown that reading self-efficacy was strongly positive. For writing, the example is taken from Woodrow's research (2011), which explores the relationship between self-efficacy and anxiety in writing, and English writing output of Chinese English learners. The findings showed that while writing anxiety was not related to writing success, writing performance was predictive of self-efficacy, and students with high self-efficacy indicated longer hours of weekly English study and saw themselves as hard-working learners indicating the positive effect of writing self-efficacy on writing performance.

Moreover, Huang and Chang (1996) found that the achievement of English learning was not correlated to self-efficacy. They had four students as their subjects: one Korean, one Taiwanese, and two Japanese. That data were collected for reading and writing in English through interview, evaluation, data collection (writing assignment), writing question list and the questionnaire on self-efficacy for English reading and writing. Subjects are also required to report TOEFL score as a whole and subparts score: reading, listening and structure. The results showed that a few subjects with a high self-efficacy had a high degree of writing and reading achievement, while one subject with a high degree of self-efficacy had poor writing performance compared with the other subjects and its TOEFL score was the lowest among the four topics.

Based on the explanation above, the researcher was interested to conducting the research on finding “The Correlation among Self-Efficacy, Students’ Interest in Learning English Language, and The English Achievement of the Eleventh Grade Students’ of Senior High School Number 10 Palembang”. Because the researcher related in when the researcher doing English language teaching in SMA 10 Palembang last year, and the researcher found out that the students’ have a low self-efficacy and do not have an interest when learning English language. Because, the students’ felt so scared and anxious when learning

English is all due to their lack of knowledge about English. That's why the researcher was interested in taking this topic. In this research, the researcher just need to know students' self-efficacy based on generally not classified it as a high self-efficacy or low self-efficacy.

1.2 The Problems of Study

Based on the background above, the problems of this study are formulated into the following questions:

1. Is there any correlation between self-efficacy and students' interest in learning English?
2. Is there any correlation between self-efficacy and students' English achievement?
3. Is there any contribution among self-efficacy, students' interest in learning English and the students' English achievement?

1.3 The Objectives of Study

The objectives of this study in relation to the problems mentioned are:

1. To find out the correlation between self-efficacy and students' interest in learning English language of the eleventh grade students' of Senior high school number 10 Palembang.
2. To find out the correlation between self-efficacy and students' English achievement of the eleventh students' of Senior high school number 10 Palembang.
3. To find out the contribution among self-efficacy, students interest in learning English and the students' English achievement of the eleventh grade students' of Senior High school number 10 Palembang.

1.4. The Significance of Study

The result of this study are to know the correlation between self-efficacy, students' interest in learning the English language and the English achievement. Also to know whether those affects, and increase students' interest in learning

English. Beside that, the results of this study are expected to provide benefits for students, schools, and future researchers such as:

1. Researchers

For researchers, the researcher hope this research can increase the knowledge of the writer and readers about what is meant by self-efficacy, interest in learning, and it's correlation with the achievement of the learning outcomes. Also it can be used as a reference for conduct research specifically in the field of education that deals with self-efficacy and students' interest in learning English and the students' achievement.

2. Students

For students, they can train to improve student's self-efficacy in daily life, especially in English. Because self-efficacy can affect the success of the learning process and student's academic achievement. Self-efficacy can strengthen student's motivation in the learning process, so students believe they can complete the tasks given well. Hope this research can be used as a material for introspection in increasing students' motivation through efficacy in themselves.

3. Schools

For schools, the result of the research are expected to be used as materials to improve teaching and learning activities that undertaken by teachers to become more effective and efficient, so that they can improve self-efficacy and student learning outcomes.

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