

**THE CORRELATION BETWEEN SELF-EFFICACY AND LISTENING COMPREHENSION OF THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM, SRIWIJAYA UNIVERSITY**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

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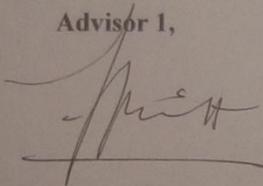
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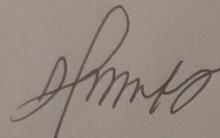
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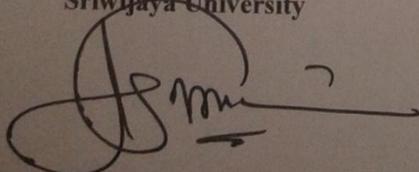
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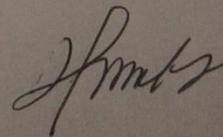
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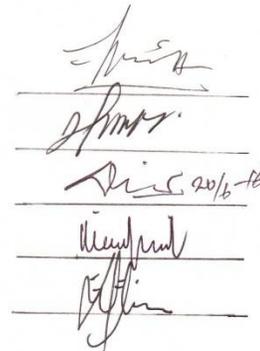
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Palembang, June 2016

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**ABSTRACT**

*The objectives of this study were to find out whether or not there were a significant correlation between students' self-efficacy and listening comprehension and the significant contribution of students' self-efficacy to their listening comprehension. This study was a correlational one. The data were analyzed with Pearson-product moment and linear regression analysis using Statistical Package for Social Science (SPSS) version 22. The population of this study was 312 students of English Education Study Program, Sriwijaya University. The purposive sampling technique was applied to get the sample of the study consisting of 124 students of the sixth and the eighth semester. To collect the data and measure students' self-efficacy and their listening comprehension, a self-efficacy questionnaire and listening comprehension test were given. The result showed that 49% of students had high self-efficacy and 51% had low self-efficacy. The correlation analysis showed that there was a significant correlation between students' self-efficacy and their listening comprehension in which  $r$ -obtained (0.382) was greater than  $r$ -table (0.231) and  $p$  value (0.000) was less than (0.05). Based on the regression analysis, it was found that the self-efficacy positively contributed 14.6% to listening comprehension.*

***Keywords: Self-efficacy, listening comprehension.***

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## DECLARATION

I, undersigned:

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Certify that the thesis entitled “The Correlation between Self-Efficacy and Listening Comprehension of The Students of English Education Study Program, Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethnics and rules commenced by Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court and to have my bachelor title revoked if I am found to have plagiarized this work.

Palembang, June 2016

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# **CHAPTER 1**

## **INTRODUCTION**

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

### **1.1 Background of Study**

In modern world, many countries need a foreign language for international communication. English is the official language in a large number of countries although it is not the most spoken language in the world. Approximately two billion people use English to communicate all around the world, so English is important for all people to communicate. Linse (2005) says, there are four basic language skills namely listening, speaking, reading, and writing. Listening and reading are receptive skills because the focus is on receiving information from an outside source. On the other hand, speaking and writing are productive skills because the focus is on producing information.

Listening is one of the basic English skills that every student of English Education Study Program of Sriwijaya University should master since there are mandatory courses of listening that every student must take. Each course is available from the first until the fourth semester, namely IEC (Intensive English Course) Listening, Listening 1, Listening II, and Listening III. Listening comprehension is an important skill in foreign language acquisition. Brown (2007) states listening comprehension is important for language learning in general and foreign language learning in particular because it allows learners to internalize language items through exposure to the target language. Sometimes, when the foreign learners do some listening test, so many problems can affect them in the test. According to Yan (2012) “Sometimes students only focus on translating the words rather than trying to listen and

understand by themselves due to poor confidence in English listening skill because of the low confidence, many students try to give up as long as they are unable to understand the native speaker” (p.45). Powers and Sanchez (1982) says, when the learners do some listening exercises, they will get different grades. They believed that they get either higher or lower grades than expected to. Most of these problems are closely related to psychological factors out of which self-efficacy is an overwhelming issue that has determining effects on language learning, specially listening comprehension. What all the points to be that the importance of self-efficacy as a crucial factor affecting motivation should not be underestimated. The concept is related to individuals’ belief in their capacity to achieve specific tasks, which are held to have a strong influence on levels of persistence and the choices individuals make regarding which activities to pursue.

According to Bandura (1993), self-efficacy refers to an individual’s judgment about his or her own ability to accomplish a given task or activity. Self-efficacy is defined as people’s beliefs about their prosperities to indicate the levels of performance that exercise influence over events that affect their lives. Bandura (1986) says that self efficacy beliefs determine how people feel, think, behave, and motivate them. The concept also defines self-efficacy as the degree to which the students think he or she has the capacity to cope with the learning challenge. Such beliefs produce these diverse effects through major processes. They include cognitive process, motivational processes, affective processes, and selection processes. Firstly, cognitive process which is about thinking process involved in the acquisition, organization and use of information. In this process the higher sense of student’s self-efficacy to accomplish the task in the face of pressing situational demand, failures and setbacks that have significant reactions. Exactly, when people face the task with the task of managing difficult environmental demands under taxing circumstances, those who are beset

by self-doubts about their efficacy become more and more erratic in their analytic thinking, lower their aspirations and the quality of their performance deteriorates. On other hand, those who maintain a resilient sense of efficacy set themselves challenging goals and use good analytic thinking which pays off in performance accomplishment. Secondly, motivational process is the learner's activation to action. The level of motivation is reflected in choice of courses in action and the intensity and persistence of effort. Thirdly, affective process in which in this process people's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their motivation.

Bandura (1994) states, a strong sense of efficacy enhance human accomplishment and personal well-being in many ways. If people have high positive self-efficacy about learning a second language, and then they believe that they have the power and abilities to reach the goal. On the other hand, people with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the start. Researches such as Rahimi and Abedini (2009), Kassem (2015), Tabrizi and Saedi (2015), have found that self-efficacy positively affects EFL learners' listening comprehension.

In the light of the considerations above, the present study was an attempt to verify the correlation between self-efficacy and listening comprehension of the students of English Education Study Program, Sriwijaya University. The reason for the writer choose this title because the writer would like to figure out whether or not there is any relationship between self-efficacy and listening comprehension of the students of English Education Study Program, Sriwijaya University. In this study, the participants were the students of English Education Study Program, Sriwijaya University. The reason for choosing those samples

because the samples had taken the listening subjects which the writer believes they have basic knowledge of listening.

## **1.2 Problems of the Study**

Based on the background above, the problems of the study are given in the following questions:

1. Is there any significant correlation between self-efficacy and listening comprehension of the sixth and eighth semester of the students English Education Study Program, Sriwijaya University?
2. How much does self-efficacy contribute to listening comprehension of the sixth and eighth semester of the students of English Education Study Program, Sriwijaya University?

## **1.3 Objectives of the Study**

Based on the problems of the study above, the objectives of the study are to find out:

1. Whether or not there is a significant correlation between self-efficacy and listening comprehension of the sixth and the eighth semester of the students of English Education Study Program, Sriwijaya University.
2. How much self-efficacy contributes to listening comprehension of sixth and eighth semester students of English Education Study Program, Sriwijaya University.

## **1.4 The Significant of Study**

The writer hopes the results of this study to be useful information and positive contribution to the English foreign language learner and give meaningful contributions for sixth and eighth semester students of English Education Study Program, Sriwijaya University

to develop their self-efficacy and their listening comprehension. The writer also hopes the students can answer the listening questions not only based on their beliefs but also based on the fact which have already been approved.

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