

**SELF-EFFICACY, ACADEMIC ENGAGEMENT, AND
ACADEMIC SUCCESS OF ENGLISH EDUCATION
STUDENTS OF SRIWIJAYA UNIVERSITY**

A THESIS

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The Undersigned,

A yellow rectangular official stamp from the Ministry of Education and Culture of the Republic of Indonesia. It features the Garuda Pancasila emblem and the text "KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA". A handwritten signature in black ink is written over the stamp. Below the stamp, the text "1D8AJX699165256" is printed.

Nabilla Tasyaa
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DEDICATION

I dedicate this thesis to my beloved family: Mama, Papa, Kak Yaaz and Yuk Ayu. Thank you for your love without limits, never-ending prayers to me, your support, and for everything you present for me.

Motto:

"And it may be that you dislike a thing which is good for you and that you like a thing which is bad for you. Allah knows but you don't know."

-Al-Baqarah: 216-

"The best among you are those who bring the greatest benefits to many others."

- Prophet Muhammad (Peace be Upon Him) –

"My heart is at ease knowing that what was meant for me will never miss me, and that what misses me was never meant for me."

-Umar Bin Khattab-

"Getting 1% better Every Day."

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The Researcher,



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TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
DECLARATION	v
DEDICATION	vi
ACKNOWLEDGMENTS	vii
LIST OF TABLES	xii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problems of the Study	4
1.3 Objectives of the Study	4
1.4 Significance of the Study	5
1.4.1 The Lecturers	5
1.4.2 The Students	5
1.4.3 The Future Researchers	5
CHAPTER II LITERATURE REVIEW	6
2.1 Self-Efficacy	6
2.1.1 Self-Efficacy Theory	6
2.1.2 Self-Efficacy Process	8
2.1.3 Self-Efficacy in English Learning	9
2.2 Academic Engagement	11
2.2.1 Academic Engagement Dimensions	12
2.3 Academic Success	13
2.3.1 Factors Influencing Academic Success	14
2.3.2 Academic Success Profile of English Education Students of Sriwijaya University	15
2.4 Relationship between Self-Efficacy and Academic Success	15
2.5 Relationship between Academic Engagement and Academic Success	17
2.6 Relationships among Self-Efficacy, Academic Engagement, and Academic Success	17

2.7 Previous Related Studies	18
CHAPTER III RESEARCH METHODOLOGY	24
3.1 Research Design.....	24
3.2 Variables of the Study	25
3.3 Operational Definitions	25
3.4 Population and Sample	26
3.4.1 Population	26
3.4.2 Sample.....	27
3.5 Techniques for Collecting the Data	28
3.6 Techniques for Analysing the Data	31
3.6.1 The Analysis of The Questionnaire of English Self-Efficacy (QESE).....	31
3.6.2 The Analysis of University Student Engagement Inventory (USEI).....	32
3.6.3 The Analysis of Academic Success	32
3.6.4 Statistical Analyses	32
3.6.4.1 Normality Test.....	33
3.6.4.2 Homogeneity Test	33
3.6.4.3 Linearity Test	33
3.6.4.4 Correlation Analyses.....	33
3.6.4.5 Regression Analyses	35
CHAPTER IV FINDINGS AND INTERPRETATION.....	36
4.1 Findings of the Study	36
4.1.1 Results of Self-Efficacy Questionnaire.....	36
4.1.2 Results of Academic Engagement Questionnaire	37
4.1.3 Results of Students' Academic Success	38
4.2 Statistical Analyses	39
4.2.1 Normality test.....	39
4.2.2 Homogeneity Test	41
4.2.3 Linearity Test	43
4.2.4 Correlation Analyses	44
4.2.5 Regression Analyses	48
4.3 Interpretation	50
CHAPTER V CONCLUSIONS AND SUGGESTIONS	58

5.1 Conclusions	58
5.2 Suggestions	58
REFERENCES	60
APPENDIX.....	70

LIST OF TABLES

Table 3.1 Population of the Study	40
Table 3.2 Sample of the Study	41
Table 3.3 The Questionnaire of English Self-Efficacy (QESE)	42
Table 3.4 University Student Engagement Inventory (USEI)	43
Table 3.5 Grade Point Average Category	44
Table 3.6 The Questionnaire of English Self-Efficacy (QESE) Criteria	44
Table 3.7 University Student Engagement Inventory (USEI) Questionnaire Criteria.....	45
Table 3.8 The Correlation Coefficients.....	47
Table 4.1 Results of the Questionnaire of English Self-Efficacy (QESE).....	50
Table 4.2 The Cumulative Means of the QESE Components.....	50
Table 4.3 Results of the University Students Inventory (USEI) Questionnaire ...	51
Table 4.4 The Cumulative Means of USEI Dimensions.....	51
Table 4.5 Results of Students' Academic Success of Cumulative GPA.....	52
Table 4.6 Results of Normality Tests.....	53
Table 4.7 Homogeneity Test of Self-Efficacy and Academic Success.....	54
Table 4.8 Homogeneity Test of Academic Engagement and Academic Success	55
Table 4.9 Homogeneity Test of Self-Efficacy, Academic Engagement and Academic Success	55
Table 4.10 The Linearity of Self-Efficacy and Academic Success	56
Table 4.11 The Linearity of Academic Engagement and Academic Success.....	57
Table 4.12 The Result of (Correlation between Self-Efficacy and Academic Success) and (Correlation between Academic Engagement and Academic Success	58
Table 4.13 The Result of Correlation between Predictor Variables (Self-Efficacy and Academic Engagement) and a Criterion Variable (Academic Success)	58
Table 4.14 Correlation among each Self-Efficacy Components and Academic Success	59
Table 4.15 The Result of Correlation among Each Academic Engagement Dimensions and Academic Success	60
Table 4.16 The Regression Analysis between Self-Efficacy and Academic Success	61
Table 4.17 The Regression Analysis among Speaking Self-Efficacy, Writing Self- Efficacy and Academic Success.....	62
Table 4.18 The Regression Analysis between Cognitive Engagement and Academic Success	62

Table 4.19 The Regression Analysis Self-Efficacy and Academic Engagement towards Academic Success	63
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LIST OF FIGURE

Figure 3.1 Research Design	37
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LIST OF APPENDICES

- Appendix A The Questionnaire of English Self-Efficacy (QESE)
- Appendix B University Student Engagement Inventory (USEI) Questionnaire
- Appendix C Results of The Questionnaire of English Self-Efficacy (QESE)
- Appendix D Results of University Student Engagement Inventory (USEI) Questionnaire
- Appendix E Results of QESE Items Frequency Analysis
- Appendix F Results of USEI Items Frequency Analysis
- Appendix G GPA Lists of English Education Students of Sriwijaya University
- Appendix H Results of Statistical Analyses
- Appendix I *SURAT USUL JUDUL*
- Appendix J *SURAT KEPUTUSAN PEMBIMBING SKRIPSI*
- Appendix K *SURAT IZIN PENELITIAN DARI FKIP UNIVERSITAS SRIWIJAYA*
- Appendix L CONSULTATION CARD

SELF-EFFICACY, ACADEMIC ENGAGEMENT, AND ACADEMIC SUCCESS OF ENGLISH EDUCATION STUDENTS OF SRIWIJAYA UNIVERSITY

ABSTRACT

Becoming engaged and successful students at university are key considerations to achieving the main educational goals. The common issue to English students is that they are still unwilling to take active participation in the learning process even though they have good capabilities. English students have the opportunity of engaging in English learning, but they choose not to do so. This quantitative study aimed to determine whether or not there was a significant correlation between self-efficacy and academic success, a significant correlation between academic engagement and academic success, and a significant correlation between self-efficacy and academic engagement towards academic success of English education students of Sriwijaya University. The sample was 121 students from the first, third, fifth, and seventh semesters of the English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University with random sampling. The instruments of this study were the Questionnaire of English Self-Efficacy (QESE), the Questionnaire of University Student Engagement Inventory (USEI), and Grade Average Point (GPA), which were analyzed by using Pearson Product-Moment Correlation in SPSS 25. This study indicated that English education students of Sriwijaya University had a high level of self-efficacy, a moderate level of academic engagement, and a very good level of academic success. The findings also showed that there was a significant correlation between self-efficacy and academic success (p -value: 0.017 and r -obtained: 0.216), no significant correlation between academic engagement and academic success (p -value: 0.844 and r -obtained: -0.018), and a significant correlation between self-efficacy and academic engagement towards academic success (p -value: 0.023). However, the contribution of self-efficacy explained 3.9%, self-efficacy of

speaking and writing explained 7.6%, cognitive engagement explained 4.1%, and self-efficacy and academic engagement explained 4.6% of the variance to academic success.

Keywords: *Correlation, Self-Efficacy, Academic Engagement, Academic Success*

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

In the global age, English is a lingua franca. People of all backgrounds and ethnicities utilize English as their preferred language for expressing their feelings and viewpoints in conversation (Jenkins, 2009). Graddol (2006) emphasizes the importance of English as a lingua franca and argues that approximately 80% of international communication occurs without native speakers. It implies that English has overtaken all other languages as the most widely spoken and utilized worldwide. Furthermore, people cannot ignore the importance of English since English is used in many aspects of society. The English language is a universal medium of communication that has evolved into a connection for business, education, technology, and science. English opens new career opportunities, online resources, and multiple cultures (Ilyosovna, 2020).

Considering the importance of the English language, English language instruction in schools is currently gaining much attention. There is no denying that English has risen to prominence as a subject for students in Indonesian schools and institutions. According to the Indonesian Department of Education Number 19 the Year 2005, English is a foreign language taught to students in junior high school, senior high school, and higher education. Each English level is conducted for three years in junior high school and three years in senior high school (Lauder, 2010). English is also one of the courses that Indonesian senior high school students must take as part of the national examination. It indicates that Indonesian students are expected to have basic English language skills after graduating from senior high school.

At the university level students, English needs to be mastered. The usage of English in lectures is essential. English is the dominant language among

academics, as evidenced by most academic publications written in English (Negash, 2011). Al-Khalil (2017) stated that English is a scientific knowledge resource in students' major fields, a requirement for studying overseas, a method of communication with the global community, and a way for university graduates to find high-quality positions in foreign corporations. University students proficient in English can take on additional responsibilities such as communicating with more foreigners and employing a greater variety of educational materials that offer unlimited possibilities. In this case, it demonstrates the importance of considering the self-efficacy of Sriwijaya University's English Education students toward English because English competency becomes the standard of graduation requirements for students.

Self-efficacy is people's judgment of their capacity to plan and carry out the necessary steps to achieve specific objectives or achievement standards (Bandura, 1995). Self-efficacy is a critical personal element in social cognitive theory, which argues that success is determined by interactions among behaviors, individual factors, and social circumstances (Perry et al., 2007). Moreover, self-efficacy is defined by Schultz (1994) as people's sense of sufficiency, efficiency, and competence to cope with life. In English learning, self-efficacy is perceived confidence from one's capacity to carry out actions to gain important English objectives for motivation and learning. Students whose high levels of self-efficacy are more likely to learn independently. The ability to learn on one's own may contribute to student engagement. Being engaged students may also contribute to their academic success.

In terms of engagement, engagement relates to being active, paying attention, being enthusiastic, being motivated, and exerting effort (Marks, 2000). Hu and Kuh (2002) define engagement as the number of efforts students put forth in academically meaningful activities that can significantly contribute to achieving higher academic standards and better goals. In other words, engagement is the willingness of students to participate in regular educational activities. The indicator of positive engagement is demonstrated by students' active participation

in classroom activities and a sense of belonging to the academic community (Finn, 1989).

To gain English learning success, students must make desired outcomes, identify the best ways to learn, and maintain control over their learning process. Being an engaged student is crucial, especially at the university level, since students should take responsibility for their learning. To preserve their competency and management of their education, students need to be self-efficacious. Some studies also suggest that self-efficacy plays a significant role in predicting students' performance related to learning success (Schunk, 1989). Research from Salanova et al. (2010) indicated that the better academic success, the more self-efficacy was present, resulting in higher current capacity and dedication related to academic engagement and higher future performance.

Several studies have revealed how students' self-efficacy beliefs and engagement affect academic success and how learners overcome challenges during their learning. Studies have also demonstrated the role and significance of these aspects in students' English learning. Mizumoto's (2012) study on 281 EFL students from two Japanese universities explores how self-efficacy affected students' vocabulary learning strategies. The study found that learners' open-ended responses demonstrated the impact of self-efficacy. Compared to students with low or medium self-efficacy, students with high self-efficacy were more enthusiastic about implementing vocabulary learning practices. Moreover, Meera and Jumana (2015) investigate the relationship between self-efficacy and academic performance in the English Language on 520 secondary school students. The study's finding is a significant relationship between self-efficacy and English academic performance. The report study also examined the variance of self-efficacy and academic performance in English of Urban and Rural students. Their sense of self-efficacy fostered students' cognitive engagement, and the increase of self-efficacy may encourage the use of students' cognitive techniques to improve their academic achievement (Wang & Bai, 2016).

However, based on the writer's experience as a English Education student of Sriwijaya University, some students are still unwilling to participate

autonomously in-class activities actively. When lecturers ask a question or offer a volunteer inquiry, they frequently remain silent. This is a regular phenomenon, and lecturers frequently encourage students to take active participation in the learning process. Although students have the opportunity of engaging in English learning, they choose not to do so. Therefore, the writer is interested in conducting a research entitled "SELF-EFFICACY, ACADEMIC ENGAGEMENT AND ACADEMIC SUCCESS OF ENGLISH EDUCATION STUDENTS OF SRIWIJAYA UNIVERSITY." Participants in this study are English Education students from Sriwijaya University's Palembang campus in the first, third, fifth, and seventh semesters. They had been involved in the same academic learning, utilized English language in-class interaction, and determined which best learning strategy suits them to engage their English learning success. This study is conducted to fulfill and answer the writer's questions.

1.2 Problems of the Study

This study aimed to answer the following research questions.

1. Was there any significant correlation between self-efficacy and academic success of English education students of Sriwijaya University?
2. Was there any significant correlation between academic engagement and academic success of English education students of Sriwijaya University?
3. Was there any significant correlation between the predictor variables (self-efficacy and academic engagement) and the criterion variable (academic success) of English education students of Sriwijaya University?

1.3 Objectives of the Study

The objectives of this study are:

1. To find out whether or not there was any correlation between self-efficacy and the academic success of English education students of Sriwijaya University.

2. To find out whether or not there was any correlation between academic engagement and the academic success of English education students of Sriwijaya University.
3. To determine whether or not there was any correlation between the predictor variables (self-efficacy and academic engagement) and the criterion variable (academic success) of English education students of Sriwijaya University.

1.4 Significance of the Study

The study was conducted to provide several contributions to English lecturers and students. The researcher expects this study to be a helpful reference to any further research related to students' self-efficacy, academic engagement, and academic success. It is believed that the findings of this study would contribute positively.

1.4.1 The Lecturers

The researcher hopes this study can give lecturers valuable information about English education students' self-efficacy, academic engagement, and academic success. This research can also provide beneficial suggestions for lecturers in engaging their students to participate actively in the academic learning process by considering students' self-efficacy. Hopefully, this research can also motivate future lecturers to design academic tasks that foster English students' self-efficacy and academic engagement in gaining academic success.

1.4.2 The Students

Hopefully, the findings of this study can encourage students' awareness of their self-efficacy to engage themselves in participating English learning process. The researcher hopes this research gives students knowledge about the relationships among self-efficacy, academic engagement, and academic success, so students can be efficacious and engaged students to gain their academic goals.

1.4.3 The Future Researchers

The researcher hopes that the other researchers will find more information for further studies concerning self-efficacy, academic engagement, academic success,

or other variables. Future researchers can also develop this study with different samples or designs of study to see if the response patterns are the same.

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