

**THE CORRELATION BETWEEN SELF-EFFICACY TOWARD LISTENING
AND LISTENING ACHIEVEMENT OF THE ADVANCED LISTENING CLASS
STUDENTS IN ENGLISH DEPARTMENT OF UNP**

(THESIS)

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ABSTRAK

Ayati, Inni. 2011. The Correlation between Self-Efficacy toward Listening and Listening Achievement of the Advanced Class Students in English Department of UNP. Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini dilatarbelakangi oleh masalah yang timbul berkaitan dengan *self-efficacy* siswa dalam menghadapi TOEFL. Kebanyakan siswa berpendapat bahwa mereka tidak memiliki kemampuan yang cukup untuk mengerjakan *listening section* dalam TOEFL dengan baik. hal ini berkaitan dengan *self-efficacy* mereka dimana mereka mempercayai bahwa mereka tidak terlalu pintar di bidang *listening*. Oleh karena itu, penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara *self-efficacy* yang merupakan salah satu elemen dalam motivasi dengan kemampuan *listening* siswa. Penelitian ini merupakan penelitian korelasi. Populasi dai penelitian ini adalah mahasiswa tingkat dua yang mengambil mata kuliah *Advanced Listening* tahun ajaran 2010/2011. sampel diambil dengan tehnik simple random sampling dimana diperoleh 32 mahasiswa dari 6 kelas *Advanced Listening*. Keseluruhan mahasiswa menerima tes *listening* dan kuesioner *self-efficacy* yang sama. Dari hasil penelitian yang dilakukan, ditemukan bahwa ada hubungan yang signifikan antara *self-efficacy* mahasiswa dalam *listening* dengan hasil yang mereka capai dalam tes *listening*. Mahasiswa yang mempunyai *self-efficacy* tinggi dapat memperoleh nilai yang baik bahkan sangat baik dalam tes *listening* yang mereka ikuti. Setelah dilakukan penghitungan dengan rumus *Pearson product moment* terhadap kedua skor yang telah didapat, ditemukan bahwa ada korelasi positif antara *self-efficacy* dengan pencapaian mereka dalam *listening*. Dengan demikian, hipotesis yang berbunyi “ada hubungan yang timbul antara *self-efficacy* mahasiswa dalam *listening* dengan pencapaian *listening* mereka” diterima. Oleh karena itu dapat dikatakan bahwa *self-efficacy* mahasiswa dalam *listening* mempengaruhi pencapaian mereka dalam mata kuliah *Advanced Listening*.

CHAPTER I INTRODUCTION

A. Background of the Problem

The ability to listen well is essentially needed when students want to learn English. It can be seen from several reasons. The first reason comes from the fact that listening is the first language skill used by the students. Actually, when they learn their first language, the students acquire to listen to something before they are able to speak, read, or even write it. The same case also happens to students who learn a new language. They need to develop their listening ability before developing their speaking ability. Furthermore, in social interaction, listening is categorized as the skill most often used in communicating with other people. Miller (2007:1) have shown that people spend at least 45% of their daily activity by listening. It means that the students tend to spend more time on listening in order to get information or understand things that happen around them.

Listening also plays an important role in learning a language before the students are lead to be able to speak, read, or write a thing. Nunan in Nation and Newton (2008:38) states that the more the students take listening for granted, the more they will be overlooked of other skills. This is because when students begin something, they have to understand the input first. As a result, listening is categorized as a compulsory subject and included in almost every achievement and proficiency test such as final examination at school, national examination, and also TOEFL and TOEIC.

Due to the fact that listening is a compulsory subject, English Department of State University of Padang provides listening lesson in three levels of learning: Listening 1 at the second semester as the basic level, Listening 2 at the third semester as the intermediate level, and Advanced Listening at the fourth semester. All levels of learning have the same goal which is to improve the students' listening ability.

One of major priorities to be concerned by English Department of State University of Padang is to make its students well prepared of taking the TOEFL test. It happens to be important since it is one of the requirements of the students at English Department who wants to get a bachelor degree at State University of Padang. This is the reason why advanced listening class, which is TOEFL-like as the last level of listening class, plays an important role. This level of listening class is offered with the aim to teach the students how to work with some kinds of questions in TOEFL listening section.

Unfortunately, even though the students have passed Listening 1 and Listening 2 and taken the Advanced Listening class, some of them still persist in the face of failure to deal with listening section in TOEFL test. From the result of TOEFL test in Balai Bahasa in November 2010 to March 2011, more than 60% students who still could not answer more than half of 50 questions given correctly. In addition, listening section also often gets the lowest score compared to another section.

The low score obtained in listening section can be triggered by some problems. The common problems that are potentially cause the trouble in

listening are related to their linguistic complexity such as the spelling, pronunciation, and grammatical structure, its way of delivering message, or the students' motivation in learning itself. These problems are also found in listening class at English Department in State University of Padang. One condition of these problems can be seen from the students' opinion in facing TOEFL test.

Most of the students, who had taken advanced listening and TOEFL, claim that they are not good enough at listening. Even worse, they commonly predicted that they would not pass TOEFL test at once. They are sure that there is high possibility for them to retain the test several times until they get used to the listening session. From this situation, it is plausible to assume that the factors that cause the students to get low score in listening are not only caused by linguistic factors but also motivational problem.

The assumption about motivational side has high possibility to be the students' problem was coming up from their belief of listening as the difficult section. Moreover, they also thought that they did not have capability in doing the listening test better. In motivational approach, this condition is called self-efficacy. As stated by Zimmerman (2000:81), self-efficacy is one condition where students deal with some kind of belief about their capabilities in learning. The students, who believe that something that they face is difficult, tend to have problems motivating themselves to explore their ability in learning. In other word, the students could possibly have problem with their self-efficacy.

Related to the role of self-efficacy in learning, Alderman (2004:67) postulates that self-efficacy is quite vital in leading the students in their learning process since it is bearing with students' ability in doing some actions, to handle the task, solve the problem, and set a higher goal in learning. Moreover, in recent years, a number of studies which were done by several researchers have given description about why the students with high self-efficacy show a better progress in leaning. A study by Pajares and Schunk (in 2002:44) shows that there is a direct effect of self-efficacy to the students' academic achievement. The stronger the students' self-efficacy, the higher the students' ability will be in those domains. Moreover, in one of his experimental research, Pajares (2007:77) states that with the increasing of students' self-efficacy in writing through several instructional which is given simultaneously, the students' writing rate also increase.

The theory and finding above have shown some important roles of self-efficacy. Nevertheless, there is still a few numbers of researches about self-efficacy toward someone's listening skills. In fact, the researcher found no study related to self-efficacy toward foreign language listening. Based on this reason, this research was conducted with the aim to figure out whether there is a significant relationship between students' self-efficacy in listening and their listening achievement.

B. Identification of the Problem

From the background of the problem above, the problem that can be identified is related to the students' view of their capabilities. Most of the students had an opinion that they just had not been well enough in listening and had to repeat TOEFL for about twice or three times so they could pass it. Some characteristics of the students which indirectly reflected that they had a problem with their self-efficacy were found by the researcher. Concerning to this situation, the students can be categorized as people who are facing a problem with their self-efficacy related to listening subject.

Related the importance self-efficacy in learning there have been a number of researches discussed about the role of self-efficacy in academic setting. A research which was done by Pajares and Schunk has shown that someone's self-efficacy influences his or her performance in academic domains. The better students' self-efficacy in one particular academic domain the better their achievement will be. Later, the experts have develop further research about self-efficacy such as the relationship between self-efficacy and speaking and the experimental research in writing related to the use of instruction to students' self-efficacy in writing. However, the researcher has not found the research related to self-efficacy in listening yet.

C. Limitation of the Problem

The problem in this research was limited to one element of motivation that is self-efficacy. The research which was done based on two basis. The

first basis was seen from previous studies related to self-efficacy that had shown the role of self-efficacy in academic achievement. The second basis was there was still no research had been found which seek for role of self-efficacy in learning a foreign language listening. Therefore, in this research the researcher wanted to look for the correlation between students' self-efficacy in listening and their listening achievement.

D. Formulation of the Problem

Based on the limitation, the problem of this research was formulated as follows "Is there any correlation between the students' self-efficacy with their achievement in listening?"

E. Hypothesis of the Research

The hypotheses of the research were;

H₁= there was a significant correlation of students' self-efficacy and their achievement in listening.

H₀= there was no significant correlation of students' self-efficacy and their achievement in listening.

F. The Purpose of the Research

The purpose of this research was to reveal the correlation between the students' self-efficacy with their achievement in listening

G. Significance of the Research

By conducting this research, it was hoped that this research could give many advantages to the English teaching development both practically and theoretically. In the term of practicality, it was hoped that this can provide information for the material designers to find a method or teaching technique can raise up the students' self-efficacy toward Listening subject. Theoretically, it was expected that the finding of research could possibly enrich the knowledge related to the role of self-efficacy in listening. Finally, it was also hoped that the research finding would be beneficial as a useful information for the following researchers or writers who wish to conduct further research or to write paper concerning with self-efficacy.

H. Definition of Key Term

The key terms used in this research were defined as follow:

1. Correlation: determining the relationship between the students' self-efficacy in listening and the students' listening achievement at English Department.
2. Self-efficacy: one's judgment in his or her ability to organize and do some actions required in listening in order to reach specific outcomes which is reflected in the form of self-efficacy score/index.
3. Listening achievement: the listening skills which are shown in students' achievement score that they have achieved within a particular period related to TOEFL questions they have practiced.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Self-efficacy is one's judgment in his or her ability to organize and do some actions required in order to reach specific outcomes which is reflected in the form of self-efficacy score/index. Self-efficacy plays an important role in predicting the successfulness of students in learning. As the matter of fact, the findings of this research implied the same. From the result of this finding, it is proven that students who have high level of self-efficacy in listening had better listening achievement compared with the students who had not. It is based on the data of the research in which the r-value is very high compared to the interpretation of r-table. It means that the finding shows a strong correlation between students' self-efficacy in listening and their listening achievement.

B. Suggestion

In accordance with the research findings, there are several suggestions suggested for material designers and the next researcher. First, it is suggested for the material designers to find a method or teaching technique that suitable for both variables, self-efficacy and learning listening process. Since self-efficacy can influence the students' achievement in listening, it is suggested that the materials designer can create the method in teaching which could raise the self-efficacy of the students. Other suggestions are also addressed for the

next researcher who wishes to conduct deeper research on this study. Since this research is limited on the correlation between students' self-efficacy in listening and their listening achievement, it is suggested to another research to look a bit deeper about the influence of self-efficacy to students' listening achievement such as how far self-efficacy can help the students to increase their motivation in following the learning process, or whether any effect of a really strong self-efficacy to students' awareness of treat.

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