

## THE CORRELATION BETWEEN STUDENTS' SELF-EFFICACY AND THEIR LISTENING COMPREHENSION

**Anggun Mukti Prima Bakti**

English Education Study Program, Department of Language and Art  
Universitas Bengkulu  
anggunmuktiprimabakti@gmail.com

**Dedi Sofyan**

English Education Study Program, Department of Language and Art  
Universitas Bengkulu  
dedi.sofyan@unib.ac.id

**Elfrida**

English Education Study Program, Department of Language and Art  
Universitas Bengkulu  
mrs.elfrida@gmail.com

### ABSTRACT

The aim of this research was to find out the correlation of students' listening self-efficacy and their listening comprehension.. The population of this research was the Eighth Semester English Education Study Program Students of Universitas Bengkulu in the 2018/2019. The sample was taken by using total sampling of the students who has TOEFL score below 450. There were 40 students as the sample from two classes. There were two research instruments used in this research, listening test and self-efficacy questionnaire. Based on the data analysis, it was found that the r-obtained was 0.20. It means that there is a correlation between the students' self-efficacy and their listening comprehension. As a consequence, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. Since the r- obtained (0.20) was lower than the r-table(0.3125), the correlation was not really significant.

**Key Words : Self-Efficacy, Listening Comprehension**

### ABSTRAK

Tujuan utama penelitian ini adalah untuk menemukan hubungan antara kepercayaan diri siswa dengan keterampilan menyimak mereka. Populasi dari penelitian ini adalah siswa semester delapan dari Program Studi Pendidikan Bahasa Inggris Universitas Bengkulu. Sampelnya adalah siswa dengan skor TOEFL dibawah 450. Ada 40 siswa sebagai sampel yang berasal dari dua kelas. Ada dua instrument yang digunakan dalam penelitian ini, tes keterampilan menyimak dan kuesioner kepercayaan diri. Berdasarkan analisis data, ditemukan bahwa nilai r yang didapatkan

adalah 0.20 yang berarti hubungannya rendah. Hal ini berarti bahwa ada hubungan antara kepercayaan diri siswa dengan keterampilan menyimaknya. Sebagai konsekuensinya, hipotesa null dari penelitian ini diterima dan hipotesa alternative ditolak. Karena  $r$  yang didapatkan (0.20) lebih kecil dari nilai  $r$  table (0.3125), hubungannya tidak terlalu significant.

**Kata Kunci : Kepercayaan Diri, Keterampilan Menyimak**

## **INTRODUCTION**

English is a very important language to be mastered these days. English is like a weapon for those to survive in this millennial world. Most of countries in the world already provide an English Education Study Program in Universities. In learning English, there are four skills that need to be learned. They are listening, speaking, writing, and reading. One of the most important skills that need to be mastered is listening skill. When the people learn a new language, they will learn it first by listening to the language. As one of the receptive skills, listening skill plays an important role in communication and language learning. In Universitas Bengkulu, there three subjects of listening, they are Listening for Mini Talk, Listening for Longer Conversations, and Listening for lecturer.

Besides of its importance, listening skill is usually regarded as a problematic language skill that causes anxiety for the language learners due to its complexity. According to Vandergriff (1999), listening is defined as a complex language skill which involves instant and simultaneous processing of different types of information such as sounds, vocabulary, grammatical structure, and background knowledge. In spite of their success to finish all listening courses in their study, some students were still not confident with their listening comprehension. Therefore, when taking the listening test given by the lecturer, some students get best score but some are not and the researcher thought that one of the problems that affect it is their self-efficacy.

Self-efficacy consists of two words; self and efficacy. Self is the identity of a person while efficacy is defined as the power to produce an effect (Zulkosky, 2009). Bandura (1997) defines self-efficacy as an

individual belief that he could control the situation and get the positive results. Self-efficacy in oneself convinces the strength to reduce anxiety and negative thoughts. When facing the difficult task, in this case, listening test, individual beliefs in self-efficacy is able to influence the way people in reacting to stressful situations. The high of individual self-efficacy might motivate individual cognitively to act more confident and focused especially if the objective to be achieved is a clear objective. In general, self-efficacy can be divided into two categories; high self-efficacy and low self-efficacy. In performing a particular task, people with high self-efficacy tend to be more involved in the situation, The students who have high self-efficacy tend to be more motivated to do a particular task, even a difficult one. Those who fail in their work, they usually regain their self-efficacy as quickly after experiencing failures . While those who have low self-efficacy prefer to avoid and stay away from the task. They do not confident of themselves to do a particular task. The students often avoid a difficult task because the do not believe in their own ability (Bandura, 1997).

According to Bandura (1997) there are four big factors that influence someone's self-efficacy. (1) Mastery Experiences, individuals develop the beliefs of their capability through the results from their previous performances which may be interpreted in either direction. (2) Vicarious Experiences, individual's self-efficacy can also be influenced by vicarious experiences provided by social models or friends whom they assume having the similarity of competence and (3) Social Persuasion , people also develop efficacy beliefs through social persuasion or verbal judgment from others about their capabilities in doing something. (4) Physiological and Emotional States, physiological and emotional states influence self-efficacy in any opportunities as well.

In conducting this research, the researcher looks at the a research as a guidance by Rahimi and Abedini (2009) with the title '*The Interface Between EFL Learners' Self-Efficacy Concerning Listening Comprehension and Listening Proficiency*'. The main research question addressed by the

present study was 'Are there any relationships between EFL learners' self-efficacy regarding listening comprehension and listening proficiency?' A group of 61 freshmen undergraduate learners of English consented to participate in the present study. The results of statistical analyses indicated that listening comprehension self-efficacy was significantly related to listening proficiency.

In this research, The population is the Eight Semester of English Education Students of Universitas Bengkulu and the sample is a total sampling of the students whose TOEFL score is below 450. The research question 'Is there any significant correlation between students' self-efficacy and their listening comprehension?'

## METHOD

This research belongs to correlational research which determines the relationship between students' self-efficacy as variable X, and their listening comprehension as variable Y. According to Creswell (2012) a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. The population of this research is the Eight Semester English Education students of Universitas Bengkulu. The sample of this research was the students whose TOEFL score is below 450. There were 40 students as the sample.

In collecting the data, the researcher will use two instruments, they are listening TOEFL test and self-efficacy questionnaire. The listening test used a listening section of TOEFL by Educational Testing Service, Princeton, NJ, USA. The listening TOEFL test consists of three sections ; part A, B, and C. It is designed to measure the level of listening comprehension. the total items of the test are 50 items. The students' score divided into four categories.

**Table 1.** The Descriptor of Students' Listening Test Categories

Interval	Category
Listening TOEFL test	Very low (24-30)
	Low (31-49)
	Intermediate (50-56)

	High (57-68)
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*Source : educational testing service (ETS)*

The second instruments was students' self-efficacy questionnaire. The blueprint of the listening self-efficacy questionnaire consists of four components (mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states) elaborated into 20 items adapted from Rahimi and Abedini, 2009. The score of the self-efficacy questionnaire divided into two categories, high self-efficacy and low self-efficacy.

**Table 2.** The Descriptor of Students' Self-Efficacy Categories

Interval	Category
Self-Efficacy	High (>40)
	Low (≤40)

*Source : Rahimi and Abedini, 2009*

After the data of both variables were collected, the researcher used correlation Product Moment formula which was developed by Carl Pearson to find the correlation between the two variables. The researcher determined the interpretation table of product moment scale that described the correlation between both variables as follow (Hasan, 2009):

**Table 3.** The Strength of Correlation

Correlation value (r)	Interpretation
0,000-0,200	Very low correlation
0,200-0,400	Low
0,400-0,600	Moderate
0,600-0,800	High
0,800-1,000	High correlation

**Significant critical value : 0.3120**

Criteria: Rejected  $H_a$  when  $r_{xy} < r_t$  and accepted  $H_a$  when  $r_{xy} > r_t$

## RESULT AND DISCUSSION

### RESULT

In this section, the researcher presents the result of the research that has been conducted. The result section was divided into three parts, the students' self-efficacy questionnaire score, the students' listening comprehension score and the correlation between the listening comprehension and the self-efficacy.

In this research, the researcher use 20 items of self-efficacy that investigated the students' self-efficacy. This questionnaire use 4-point scale items ranging from 'strongly disagree' to 'strongly agree'. The students' score ranged from a minimum of 20 if the students choose the value of 1 in all questions to a maximum of 80 if the students choose the value of 4 for all questions.

**Table 4.** Descriptive Statistical Analysis of Self-Efficacy Questionnaire

	<b>N</b>	<b>Lowest</b>	<b>Highest</b>	<b>Mean</b>
Self-Efficacy	40	36	55	45.9

From the table above, it can be seen that the lowest score of the students' self-efficacy score is 36 and the highest score is 55. The data analysis showed that the mean score of the students' self-efficacy concerning listening skill is 45.9 which was in the high category of self-efficacy.

According to Rahimi and Abendini in 2009, to determine the students' listening self-efficacy categories, students' self-efficacy whose scores were above 40 was considered as high and the students' self-efficacy whose scores were below 40 was regarded as low. Therefore, the students' scores of self-efficacy questionnaire were divided into two categories, 'high self-efficacy' and 'low self-efficacy'. The result can be seen in table 5.

**Table 5.** The Result of Students' Self-Efficacy Questionnaire

Interval	Category	Average Score	Frequency	Percentage
Self-Efficacy	High (>40)	44.5	33	82.5%
	Low (≤40)	38.4	7	17.5%

*Adapted from Rahimi and Abedini, 2009*

Based on the categorization of the self-efficacy questionnaire above, it was found that most of the students were in the high category of self-efficacy concerning listening skill. There were 82.5 % of students which are 33 students had high self-efficacy. There was only seven students or 17.5% of the students that were in the low category of the self-efficacy.

If we see the average score of the students who were in the high category of self-efficacy, the results shows that the average score was not too high. It is more suitable to put them in the intermediate category, but since the categorization was only low and high, the percentage indicates that the self-efficacy of English Study Program of Universitas Bengkulu was high.

In listening comprehension test, the researcher used the TOEFL test. The maximum score of the test is 68 and the minimum score is 24. The descriptive statistics analysis of listening for the students is shown below.

**Table 6.** The Students' Listening Comprehension Test

	N	Lowest	Highest	Mean
Listening Comprehension	40	35	56	45.9

Based on the table above, it can be seen that the average score of the students' listening comprehension was 45.9. Based on the listening comprehension score categories, the average score of the students listening comprehension was in the low category. It can also be seen that the lowest score of the students was 35, and the highest score of the students was 56.

The students' listening score was divided into four categories: very low, low, intermediate, and high. The result of listening comprehension is presented in the following table:

**Table 7.** The Result of Listening Comprehension

<b>Interval</b>	<b>Category</b>	<b>Average Score</b>	<b>Frequency</b>	<b>Percentage</b>
Listening Comprehension	Very low (24-30)	0	0	0%
	Low (31-49)	45	36	90 %
	Intermediate (50-56)	52	4	10 %
	High (57-68)	0	0	0 %

*Source: Educational Testing Services (ETS)*

From the table above, it can be seen that most of the students' of English Study Program of Universitas Bengkulu comprehension in listening is low. It was proved by the percentage which is none of the students had high category of listening comprehension. The result shows that 90% of the students had low listening comprehension with the average score 45. The 10% of the students were in the intermediate level of the listening comprehension category with the average score 52. It also can be seen from the table above that there were none of the students that was in the very low category of listening comprehension. From those results, it can be concluded that the listening comprehension of the students were low.

The researcher calculating the correlation of the variable X which is students self-efficacy questionnaire and variable Y which is the students' listening comprehension score. The result shows that there is a low correlation between the students' self-efficacy and their listening comprehension. it was proved by the Rxy score 0.20 which was categorized as low correlation (Hasan, 2009).

## **DISCUSSION**

This research aim to find the correlation between the self-efficacy of the eight semester students of English Study Program of UNIB and their listening comprehension. Therefore, this research focused only on the self-



efficacy concerning listening skill and the listening comprehension itself. In this research, 40 students who had a TOEFL score below 450 from two classes participated.

In collecting the data, the researcher took the listening comprehension score by conducted the TOEFL test. In brief, based on the data analysis the researcher found that most of the students were in the high category of self-efficacy but 90 % of the students have low listening comprehension and 10% of the students were in intermediate level. There were none of them that was in the high category of the listening comprehension and also none in the very low category.

It was found that most of the students got difficulties to understand what the speaker was talking about and it is hard for them to comprehend it. It was relevant to the statement of Malkawi (2010), that there are three listening problems that students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question. Meanwhile, the result of the self-efficacy questionnaire shows that the self-efficacy of the eighth semester students of UNIB was mostly high. From the result, it can be seen that 82.5% of the students were in the high category of self-efficacy and the 17.5% of them were in the low category of self-efficacy. It means the most of the students believed about their ability that they could do task related to listening. It was supported by Vandergriff and Goh (2012) who state that listeners with high self-efficacy feel confident about their ability to handle listening situations because they have learned to manage these challenges, based on past experience. They attribute their success mainly to their own efforts. As the result, it can increase their efforts in the listening.

Further, to answer the research question, the researcher used a correlation product moment by Pearson to analyze the data. Based on the data analysis, the researcher found that the self-efficacy concerning listening skill and listening comprehension showed that there was correlation between the two variables. It was proved by the result of the  $r_{xy}$  was 0.20 where it was categorized as low correlation. It can also be

seen from the fact that the result of the self-efficacy questionnaire was not too high and the listening comprehension was low. The researcher assumed that the result could happen since self-efficacy was not the only factor that influence the students' listening comprehension.

The result of this research was supported by Isty, Azhar, & Ras (2017). '*Correlation Between Self-Efficacy and Listening Comprehension of The Eight Semester Students of English Study Program FKIP-UR*' This research is aimed to find out whether there is a significant correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR. The sample was 35 students selected through purposive sampling technique. The research findings revealed it was obtained that the correlation coefficient between students' self-efficacy and the listening comprehension was 0.786 with the Sig. value=0.00. Hence, it could be concluded that there was a significant correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR.

In short, this study found that there was a low correlation between the students' self-efficacy concerning listening skill and listening comprehension of the eighth semester English Study Program of Universitas Bengkulu. It was supported by the result where the  $r$ -obtained was 0.20 which considered that the correlation was low based on the table of the strength of Correlation. Moreover, the  $r_{xy}$  0.20 were below the  $r_t$  0.3120. It means that the correlation between the students' the eighth semester English Study Program of Universitas Bengkulu were not really significant.

## **CONCLUSION AND SUGGESTION**

From the result of this research, it can be concluded that there was a correlation between self-efficacy concerning listening skill and listening comprehension achievement, but not really significant. Based on the finding of the research, it can be concluded that the English Study Program students' of Universitas Bengkulu listening self-efficacy does not really give dominant effect on listening comprehension. In this case, other

factors may give more dominant effect on it. It also means that the students of English Study Program of UNIB with high self-efficacy will not always get a good result in listening comprehension and the students with low self-efficacy will not always get a bad result in listening comprehension.

Based on the explanation and the conclusion above, the researcher intended to give some suggestions. Firstly, teachers should give more motivation to the students and be more creative in giving a lesson and using various teaching method in teaching listening. As for the students it is important for them to have a big desire to learn listening English in order to help them easy to understand the material and increase their knowledge.

The last suggestion was for the further researcher. The researcher hopes that the further researcher can conduct the same topic and find out the reason why the self-efficacy and listening comprehension does not have a really significant correlation. Further, they were suggested to find another categorization of the self-efficacy since it was not really appropriate in this research. They also need to pay attention on the questionnaire. Make sure that the sample will understand every questions on the questionnaire or it can be translated into Bahasa Indonesia. The further researcher can also conduct a research about the correlation of self-efficacy with different skill such as speaking.

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#### **Writer Information**

Name	Anggun Mukti Prima Bakti
Affiliation	English Education Study Program, Department of Language and Art, University of Bengkulu
Email	<a href="mailto:anggunmuktiprimabakti@gmail.com">anggunmuktiprimabakti@gmail.com</a>
Phone Number	08127983066

