The Correlation between Students' Academic Self-Efficacy and Their English Learning Achievement at SMAN 1 Pekanbaru

Hubungan Korelasi antara Efikasi Diri pada Akademik Siswa dan Capaian Pembelajaran Bahasa Inggris di SMAN 1 Pekanbaru

Devina Avissa Tasha[a,1*], Novitri[b,2], Rumiri Aruan[c,3]

[a,b,c] Faculty of Teachers Training and Education, Universitas Riau, Indonesia
devina.avissa3388@student.unri.ac.id, novitrisyam@lecturer.unri.ac.id,
rumiri.aruan@lecturer.unri.ac.id
[*] Penulis Korespondensi

INFORMASI ARTIKEL

Riwayat Artikel
Diterima: 31 Maret 2023
Direvisi: 7 April 2023
Disetujui: 17 April 2023

Keywords
correlation
academic self-efficacy
English learning achievement

Kata Kunci
korelasi
efikasi diri secara akademik
capaian pembelajaran bahasa Inggris

ABSTRAK

Abstract
The research objective was to discover whether or not there is a significant correlation between students' academic self-efficacy and their English learning achievement at SMAN 1 Pekanbaru. The research applied quantitative approach with correlational research design,. The population of the research was 250 students of tenth grade at SMAN 1 Pekanbaru, meanwhile the samples were 70 students, who were selected using a cluster random sampling technique. The instruments employed in this study were questionnaire to measure students' academic self-efficacy and secondary data that was taken from the exam results of students' English achievement. To analyze the data, the researcher applied SPSS 25. The findings proved that the correlation coefficient between the two variables is 0.422 and categorized as 'moderate'. In addition, the determinant coefficient of students' academic self-efficacy is 0.1780. It was inferred that there is a moderately significant and positive correlation between two variables.

Abstrak
Kajian ini bertujuan untuk membuktikan apakah ada korelasi yang signifikan antara efikasi diri pada akademik siswa dan capaian pembelajaran Bahasa Inggris di SMAN 1 Pekanbaru. Berhubungan dengan desain penelitian korelasional, studi ini menggunakan pendekatan kuantitatif. Jumlah populasi penelitian adalah 250 siswa dari kelas sepuluh di SMAN 1 Pekanbaru, sedangkan sampelnya adalah 70 siswa yang dipilih menggunakan teknik Cluster Random Sampling. Instrumen yang digunakan adalah kuesioner untuk mengukur efikasi diri pada akademik siswa dan data sekunder yang diambil dari hasil ujian akhir Bahasa Inggris. Untuk menganalisis data, peneliti menggunakan SPSS 25. Hasil menunjukkan bahwa korelasi koefisien antara dua variabel adalah 0.422 dan dikategorikan sebagai 'moderat'. Sedangkan untuk determinan koefisien efikasi diri pada akademik siswa adalah 0.1780. Maka dapat disimpulkan bahwa ada korelasi signifikan yang moderat dan positif antara dua variabel.

https://dx.doi.org/10.31503/madah.v14i1.551

1. Introduction

Self-efficacy heavily influences one's academic performance. In social cognitive theories, self-efficacy is the foundation of the motivational process. An individual's self-efficacy in education refers to his or her belief that they are capable of achieving goals or milestones at an expected level. Self-efficacy tends to affect students' self-directed learning strategies. According to Zimmerman (1995), self-efficacy has cognitive participation, and improving self-efficacy leads to students using their cognitive abilities to improve their academic achievement (Wang & Bai, 2017). Students who have higher academic self-efficacy are more likely to choose to take action, put forth a lot of effort and persevere longer than students who have lower self-efficacy (Usher & Schunk, 2018; Thompson et al., 2022). Self-efficacy is a fundamental motivational factor that produces more highly motivating outcomes (Schunk & Maria, 2020).

Prior research generally confirms that there is a significant relationship between academic self-efficacy and academic results (Meral et al, 2012; Ahmad & Safaria, 2013; Shkullaku, 2013; Akram & Ghazanfar, 2014; Hassan et al, 2015; Honicke & Broadbent, 2016; Kolo et al, 2017; Enny & Pujara, 2019; Yokoyama, 2019; Cheng 2020). Shin (2018) and Graham et al. (2020) revealed that self-efficacy affects students' ability to make relationships between their good and bad score in the second learning. Strongly self-efficacious students prefer to attribute their mistakes to internal factors over which they have some degree of control, such as their efforts and assignment strategies (Yantaprakom et al., 2018). Students with poor self-efficacy, on the other hand, blamed their shortcomings on external factors such as their school program or professors (Morán-Soto & Benson, 2018).

Academic achievement is the outcome of learning after engaging in a learning program that is expressed by a score or value (Lei et al., 2018). It is an evaluation of the standards and goals of students within an educational system. According to Mustika (2022), learning achievement is measured by a number, such as a report book, for evaluation. It is given to the students, when the semester is over and the final exam has been taken.

In Bloom's taxonomy (cognitive, affective, and psychomotor), there are three assessment for English language (Hoque et al., 2021). Those are *Cognitive domain* in Knowledge Comprehension, *Affective domain* in Attitude assessment and *Psychomotor domain* in English skills result. In addition, an educational psychologist Bloom (1956) divided human learning into three distinct learning domains. The Cognitive Domain covers the growth of intellectual abilities and content knowledge. In terms of English language acquisition, this includes the development of speaking, reading, writing, and listening skills. Those are the aspects which including as the assessment or scoring in English language examination for the students. The affective domain contains of feelings, values, appreciation, enthusiasms, motivations, and attitudes. These factors have an impact on students' relationships with teachers. The effectiveness in learning can be achieved when students and teachers understand each other to discover the best method in learning. The affective domain is occurring in the process of learning and affects the final result of report book as attitude assessment. The use of motor skills, coordination, and physical movement fall under the psychomotor domain. These skills take practice and are measured by the accuracy, protocols, or execution strategies (Rovers et al., 2019). The psychomotor domain is also occurring during the process of learning as students practice skills.

Self-efficacy is believed to have a positive relationship with English language proficiency and beneficial to study the language. For example, a study in Hong Kong reported that self-efficacy strongly predicted English language proficiency among 1092 Chinese students and (Bai et al., 2018). Al-Abyadh and Azeem (2022) also found that self-efficacy positively influenced students' academic performance (Güngör, 2020). Bandura (2013) stated, "the students with high self-efficacy levels can be observed from their ability to manage, carry out, and solve the problems related to the learning tasks, certainly with the belief that the tasks can be successfully completed". A student with high self-efficacy tends to show excitement on every learning aspect (Usher & Schunk, 2018). They will like submitting assignments punctually, active during the lessons, and do their best to reach their academic goals. On the other hand, a student with low self-efficacy will like to come late for classes, never collect their assignments punctually and easy to give up on hard situations. This explanation affirmed that self-efficacy is not oriented to the capability of a person to complete a given assignment, but rather to the belief that he is capable of completing various tasks (Schunk & Maria, 2020).

Based on the evidence from the studies mentioned above that a plethora of research has investigated self-efficacy and how it relates to students' learning achievement. The researcher is interested in carrying out a study that focuses on self-efficacy of the tenth grade students at SMAN 1 Pekanbaru. This study is expected to provide information for English teachers about students' motivation and help them to improve their learning process. Moreover, the findings of this study can improve self-awareness of self-efficacy for students during English language learning. Therefore, the researcher believes it is essential to do research based on this topic, assuming that academic self-efficacy shall improve students' English learning achievement. The research objective is to find out whether or not there is a significant correlation between students' self-efficacy and their English academic achievement at SMAN 1 Pekanbaru.

2. Methodology

The objective of this research is to discover the correlation between students' academic self-efficacy and their English learning achievement. Having a correlational design, this research aims to discover a correlation between two variables. As defined by Cresswell (2012), correlation is a statistical test that intends to discover if two (or more) variables or two sets of data that have a propensity to change in a predictable way. There were two variables operated; students' academic self-efficacy and students' English learning achievement. The researcher employed Alternative Hypothesis (Ha) and Null Hypothesis (H0) to determine the answer to that hypothesis, which are described by the following hypothesis:

- Ho: There is not any significant correlation between students' self-efficacy and their English learning achievement.
- Ha: There is a significant correlation between students' self-efficacy and their English learning achievement.

The population in this research was the tenth grader students of SMAN 1 Pekanbaru in 2021/2022 academic year. Total numbers of the population in this

research were 250 students, which spreads to 7 classes (X IPA 1 – X IPA 7). According to Sugiyono (2014), Cluster Random Sampling belongs to probability sampling. It means the researcher selected a group that exists in the population at random. The Cluster Random Sampling was administered by the researcher because the data source is particularly large. The researcher gave number 1 until 7 in the papers suitable a total classes and the sample was selected by lottery. The data collection consists of 70 students from two classes. There were two instruments used in order to collect the data: a primary and a secondary data. According to Sugiyono (2017), primary data resources were obtained from the field directly from the source, meanwhile secondary data sources obtained not from the field but from documents containing proven data about its validity. The primary data were questionnaires. Students completed the questionnaires by self-rating items on a 5-point, Likert-type scale. This scale ranges from 1 (Strongly disagree) to 5 (Strongly agree).

The questionnaires were adapted from Gafoor and Ashraf (2006). The original questionnaire had 40 statements which consist of 20 items for each positive and negative statement. In addition, it has twelve selected dimensions based on the Self-Efficacy theory of Albert Bandura (1977) who placed it within the framework of Social Cognitive theory. Meanwhile, there were 35 questions in the adapted questionnaire. The researcher added some dimensions, such as listening comprehension, speaking ability and writing ability to assess students' academic self-efficacy. The adapted questionnaire has already been tried out, resulting in 35 valid and reliable statements. The validity and reliability was done by using SPSS 25.

The researcher selected this instrument because the scale is based on the assumption that a student's efficacy in each area of academic work will have an impact on their overall academic efficacy. Using the theory by Bandura (1986), there are three main factors containing fifteen dimensions of the Academic Self-Efficacy in total. The first factor is student personal factor in the form of cognition events (Learning Comprehension, Reading Comprehension, Listening Comprehension, Memory, Time Management, and Goal Orientation). The second factor is the behavioral factor in the form of academic performances (Learning Process, Speaking Ability, Writing Ability, and Examination). The third as well as the last factor is the environmental factor in the form of instructional strategies (Curricular Activities, Teacher Student Relationship, Peer Relationship, Utilization of Resources, and Adjustment).

The second instrument employed a secondary data. The data were taken from the scores of students' English learning achievement. The rubric is from the teacher of English class, KN. There are two kinds of English learning In SMAN 1 Pekanbaru, which are Compulsory English and Literature English. The component of the rubric is their grades average obtained from their English latest result of Semester Test on June, 2022.

This research was conducted at SMAN 1 Pekanbaru. The data were collected and interpreted from July until October 2022. This research was carried out through online and offline method. In collecting data, the researcher provided Google form questionnaires distributed in the Whatsapp Group. There were some procedure to collect the data. First, the researcher distributed Google Form questionnaires. Second, there were 15-20 minutes for respondents to complete the questionnaire. The next step, the researcher interpreted the data.

After the data were collected, they were later interpreted using a computer program, IBM SPSS Statistics 25. The researchers first described the data of each

variable before explaining the correlation analysis between the two variables as follows:

1. *The Normality Test*: to observe if the sample data came from a population with a normal distribution. The basic decision-making in the normality test is that if the P-value is greater than the, the data distribution is normal, but if it isn't, then the distribution of the data is not normal.
2. *The Linearity Test*: to determine whether the relationship between variables is linear or not. Same with normality tests, if the value of deviation from linearity is greater than 0.05, the relationship between both variables is linear. However, if it is lower than 0.05, then the relationship between both variables is not linear.
3. *The Correlation Analysis*: to test the hypothesis. The researchers used the Pearson Product Moment Correlation through IBM SPSS 25. After that, the correlation coefficient is classified using the table of correlation by Sugiyono (2014). The interpretation be observed below:

Table 1
Interpretation Correlation

***r* Value**	**Interpretation**
0,00-0,199	Very low correlation
0,20-0,399	Low correlation
0,40-0,599	Moderate correlation
0,60-0,799	High correlation
0,80-1,000	Very high correlation

4. *Determinant Coefficient*: to observe the percentage of students' academic self-efficacy contribution to the students' English learning achievement. In studying a correlation, it is important to discover how much variable X influences the value of variable Y. Thus, computing determinant coefficients is important to see the percentage of students' academic self-efficacy influence on students' English learning achievement. The following formula was employed to calculate it.

$$R = r^2 \times 100\%$$

Notes: R = Determination coefficient
r = Correlation coefficient

3. Results and Discussion

3.1. Descriptive Statistics Analysis.

The first description is about a summary of the students' answers to the adapted self-efficacy questionnaire. After the data were collected, the researcher interprete the statistical scores of it. All of these results were discovered using IBM SPSS Statistical 25. Following is a summary of the findings:

Table 2
Descriptive Statistics of Academic Self-efficacy

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Students Academic Self-Efficacy	70	90	80	170	115.7	13.767
Valid N (listwise)	70					

Table 2 indicates that the range score of the students' self-efficacy is 90 with the minimum score is 80 and the maximum score is 170. Furthermore, the mean score of the data is 115.7 meanwhile the standard deviation is 13.767. Using the formula by Azwar (2012), the classification of the students' self-efficacy can be observed as follows.

Table 3
Classification of Students' Academic Self-efficacy

Score	Classification	Frequency	Percentage
$136 < X$	Very High	2	2.9%
$123 < X \leq 136$	High	15	21.4%
$109 < X \leq 123$	Average	31	44.3%
$95 < X \leq 109$	Low	17	24.3%
$X \leq 95$	Very Low	5	7.1%
Total		70	100%

From Table 3, it can be observed that there are two students (2.9%) on the category of 'very high' level of self-efficacy, fifteen students (21.4%) on the 'high' level of self-efficacy, thirty-one students (44.3%) on the 'average' level of self-efficacy, seventeen students (24.3%) on the 'low' self-efficacy level, and five students (7.1%) on the 'very low' self-efficacy level. As a whole, with the average score of 115.7, it can be inferred that the self-efficacy level of tenth grade students of the SMAN 1 Pekanbaru is *average.*

The second data group is the students' English learning achievement. To gain the data, the second instrument was employed; the latest English language exams. This English learning achievement consists of 2 kinds of exam results. Those are Compulsory English and Literature English. Referring to Curriculum 2013 that applied taxonomy bloom, there are three assessments for English language (Hoque et al., 2021). Those are Cognitive domain in Knowledge Comprehension, Affective domain in Attitude assessment and Psychomotor domain in English skills result. From each exam, there are two scores; Knowledge Comprehension score result, English Skills score result and attitude assessment in qualitative value which demonstrates Good or Bad. The report data revealed that all of the students have

Good attitude. After the data was accumulated, the writer interpreted the statistical scores of the data, which include the range, minimum score, maximum score, mean, and standard deviation. All of these steps were done using SPSS 25. The descriptive analysis of the students' English learning achievement finding is presented as follows:

Table 4
Descriptive Statistics of English Learning Achievement

	N	Range	Minimum	Maximum	Mean	Std. Deviation
English Learning Achievement	70	14.25	76.75	91.00	86.22	3.77
Valid N (listwise)	70					

Table 4 indicates that the range score of the students' English learning achievement is 14.25 with the minimum score is 76.75 and the maximum score is 91.00. Furthermore, the mean score of the data is 86.22 meanwhile the standard deviation is 3.77. Using ability table by Riduwan (2011), the classification of the students' English learning achievement can be seen as follows.

Table 5
Classification of Students' English Learning Achievement

Score	Classification	Frequency	Percentage
81 - 100	Very Good	62	88.6%
61 – 80	Good	8	11.4%
41 - 60	Mediocre	0	0%
21 - 40	Poor	0	0%
0 - 20	Very Poor	0	0%
Total		70	100%

From Table 5, it is observed that there are sixty-two students (88.6%) on the category of 'very good' level of English learning achievement and eight students (11.4%) on the 'good' level. As a whole, with the average score of 86.22, it can be inferred that the students' English learning achievement level of tenth grade students of the SMAN 1 Pekanbaru is *Very Good.* These scores represent Cognitive domain and psychomotor domain. In addition, the value for Affective domain is represented in qualitative assessment which classified by Good or Bad. Based on students' report, all of the students have a Good predicate.

To discover the correlation between two variables and test the hypothesis, the researcher interpreted variable X (academic self-efficacy) and variable Y (English

learning achievement) using Pearson Product-Moment formula through IBM SPSS Statistics 25 program. In addition, normality and linearity tests were additionally implemented to show better quality and comprehension of the data.

3.2. The Normality Test

This test was performed before the data had been processed. The detection of data normality employed the *One-Sample Kolmogorov-Smirnov Test* to discover whether there is a normal distribution or not. The data are from questionnaire and test. The data can be classified into normal when the p-output is higher than 0.05 level, the data distribution is normal, on the contrary, if the data is lower than the α then the distribution of the data is not normal. The writer employed the Kolmogorov-Smirnov normality test.

Table 6
Normality Test Output

		Unstandardized Residual
N		70
Normal Parameters[a,b]	**Mean**	.0000000
	Std. Deviation	3.68897225
Most Extreme Differences	**Absolute**	.197
	Positive	.102
	Negative	-.197
Test Statistic		.197
Asymp. Sig. (2-tailed)		**.382[c]**

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The writer employed the Kolmogorov-Smirnov normality test. As can be observed from Table 5, the P-value is 0.382, which is greater than the α (0.05). That means the data distribution can be declared as *normal*.

3.3. The Linearity Test

Before interpreting the final data, the researcher had to verify whether the data obtained were linear or not. Linearity test is performed to observe the linearity value the data. Furthermore, the result of linearity was verified by comparing with significant level (α = 0.05). If the result was greater than 0.05 levels, it means that the data are linear.

Table 7
Linearity Test Output

			Sum of Squares	df	Mean Square	F	Sig.
English Learning	**Between**	**(Combined)**	613.822	38	16.153	1.350	.197

Achievement * Academic Self-Efficacy	**Groups**	**Linearity**	45.830	1	45.830	3.830	.059
		Deviation from Linearity	567.992	37	15.351	1.283	**.241**
	Within Groups		370.996	31	11.968		
	Total		984.818	69			

Based on Table 7, the value of deviation from linearity is 0.241, which means it is greater than 0.05. Thus, it can be inferred that there is a linear relationship between self-efficacy and students' English learning achievement of the tenth year students in SMAN 1 Pekanbaru.

3.4. The Correlation Analysis

To discover the correlation between self-efficacy and students' English learning achievement, the data from both variables were statistically computed by using Pearson Product-moment formula through SPSS Statistics 25. The following is the output of the computation of correlation coefficient.

Table 8
Correlation Analysis

		Academic Self-Efficacy	**English Learning Achievement**
Self-Efficacy	**Pearson Correlation**	1	**.422**
	Sig. (2-tailed)		.073
	N	70	70
English Learning Achievement	**Pearson Correlation**	**.422**	1
	Sig. (2-tailed)	.073	
	N	70	70

Based on the SPSS output presented in Table 7, it was demonstrated that the correlation coefficient of the students' self-efficacy and their English learning achievement is 0.422. Employing the interpretation of correlation level by Sugiyono (2014), which can be observed on Table 1, if the correlation coefficient has value in the range of 0.400 to 0.599, it means there was an enough correlation between variable X and Y. It can be assumed that those two variables have a moderate level of correlation. As a result, the null hypothesis (H0) is rejected, and it can be affirmed that there is a *moderately significant correlation* between students' self-efficacy and their English learning achievement of the tenth year students of the SMAN 1 Pekanbaru.

As Fenton and Nail (2012) have stated before, if the correlation coefficient is greater than 0 and closer to +1, it is a positive correlation. However, if it is less than 0 and closer to -1, then it is a negative correlation. With 0.422 correlation coefficient, it can be inferred that the correlation between students' self-efficacy and their English learning achievement of the tenth year students of the SMAN 1 Pekanbaru is ***positive.***

3.5. The Determinant Coefficient

In studying a correlation, it is important to discover the coefficient of determination (R). This analysis is to know how much variable X influences the value of variable Y.

$$R = r^2 \text{ x } 100\%$$
$$R = (0.422)^2 \times 100\%$$
$$R = 0.1780 \times 100\%$$
$$\mathbf{R = 17.8\%}$$

The result of R value is 17.80%, which means self-efficacy has a seventeen point eight percent (17.8%) contribution to English learning achievement of the tenth grade students at SMAN 1 Pekanbaru. From that point, it is worth mentioning that another eighty-two point two percent (82.2%) of the students' English learning achievement is contributed by other factors.

Furthermore, a discussion is presented in order to respond the research question. There were two sections of the discussion. The first section is about the summary of the data from variable X and Y, and the second section is the correlation analysis and conclusion.

The first variable of the research is the students' academic self-efficacy. The data of this variable were obtained from an adapted questionnaire by Abdul Gafoor K. & Muhammed Ashraf (2006). The writer selected this instrument because of the questionnaire's quality. As indicated on Table 2, the mean score of the students' academic self-efficacy is 115.7. Employeing a formula by Azwar (2012), the score is classified as ***average***. Thus, it can be assumed that the self-efficacy of the tenth year students at SMAN 1 Pekanbaru is ***average*** or in other words, the students are mostly at ***moderate*** level on their academic self-efficacy in learning English.

Furthermore, the writer interviewed the students to ask them toward their self-efficacy. Based on the findings, they are mostly at moderate level of English self-efficacy. This may occurred in consequence of online learning, hybrid learning and offline learning that they have been through since July 2021 until July 2022. In general, teaching and learning process is more conducive and efficient when teacher and students are learning face-to-face in the same room. In 2021, students underwent online and hybrid learning. They said that they were having some difficulties due to low connection, lack of concentration and certain distraction issues during online learning and hybrid learning. When the offline learning was implemented in 2022, the students started to gain more confidence in learning English. In conclusion, most of the students have *moderate* confidence in learning English as a result.

The second variable is the students' English learning achievement. The data of this variable obtained from the latest semester test score of the students. Based on Table 4, the mean score of the English learning achievement is 86.22, which can be classified as *very good.* Therefore, it can be inferred that the tenth grader students of SMAN 1 Pekanbaru are considered to have *very good* learning achievement of English subject.

In addition, KN as one of the English teacher of ten year students at SMAN 1 Pekanbaru conveyed that the students' performance were great enough, even though they have average level of academic self-efficacy. Most of the students were taking course, joined English Club extracurricular, activated during the teaching and learning process, and some of students even ordinarily spoke in English language

with their classmates. Moreover, the transformation of the curriculum additionally affected their learning process. Curriculum 2013 (K13) was applied during 2021, meanwhile *Merdeka* Curriculum was started to be implemented in 2022. KN stated that Curriculum 2013 was more complex to apply in teaching and learning process, this is in conformity with the research of Maladerita et al. (2021). Thus, within Merdeka Curriculum in 2022, KN conveyed that the situation was more conducive and the students were more focused and activated during teaching and learning process. Therefore, the tenth year students mostly have *very good* learning achievement of English subject.

The second part of the discussion is correlation analysis and hypothesis testing. As stated in introduction, the objective of this research was to discover whether there is a significant correlation or not between students' self-efficacy and their English academic achievement at SMAN 1 Pekanbaru.

In order to respond this question, the writer applied IBM SPSS 25. According to the output on Table 8, the correlation coefficient of the two variables is 0.422. This result, confirming to correlation classification by Sugiyono (2014), is considered as *moderate correlation*. With this finding, the Ho is then rejected and Ha is accepted. Moreover, because the coefficient is greater than 0 and close to +1, the type of the correlation is confirmed as *positive*. That means both variables move in the same direction. The higher students' self-efficacy is, the better their English learning achievement will be and vice versa.

This inference backed up the findings of studies by Zhu (2016). Zhu discovered that self-efficacy in spoken English was *average* at non-English major colleges, and that there was a *positive* correlation between self-efficacy and English score, which is in line with this study. Kitikanan (2017) investigated the results of of self-efficacy toward L2 learners. She also discovered that self-efficacy in each language category had a substantial *positive* relationship with total English learning achievement. Della (2018) researched about the influence of self-efficacy on students' speaking skill. She discovered that the mean score of students' speaking ability is 79 (*Moderate*). Fetra also pointed that their self-efficacy is *average*.

To sum up, this research has proven that there was a moderately significant and positive correlation between students' self-efficacy and their English learning achievement. With the determination coefficient of 0.1780, self-efficacy is revealed to have seventeen-point-eight percent effect on the students' English learning achievement. Meanwhile the other eighty-two percent are influenced by external factors, such as the teaching and learning process, courses, family, society, behavior, psychological aspects and school (Slameto, 2013).

4. Conclusion

There are three main ideas for the conclusion. First, data analysis from the questionnaire proves that the self-efficacy level of tenth grade students of the SMAN 1 Pekanbaru is *Average.* For the second analysis, it was inferred that the English learning achievement level of tenth grade students of the SMAN 1 Pekanbaru is *Very Good*. Third, the null hypothesis (H0) is rejected because the correlation coefficient result is 0.422. Thus, it can be inferred that *there is a positive and moderately significant correlation between students' self-efficacy and their English learning achievement at SMAN 1 Pekanbaru*. This inference backs up the findings of studies by Zhu et al (2020). They discovered that self-efficacy in spoken English was *average* at

non-English major colleges, and that there is a *positive* correlation between self-efficacy and English score, which is in line with this study. Kitikanan and Sasimonton (2017) investigated the results of self-efficacy toward L2 learners. She also discovered that self-efficacy in each language category has a substantial *positive* relationship with total English learning achievement. Della (2018) researched about the influence of self-efficacy on students' speaking skill. She discovered that the mean score of students' speaking ability is 79 (*Moderate*).

References

Ahmad, A., & Safaria, T. (2013). "Effects of Self-Efficacy on Students' Academic Performance". *Journal of Educational, Health, and Community, 2*(1), 22–29.

Akram, B., & Ghazanfar, L. (2014). "Self-Efficacy and Academic Achievement Performance of The Students of Gujrat University, Pakistan". *Academic Research International, 5*(1), 283–290.

Al-Abyadh, M. H. A., & Azeem, A. H. A. H. (2022). "Academic Achievement: Influences of University Students' Self-Management and Perceived Self-Efficacy". *Journal of Intelligence*, *10*(3), 55.

Azwar, S. (2012). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.

Bai, B., Chao, G., & McInerney, D. M. (2018). "Self-Efficacy and Self-Concept as Predictors of Language Learning Achievements in An Asian Bilingual Context". *The Asia Pacific Education Researcher, 28*(2), 139–147.

Bandura, A., Adams, N. E., & Beyer, J. (1977). "Cognitive Processes Mediating Behavioral Change". *Journal of Personality and Social Psychology, 35*, 125-139.

Bandura, A. (1986). "Fearful Expectations and Avoidant Actions as Coeffects of Perceived Self-Inefficacy". *American Psychologist, 41*(12), 1389–1391. https://doi.org/10.1037/0003-066X.41.12.1389

Bandura, A. (2013). "Regulative Function of Perceived Self-Efficacy". In *Personnel Selection and Classification* (pp. 279–290). Psychology Press.

Bloom, B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York, NY: McKay

Cheng, Y. Y. (2020). "Academic Self-Efficacy and Assessment". *Educational Psychology*, *40*(4), 389–391.

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Upper Saddle River, NJ: Merrill

Enny, W. E., & Pujara, L. (2017). "Influence of Self-Efficacy on Academic Achievement of School Children". *International Journal of Research in Applie, Natural and Social Sciences. 5*(8), 2321–8851.

Gafoor, K. A. & Ashraf, P. M (2012). "Contextual Influences on Sources of Academic Self-Efficacy: A Validation with Secondary School Students of Kerala". *Asia Pacific Education Review*, *13*, 607–616.

Güngör, A. Y. (2020). "The Relationship Between Academic Procrastination Academic Self-Efficacy and Academic Achievement among Undergraduates". *Oltu Beşeri ve Sosyal Bilimler Fakültesi Dergisi*, *1*(1), 57–68.

Hassan, A. E. (2015). "Influence of Self-Efficacy as Predictors of Academic Achievement". *International Journal of Education and Research, 3*(3), 275–284.

Honicke, T., & Broadbent, J. (2016). "The Relation of Academic Self-Efficacy to University Student Academic Performance: A Systematic Review". *Educational Research Review, 17*, 63–84.

Hoque, S. S. I., Chowdhury, A. A., Hossen, M. R., & Arjumand, D. (2021). "Can Tailoring Skills Be Delivered Through E-Learning Platform; Perspective of The Three-Learning Domains (Cognitive, Affective and Psychomotor Domain)". *American International Journal of Education and Linguistics Research*, *4*(1), 31–38.

Graham, S., Woore, R., Porter, A., Courtney, L., & Savory, C. (2020). "Navigating The Challenges of L2 Reading: Self-Efficacy, Self-Regulatory Reading Strategies, and Learner Profiles". *The Modern Language Journal*, *104*(4), 693–714.

Kitikanan, P., & Sasimonton, P. (2017). "The Relationship Between English Self-Efficacy and English Learning Achievement of L2 Thai Learners". *LEARN Journal: Language Education and Acquisition Research Network*, *10*(1), 149–164.

Kolo, A. G., et al. (2017). "Relationship Between Academic Self-Efficacy Believed of College Students and Academic Performance". *IOSR Journal of Humanities and Social Science, 22*(1), 75–80.

Lei, H., Cui, Y., & Zhou, W. (2018). "Relationships Between Student Engagement and Academic Achievement: A Meta-Analysis". *Social Behavior and Personality: An International Journal*, *46*(3), 517–528.

Maladerita, W., Septiana, V. W., Gistituati, N., & Betri, A. (2021). "Peran Guru Dalam Menerapkan Kurikulum 2013 di Sekolah Dasar". *Edukatif: Jurnal Ilmu Pendidikan*, *3*(6), 4771–4776.

Meral, M, et al. (2012). "The Relationship Between Self-Efficacy and Academic Performance". *Proceedia Social and Behavioral Sciences, 21*(1), 151–154.

Morán-Soto, G., & Benson, L. (2018). "Relationship of Mathematics Self-Efficacy and Competence with Behaviors and Attitudes of Engineering Students with Poor Mathematics". *International Journal of Education in Mathematics, Science and Technology*, *6*(3), 200–220.

Mustika, U. D. (2022). "Pengaruh Dukungan Ibu terhadap Prestasi Belajar Anak yang Dimediasi oleh Peregulasian-Diri dalam Belajar". *PSIKOVIDYA*, *26*(1), 16–26.

Riduwan. (2011). *Skala Perhitungan Variabel-Variabel Penelitian*. Bandung: Alfabeta

Rovers, S. F., Clarebout, G., Savelberg, H. H., de Bruin, A. B., & van Merriënboer, J. J. (2019). "Granularity Matters: Comparing Different Ways of Measuring Self-Regulated Learning". *Metacognition and Learning*, *14*, 1–19.

Schunk, D. H. & Maria K. D. (2020). *Self-Efficacy and Human Motivation. Advances in Motivation Science, 1*(1). 1–27.

Shin, M. H. (2018). "Effects of Project-Based Learning on Students' Motivation and Self-Efficacy". *English Teaching*, *73*(1), 95–114.

Shkullaku, R. (2013). "The Relationship Between Self-Efficacy and Academic Performance in The Context of Gender Among Albanian Students". *European Academic Research, 1*(4), 467–478.

Slameto. (2013). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.

Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Sugiyono. (2017). *Metode Penelitian Bisnis Pendekatan Kuantitatif, Kualitatif, Kombinasi, dan R&D* (3rd ed.). Bandung: ALVABETA, CV.

Thompson, G., Aizawa, I., Curle, S., & Rose, H. (2022). "Exploring The Role of Self-Efficacy Beliefs And Learner Success in English Medium Instruction". *International Journal of Bilingual Education and Bilingualism*, *25*(1), 196–209.

Usher, E. L., & Schunk, D. H. (2018). "Social Cognitive Theoretical Perspective of Self-Regulation". In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance* (pp. 19–35). Routledge/Taylor & Francis Group. https://doi.org/10.4324/9781315697048-2

Wang, C., & Bai, B. (2017). "Validating The Instruments to Measure ESL/EFL Learners' Self-Efficacy Beliefs and Self-Regulated Learning Strategies". *TESOL quarterly*, *51*(4), 931–947.

Wigfield, A., Tonks, S. M., & Klauda, S. A. (2016) *Handbook of Motivation at School.*Routledge.

Yantraprakorn, P., Darasawang, P., & Wiriyakarun, P. (2018). "Self-Efficacy And Online Language Learning: Causes Of Failure". *Journal of Language Teaching and Research*, *9*(6), 1319–1329.

Yokoyama, S. (2019). "Academic Self-Efficacy And Academic Performance In Online Learning: A Mini Review". *Frontiers in Psychology*, *9*, 2794.

Zhu, Z. Y., Jiang, M. D., Xu, P. P., Chen, W., Ni, Q. Q., Lu, G. M., & Zhang, L. J. (2020). *Coronavirus Disease 2019 (COVID-19): A Perspective from China.*

Zimmerman, B. J. (1995). "Self-Efficacy and Educational Development". *Self-efficacy in Changing Societies*, *1*(1), 202–231.