

CORRELATION BETWEEN STUDENTS' ACADEMIC SELF-EFFICACY AND THEIR ENGAGEMENT IN SPEAKING ENGLISH CLASS

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ABSTRACT

Penelitian ini bertujuan mengungkapkan hubungan antara *self efficacy* akademis siswa dan keterlibatan mereka di dalam pembelajaran berbicara Bahasa Inggris dan menganalisis seberapa jauh *self efficacy* akademis siswa berkontribusi pada keterlibatan mereka dalam pembelajaran berbicara Bahasa Inggris. Enam puluh satu siswa SMA Sugar Group Lampung Tengah dipilih sebagai sampel penelitian ini dengan menggunakan sampel bertujuan. Untuk mengumpulkan data, peneliti menggunakan dua macam angket atau kuesioner; kuesioner *self efficacy* akademis dari Pintrinch and De Groot (1990) dan Indeks keterlibatan dalam pembelajaran dari Schreiner and Louis (2006). Hasil penelitian menunjukkan bahwa koefisien hubungan dua variabel 0.384 dan ini merupakan hubungan yang signifikan dimana $r\text{-hasil} > r\text{-tabel}$ 0.254. Ditemukan pula bahwa *self efficacy* akademis siswa memberikan kontribusi 14,8% pada keterlibatan mereka dalam pembelajaran berbicara Bahasa Inggris. Jadi, dapat disimpulkan bahwa *self efficacy* merupakan faktor penentu kualitas keterlibatan siswa dalam proses pembelajaran.

This research is aimed at finding out the correlation between students' academic self efficacy and their engagement in speaking class and finding out how far students' academic self efficacy contribute their engagement in speaking English class. Sixty one students of SMA Sugar Group Lampung Tengah were selected as sample of this research by using purposive sample. To collect the data, the researcher used two kinds of questionnaire; students' academic self efficacy questionnaire by Pintrinch and De Groot (1990) and Engaged Learning Index by Schreiner and Louis (2006). The result showed that the coefficient correlation of two variables was 0.384 and it was significant where $r\text{-value} > r\text{-table}$ (0.254). It was also found that students' academic self efficacy contributed 14.8% to their engagement in speaking English class. So, it can be concluded that self efficacy is a factor in determining quality of student's engagement in learning process.

Keywords. correlation, speaking involvement, students' academic self efficacy, students' engagement

INTRODUCTION

Considering the purpose of English learning is for communication, hence speaking is the most important aspect in English learning. Besides that, Bailey and Savage (1994:7) cited by Lê (2011:1) say that speaking is seen as the center skill and the most demanding of the four skills. However, speaking is the most difficult skill to be mastered in English learning. Furthermore, there are many reasons that caused people especially student find difficulties in using English when they are trying to interact with others. They still look hesitate to interact with their friends and their teachers by using English. In addition, Susilawati (2007) cited that in oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, are the potential problems that can hinder the students to speak. This condition makes them loose their self-confidence to use English. Furthermore, the loose of self confidence directly influent the quality of their engagement in learning process. Finally, the classroom engagement becomes low.

If it is watched closely actually some of students have good competence in using English. They can pronounce the word correctly, use English in correct grammatical structure, and comprehend what they speak. However, there are still some students not actively engaged in speaking English class. It makes the teacher have to push them or her/his students first to make them actively participate or even say one short sentence. Students' engagement is important for the teacher to create active, creative, meaningful, and fun learning, so the aim of teaching learning can be achieved well. Teaching and learning process cannot run well

without engagement and activeness of students. Student's engagement is fundamentally important in promoting achievement and retaining students within education. Engagement is more than involvement and participation – it requires feeling and sense – making as well as activity. Acting without feeling engaged is just involvement and feeling engaged without acting is dissociation.

At least two distinct definitions of engagement have appeared in the literature. The first, students' engagement has been used to depict students' willingness to participate in routine school activities. In this overview, this form of engagement is referred to as "school process engagement". The second definition is used to focus on more subtle cognitive, behavioral, and affective indicators of students' engagement in specific learning tasks. Hu and Kuh (2001:3) define engagement as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes". It means that the quality of someone's engagement in education activities contributes to their own achievement of those activities. In this case, the researcher only focuses on students' classroom engagement rather than focuses on school engagement.

Many experts classify students' engagement into three dimensions: behavioral, cognitive, and emotional engagement. Behavioral engagement concerns with involvement in learning and academic tasks and includes behaviors such as effort, persistence, asking questions, and contribution to class discussion (Skinner and Belmont, 1993:572). Cognitive engagement can be defined as the quality of students' psychological engagement in academic tasks, including their interest, ownership and strategies for learning. For the last emotional engagement refers to

students' affective reactions in the classroom including; interest, boredom, happiness, sadness, and anxiety.

Therefore, students' engagement is affected by several factors. According to Gibbs and Poskitt (2010:15-20) factors affecting students' engagement are relationship with teacher and pairs, relational in learning, disposition to be learner, motivation and interest, cognitive autonomy, self efficacy, goal orientation, and academic self-regulated. In many of classes, especially seminars and tutorials, the listener will be expected not just to listen to the lecturer or tutor, but to do quite a lot of talking as well. It happens also in speaking class, the teachers expect their students not just listening and doing assignment given by the teacher, but to involve in classroom discussion which include doing quite a lot of talking. In speaking class the students should be ready for asking question to teacher and other students, answering question from teacher and other students, making comment, giving their own opinion, etc. However, some problems in engagement are still encountered by students of Senior High School in speaking English class; one of them is losing sense of confidence.

One of aspects might give impact to someone's self confidence is self efficacy. Self efficacy itself refers to people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1997). Bandura said that self efficacy can bring many influences. They are influences pursued courses of action and decision, influences the degree of expended effort, influences the level of perseverance and resilience to adversity in the face of obstacles, influences affective states, and influences the degree of

success realize. Therefore, it sound logic that people with high self efficacy or can be said to have high level of confidence will give much effort on what they want to achieve. Because it has been said before that self efficacy gives influences in the degree of expended effort.

Many literatures state that sense of belief or self efficacy might obtain from some processes. In Bandura (1996:122-161), Wood and Bandura (1989:408) note people's belief about their efficacy can be developed by four main sources of influence or processes. They are mastery/enactive experience, vicarious experience, social persuasion, and emotional state. Some literatures state that mastery experience is the most effective way or the most powerful source in creating a strong sense of efficacy. Mastery experience is affected by their own experience otherwise vicarious experience is provided by social models. Seeing someone with same ability succeed by effort raises the observers' beliefs that they have same capabilities to succeed. However observing someone failed lowers observer's judgment of their own efficacy. People who are verbally persuaded that they have the capabilities to master given activities are possible to mobilize greater effort than if they have self doubts when problems arise. This process is called social persuasions. And for emotional states refer to physiology state of someone can give information in grading one's ability. If one's physiology condition is good or free from any kind of stress or other somatic problem, someone will tend to have high hope of being success comparing to the one in stress condition as the result of some problems in her/his self.

Considering the explanation above, the researcher wants to find out the correlation between students' academic self efficacy and their engagement in speaking

English class and find out how far students' academic self-efficacy contributes their engagement in speaking English class.

METHODS

This is a quantitative study. The design used in this research is ex post facto design. There is no treatment in this research. This research was conducted at SMA Sugar Group Lampung Tengah in 2013/2014 academic year. There were three classes from three grades as the sample of the research. The sample was taken through purposive sampling. The researcher took the class with high competency in speaking English.

In collecting the data, the researcher used two kinds of questionnaire. A set of self efficacy questionnaire was taken from Pintrinch and De Groot (1990) while for collecting data students' engagement the researcher used Engaged Learning Index developed by Laurie A. Schreiner and Michelle C. Louis (2006). In this research, the researcher used two kinds of validity: content and construct validity while for the reliability, the researcher used Cronbach Alpha to find the reliability of the instruments. From the calculation of reliability analysis of academic self efficacy questionnaire, the alpha is 0.780. For the Engaged Learning Index used for students' engagement questionnaire, the calculation of reliability analysis of questionnaire shows that the alpha is 0.739.

The researcher correlated the self efficacy score with the result of students' engagement in order to determine whether there is correlation or not by using Pearson Product Moment Correlation. The data were analyzed both by using SPSS. After that, simple regression was implemented to find how far the contribution of academic self-efficacy to students' engagement.

RESULTS AND DISCUSSION

To get data the researcher administered two kinds of questionnaire: academic self efficacy questionnaire and students' engagement. Academic self efficacy questionnaire was administered to find out students' level of self efficacy and students' engagement to find out the students' engagement quality in speaking English class.

From the academic self efficacy questionnaire, it is found that 90.16% students have high self efficacy, 9.84% students have average self efficacy, and 0% student has low self efficacy. The self efficacy level of students from three different classes, who had highest score of competence, was high or in good level of academic self efficacy. This finding also was supported by Bandura (1997:3) who explain there are four main sources of self efficacy; they are mastery experience, vicarious experience, social persuasion, and emotional state. The three classes as sample of this research were the classes which had the highest score among other classes and most of students in these classes had high level of academic self efficacy. The students might obtain academic self efficacy from two kinds of process, which were mastery experience and vicarious experience. By their successes experience in facing every assignment, they had strong sense of belief on their competence if they were faced with difficult condition. Besides that, the vicarious experience factor may happen. Some students who had confidence not quite high enough on their competence would boost their sense of self efficacy on their ability by seeing their friends, which they think have the same ability of success.

Beside for the engagement aspect, the researcher administered Engaged Learning Index which consisted of three subscales. It was obtained the highest mean level of engagement is the meaningful process subscale. From the table, it can be seen that the result of three subscales of engagement show the quality of students' engagement in speaking English class was not quite good. The percentage of score shows among 50-60% students actively participated or highly engaged in speaking English class.

The students as the sample of this research show good competence in speaking English. The students' score shows that they can pronounce the word correctly, use English in correct grammatical structure, and comprehend what they speak. However, there are still some students not actively engaged in speaking English even though they have good competence because they are afraid if they will get bad response from their friend. The score of students' engagement shows their level of engagement is in average level. The three subscale scores show the quality of students' engagement was not good enough because it did not reach 80% point. It means there are quite many students being disengaged in learning.

In order to know the coefficient correlation between those two variables, the researcher analyzed the data by using SPSS. The following table shows the computation result of the two variables.

Correlations		Self. Efficacy	Students. Engagement
Self.Efficacy	Pearson Correlation	1	.384**
	Sig. (2-tailed)		.002
	N	61	61
Students. Engagement	Pearson Correlation	.384**	1
	Sig. (2-tailed)	.002	
	N	61	61

**, Correlation is significant at the 0.01 level (2-tailed).

From the calculation above, the researcher found that the coefficient correlation between students' academic self efficacy and their engagement in speaking English class is 0.384 at significance level 0.01. It means that the correlation between those two variables is weak positive correlation. It can be assumed that from the result, it can be seen that self efficacy had relationship with students' engagement in speaking English class. Gibbs and Poskit (2010:15-20) also mention some factors affecting students' engagement: relationship with the teacher and pairs, relational learning, dispositions to be learner, motivation and interest, personal agency/cognitive autonomy, self efficacy, goal orientation, and academic self-regulated. It proves that self efficacy is one of eight factors that affect student's engagement in classroom. So, when a student was lack of self efficacy, it would affect her/his engagement in classroom too. It would make them loose their sense of belief when they had to actively participate in classroom, just like asking, answering question, giving comment, etc.

It was also proved when the researcher calculated for contribution value that showed students' academic self efficacy contributes 14.8% to their engagement in speaking English class. As Gibbs and Poskit (2010:15-20) claimed that with high self efficacy, relationship with teacher and pairs, relational learning, disposition to

be learner, motivation and interest, personal agency, goal orientation, and academic self regulated will be better in students' engagement in classroom. Based on that statement, the researcher concluded that a good quality of student's engagement in speaking English class was contributed 14.8% by academic self efficacy and another 85.25% was influenced by other factors.

Based on the explanation of coefficient correlation of two variables, it could be concluded that the students' academic self efficacy affected their engagement in speaking English class. It was proved by the coefficient correlation and regression value.

CONCLUSIONS

Based on the data analysis and discussion, the researcher comes to the following conclusions:

1. There is significant correlation between students' academic self efficacy and their engagement in speaking English class. The statistical analysis of students' academic self efficacy and their engagement in speaking English class shows that the value of coefficient correlation $(r) = 0.384$. Thus, prediction can be put forth that when the students have high level of academic self efficacy, their engagement in speaking English class tend to be better.
2. For the contribution value, it was found that the coefficient influences value is 0.148 at significant level 0.01. It means that students' academic self efficacy contributes 14.8% to their engagement in speaking English class of students of SMA Sugar Group Lampung Tengah.

3. The students' engagement in speaking English class of students of SMA Sugar Group Lampung Tengah highly engaged in cognitive engagement or meaningful processing. It means that most of students of SMA Sugar Group Lampung Tengah highly engaged on meaningful process which represents cognitive processing of new information and effort to relate new material to pre-existing knowledge or experiences, as well as placing a priority on what is learned, thus engaging them in the learning process.
4. Having good competence in speaking English class does not mean students would actively participate in every single activity in learning process. There are many reasons causing student's engagement in speaking English class, one of them is self efficacy.

Based on the conclusions above, the researcher proposes some suggestions concerning the research finding as follow:

1. For teachers, besides teaching material and technique in speaking English class, they should also be aware to the psychological factors, like self efficacy and students' condition while they are learning. A good teacher is a teacher who gives optimal attention to not only the students' score but also their student's psychological condition while they are learning.
2. The teacher should be able to give more opportunities which invite them to have interaction with the teacher itself and their friends during learning process. The opportunity should be available for every single student not only for some students. So, they can use those opportunity as their practice in using target language.

3. For teacher after giving the opportunities to the students to use target language, he/she should not forget to motivate them. Actually they have already had high sense of belief about their competence but sometimes they are still afraid to use English to have communication with the teacher and friends. Besides that social persuasion also can improve or boost the student's confidence.
4. For further research, the one who is interested in studying student's engagement will be better to find out the effect of students' condition to their engagement in learning process, because this research found that student's condition (like student's mood and level of tiredness) obstruct student's engagement. Therefore, any writers interested in the same field are suggested to do deep analysis and focus on student's condition aspect.

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