

## **CHAPTER V**

### **RESEARCH DISCUSSION**

This chapter presents the discussions about the findings that have been presented in the result of hypothesis testing. And the interpretation of the findings will be linked with existing theories.

#### **A. Discussions**

In this chapter, the researcher would fully review the result of this research dealing with the finding up to the hypothesis testing. As the researcher has mentioned in the first chapter, this study purposed to answer the research problem; is there any positive correlation between self-efficacy and language-awareness on students' speaking achievement of 11<sup>th</sup> grade students at MA At-Thohiriyah Ngantru.

In learning English as a foreign language, it is important for the students to practice or speak new words they know. Nurhayati (2016) it is necessary to provide opportunities to practice speaking because English skill must be mastered by students. By practicing and using the vocabularies in speaking the target language, the learners will memorize the words and learn how to use them in various contexts. It also helps them to speak English accurately and fluently. However, when they have problems in speaking such as lack of self-confidence and bravery to speak, it can influence them to master speaking.

In this study, the researcher had collected the data needed to prove the hypothesis. The data was collected using two instruments. The first is the self-

efficacy and language awareness questionnaires given to all students of 11<sup>th</sup> grade as the participants in this research. They were asked to fill the items of statement on the questionnaire, which was used to investigate their level of self-efficacy. The second instrument about speaking test given to students to check the students' speaking scores.

In general, the result indicated that students' self-efficacy and language awareness have a positive significant correlation toward students' speaking achievement. It means if the students have good self-efficacy and language awareness, the students' speaking achievement is also good.

In addition, there are some researchers reported about the correlation between self-efficacy and academic achievement. Mastur (2016), Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006) they conducted a research about the relationship between self-efficacy and academic achievement. The result showed that there was a positive relationship between self-efficacy and academic achievement. In addition, Putri (2017), Gavidia (2012) they conducted an investigation about the use of language awareness to improve students' speaking achievement and listening skill. Their results conclude that the application of the language awareness techniques improved the level of speaking achievement of the students taking a Master's Program in Education in a Private University.

Based on the findings of thus previous studies before, the researcher conclude that, there was significant positive relationship between students' self-efficacy and language awareness through their English academic achievement,

especially in speaking ability. Students' belief about their efficacy will make students to be able to regulate their own learning and students' consciousness in language will encourage their motivation to learn more. However, Aouatef (2015) said if the students with a good cognitive ability still have a difficulty on speaking, main psychological factors as motivation, self-esteem, and anxiety are potential aspects in influencing the students' oral performance.

From the result of this research showed some implications to educational process especially in English learning process that need to consider. First, building self-efficacy in students by English teacher is highly important since it is positively correlated to the English achievement. Teachers' self-efficacies also can affect how well a student performs in school. Self-efficacious teachers encourage parents to take a more active role in their children's learning, leading to better academic performance (Hoover-Dempsey, Bassler, & Brissie, 1987). In this case the role of teachers to encouraging and persuading students are important, or offer them positive feedback after performance of a task increase the students' self-efficacy levels. Bandura (2002), states that forethought and outcome expectations can help to master a situation and achieve the desired targets. It has been noticed that teachers with a high level of self-efficacy have a positive attitude towards everything.

Second, in English learning process, the teacher should be aware to the physiological factor such as self-efficacy. The teacher should give optimal attention to not only students score but also their psychological condition while they are learning. Since self-efficacy can be ascertained in determining good

performance, then educational efforts, teacher practices and teaching strategy should be aimed at enhancing self-efficacy to increase students' English achievement.

Bandura (1997) proposed there are five types of self-efficacy influence can take many real-world forms that almost everyone has experienced:

1) Mastery Experiences

When someone do well and succeed at a particular task to attain a valued goal. He/she believes that he/she will succeed again at this task. When he/she fail, he/she often expect that he/she will fail again in the future he/she tries that task.

2) Vicarious Experiences

Bandura (1997) individual's self-efficacy can also be influenced by vicarious experiences provided by social models or friends whom they assume have the similarity of competence and intelligence. When someone who seems similar to other succeeds, then he/she may come to believe that he/she will succeed as well.

3) Social Persuasion

Bandura (1997) said that although social persuasion itself alone may not create huge increases in efficacy perception, "it is easier to sustain a sense of efficacy, especially when struggling with difficulties, if significant others express faith in one's capabilities than if they convey doubts". This involves people telling you what they believe that you are and are not capable of doing. Not all people will be equally persuasive.

#### 4) Physiological and Emotional States

Physiological and emotional states influence self-efficacy in any opportunities as well. For example when we learn to associate poor performance or perceived failure and success with pleasant feeling states, positive or negative mood, and other factors like fatigue, anxiety, etc.

#### 5) Imagine performances

Imagine performances are an effective way to increase your self-efficacy. For example, imagining yourself doing well on a job interview actually leads to more effective interviewing (Knudstrup, Segrest, & Hurley, 2003). Affective states and physical sensations abound when you think about the times you have given presentations in class.

In addition, its needs to be cultivated by the teacher to build students' language awareness, so that the language concerned is maintained for its use. Carter (2003), language awareness refers to the development in learner of an enhanced consciousness of and sensitivity to the forms and function of language. However, each student has his own view of the language. Indeed, he realizes that language is a necessity for them, so that with this awareness there will also raise an attitude of respect and behave responsibly in maintaining language. In speaking, students will be more motivated to speak when their environment supports their language. Meanwhile, the environment that is not conducive will result in a weak awareness of language. Therefore, teachers are required to be able to create conducive language environment, so that students' will awareness of language is created.

By providing several tasks which can stimulate the students to interact each other in classroom activity, it might support and develop students' awareness to each language components by providing correction to their interlocutor. This way can be considered to be a good way for students to discover by themselves the pattern and how to use correct grammar, enrich their vocabulary knowledge, and practice their pronunciation in the same time in interactional conversation if the teacher provided an appropriate and clear instruction which considered of what the aim learning English wants to be achieved.

In the other words, the teacher should provide a task with an appropriate instruction. It is because through an appropriate instruction, it is easier to focus on what the objective of teaching and learning process in the classroom wants to be achieved through interaction. Rahmi and Erlinda (2014) point out the awareness of students in learning foreign language is important to be developed because students' knowledge of language leads to a greater and more confident use of acquired language. When learners have high awareness toward language they learn, it is expected that the learners are more confident and curious about the target language during the process of learning the target language. Teachers bring beliefs, experiences and knowledge about teaching to the learning process and refine these into a coherent and integrated knowledge system (Mushayikwa, 2006; Nurhayati, 2018).

In this research, the value of the correlation coefficient was positive value concluded that there was a positive correlation between academic self-efficacy

and language awareness through students' speaking achievement. The positive correlation between students' belief and speaking achievement simply strengthen the theory when students perceive they have competence in their knowledge, beliefs and feelings about their capabilities and their expectation of success, they will show improvement in their speaking achievement. Nurhayati (2019) Students with high self- efficacy usually believe that they have abilities to perform tasks well.

Finally, the analysis results in this case revealed a significant relationship with the support of the theories from some experts; the results reported that there was a positive correlation between students' self-efficacy and language awareness with their speaking achievement for 11th grade MA AT-THOHIRIYAH Ngantru.