

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the finding of the research. It presented some discussion dealing with the collected data of student's English Achievement Test score and their academic self efficacy score. This chapter covered the description of data, hypothesis testing and discussion.

A. Research Finding

1. The Description of Data

Subsequesnt to the case, both through questionnaire and english achievement test, as the next step to be taken is the description of the data obtained.

The data presented form of the Self Efficacy Questionnaire and English achievement test was represented by 97 students of 11th grade at MAN 1 Trenggalek as the sample. Data presented as the mean raw score in order to avoid the slightest mistakes so that the result could be closer to the thruth. Description of questionnaire score arranged in accordance with the variables that were students' academic self efficacy and their english achievement. Moreover, the reasearcher analyzed both of the data by using Spearman Rank to know the correlation from both the data. Additionally, in this chapter, the description of the data as following result:

Table 4.1
Data of Academic Self Efficacy and English Achievement of 11th
grade Students of MAN 1 Trenggalek

NO	NAME	RESULT		NO	NAME	RESULT	
		ASE SCORE	EA SCORE			ASE SCORE	EA SCORE
1.	AMH	88	72	25.	SNA	91	60
2.	ASA	94	80	26.	SR	96	56
3.	AMAZ	86	76	27.	TDF	93	68
4.	ARM	77	28	28.	VVA	92	60
5.	BNA	87	68	29.	WAS	91	76
6.	BSD	93	56	30.	WDS	97	52
7.	DSW	89	52	31.	ZAK	88	84
8.	DF	86	64	32.	ZBA	75	20
9.	DNYA	75	56	33.	AAP	101	100
10.	DA	90	80	34.	AWN	91	60
11.	EAK	79	68	35.	AMR	77	92
12.	EIK	89	68	36.	AA	82	92
13.	FAR	88	80	37.	BAF	79	36
14.	FN	84	76	38.	CF	87	56
15.	IP	84	68	39.	DAM	93	92
16.	IMNS	82	84	40.	DP	89	72
17.	IFL	93	72	41.	DRF	87	64
18.	KNI	92	84	42.	DS	89	84
19.	NFM	92	68	43.	EDH	83	88
20.	AES	85	80	44.	EDI	87	72
21.	RNJ	85	60	45.	FDA	84	56
22.	RN	97	56	46.	FNF	79	72
23.	RW	70	20	47.	FHM	85	60
24.	SDC	89	76	48.	GNR	80	72

Continuation...

NO	NAME	RESULT		NO	NAME	RESULT	
		ASE SCORE	EA SCORE			ASE SCORE	EA SCORE
49.	HR	77	52	75.	DAI	74	24
50.	IYN	78	52	76.	DN	93	60
51.	IWM	85	88	77.	DRN	87	48
52.	LWL	66	16	78.	ESP	86	64
53.	LR	80	60	79.	ENA	84	44
54.	MF	72	40	80.	GYS	76	40
55.	MR	87	72	81.	HDR	90	56
56.	NADA	79	44	82.	HUN	78	40
57.	NTU	79	52	83.	IDP	84	56
58.	NK	90	84	84.	KR	80	64
59.	NIK	81	60	85.	MKN	72	52
60.	PP	86	80	86.	MM	81	64
61.	RFN	80	52	87.	MIR	85	36
62.	RMN	76	48	88.	NA	88	44
63.	SRU	94	92	89.	NAU	83	60
64.	SWW	93	96	90.	PDS	86	68
65.	SY	75	36	91.	RAA	86	64
66.	TRT	83	80	92.	RSN	92	60
67.	VD	82	88	93.	SNK	82	64
68.	AIFC	90	56	94.	SFR	92	72
69.	AMZ	84	52	95.	TW	95	56
70.	BRP	67	16	96.	VA	92	44
71.	CDD	85	60	97.	YEN	85	52
72.	DLA	85	32				
73.	DSL	85	44				
74.	DAA	82	48				

a. Students' Academic Self Efficacy through questionnaire score

The data obtained from the students' academic self efficacy score through questionnaire from Morgan Jinks Self Efficacy Scale (MJSES) containing statements about students' self efficacy toward academic domain. Total items were 30 questions. So that the lowest score was 30 and the students obtain highest score was 120.

The researcher calculated the score of data to find out how far the students' academic self efficacy. Then, the researcher showed the formulas to calculate the academic self efficacy questionnaire that classified into quantitative score as follows:

- 1) Score 4, for item really agree
- 2) Score 3, for item kind of agree
- 3) Score 2, for item kind of disagree
- 4) Score 1, for item really disagree

The data of students' academic self efficacy score was the result of distributed questionnaire. The data of academic self efficacy score in table 4.1 were computed using SPSS 16.0 and the result were presented in the table of frequency students' academic self efficacy questionnaire below:

Table 4.2**Percentage Frequency students' academic self efficacy****Statistics**

academic_selfefficacy

N	Valid	97
	Missing	0

academic_selfefficacy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 66	1	1.0	1.0	1.0
67	1	1.0	1.0	2.1
70	1	1.0	1.0	3.1
72	2	2.1	2.1	5.2
74	1	1.0	1.0	6.2
75	3	3.1	3.1	9.3
76	2	2.1	2.1	11.3
77	3	3.1	3.1	14.4
78	2	2.1	2.1	16.5
79	5	5.2	5.2	21.6
80	4	4.1	4.1	25.8
81	2	2.1	2.1	27.8
82	5	5.2	5.2	33.0
83	3	3.1	3.1	36.1
84	6	6.2	6.2	42.3
85	9	9.3	9.3	51.5
86	6	6.2	6.2	57.7
87	6	6.2	6.2	63.9
88	4	4.1	4.1	68.0

89	5	5.2	5.2	73.2
90	4	4.1	4.1	77.3
91	3	3.1	3.1	80.4
92	6	6.2	6.2	86.6
93	6	6.2	6.2	92.8
94	2	2.1	2.1	94.8
95	1	1.0	1.0	95.9
96	1	1.0	1.0	96.9
97	2	2.1	2.1	99.0
101	1	1.0	1.0	100.0
Total	97	100.0	100.0	

In addition, to know the mean score of students academic self efficacy data, the reasearcher used SPSS 16.0 and the result were presented in the descriptive of Academic Self Efficacy score below:

Table 4.3

Descriptive Analysis of Academic Self Efficacy Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
academic_selfefficacy	97	66	101	84.97	6.812
Valid N (listwise)	97				

The table above showed that from 97 students administered the questionnaire of academic self efficacy is obtained minimum score was 66, the maximum score was 101, the mean score was

84.97. The score was in the level 61-90. It can be said that the students' academic self efficacy was in the medium level. The standard deviation was 6.812. standard deviation is to measure how much the variance of the sample.

Moreover, the researcher showed the standard of criteria the students' academic self efficacy through questionnaire. The aim of the criteria was to know how far the students academic self efficacy of MAN 1 Trenggalek especially for 11th grade which differ in low, medium or high academic self efficacy.

Table 4.4.
Score Criteria of Students' Academic Self Efficacy

No	Score	Criteria
1.	30-60	Low
2.	61 - 90	Medium
3.	91 - 120	High

Based on the criteria of students' Academic Self Efficacy in table 4.2, the score 30-60 indicated low level for the students' academic self efficacy. In this case, none of the 97 students who have low level of Academic Self Efficacy. Then, the score 61-90 indicated medium level for the Academic Self Efficacy. There are 75 students in the medium level of Academic Self Efficacy. It can be conclude that there are 77.3%

students have medium level of self efficacy. Next level is the high level that indicated by score 91-120. In this case, there are 22 students who have high level of Academic Self Efficacy. It can be conclude that there are 22.7% students have high level of Academic Self Efficacy. Here, the classification of students' Academic Self Efficacy score:

Table 4.5
The results' Classification of Students' Academic Self Efficacy

No	Score	Criteria	Total of Students	Percentage
1.	30-60	Low	0	0%
2.	61 - 90	Medium	75	77.3%
3.	91 - 120	High	22	22.7%

b. Students English Achievement test score

English Achievement in this study was the result of the test developed by the researcher based on base competence and material that they learned in previous semester. Total items were 25 questions in the form of multiple choice. The correct answer is scored 4 and the wrong answer is scored 0. So that the lowest score was 0 and the students obtain highest score was 100. The researcher calculated the score of data to find out how far the students' english achievement of 11th grade of MAN 1 Trenggalek.

The data of English achievement score in the table 4.1 were computed using SPSS 16.0 and the result were presented in the table of frequency students' academic self efficacy questionnaire below:

Table 4.6
Percentage Frequency Students' English Achievement Test Score

Statistics

english_achievement

N	Valid	97
	Missing	0

english_achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16	2	2.1	2.1	2.1
20	2	2.1	2.1	4.1
24	1	1.0	1.0	5.2
28	1	1.0	1.0	6.2
32	1	1.0	1.0	7.2
36	3	3.1	3.1	10.3
40	3	3.1	3.1	13.4
44	5	5.2	5.2	18.6
48	3	3.1	3.1	21.6
52	9	9.3	9.3	30.9
56	10	10.3	10.3	41.2
60	11	11.3	11.3	52.6
64	7	7.2	7.2	59.8
68	7	7.2	7.2	67.0
72	8	8.2	8.2	75.3
76	4	4.1	4.1	79.4
80	6	6.2	6.2	85.6
84	5	5.2	5.2	90.7
88	3	3.1	3.1	93.8
92	4	4.1	4.1	97.9

96	1	1.0	1.0	99.0
100	1	1.0	1.0	100.0
Total	97	100.0	100.0	

In addition, to know the mean score of students academic self efficacy data, the reasearcher used SPSS 16.0 and the result were presented in the descriptive of English achievement test score below:

Table 4.7

Descriptive Analysis of English Achievement Test Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
english_achievement	97	16	100	61.53	18.452
Valid N (listwise)	97				

The table 4.7 above showed that from 97 students administered the English Achievement Test is obtained minimum score was 16, the maximum score was 100, the mean score was 61.53. The score was in the level 51-70. It can be said that the students' English achievement was in the medium level. The standard deviation was 18.452. Standard deviation is to measure how much the variance of the sample.

Furthermore, the researcher also showed the standard of criteria the students' English Achivement score. The aim of this

criteria was to know how far the students' of 11th grade English Achievement of MAN 1 Trenggalek which differ in low, medium or high level.

Table 4.8

Criteria of Students' English Achievement Score

No	Score	Criteria
1.	1-50	Low
2.	51-70	Medium
3	71-100	High

Based on the criteria of students English achievement score on the table 4.8, the score 1-50 indicated low score. There are 21 students have low level of English Achievement or around 21.6% students who have low level in English Achievement. Then, the medium level of English Achievement range is 51-70. There are 44 students have medium level of English achievement or around 45.4% students who have medium level in English Achievement. Next, the high level of English Achievement range is 71-100. There are 32 students have high level of English Achievement or around 33% students who have high level of English Achievement. Here, the result classification of students' English Achievement score:

Table 4.9
Result Classification of English Achievement Score

No	Score	Criteria	Total of Students	Percentage
1.	1-50	Low	21	21.6%
2.	51-70	Medium	44	45.4%
3.	71-100	High	32	33%

2. Hypothesis Testing

After all score were classified, then the next step is counting the correlation coefficient. To count the hypothesis testing, the researcher used Spearman correlation technique. The result of correlation of the students' academic self efficacy and their english achievement can be seen on the table below:

Table 4.10
The Data Analysis Using SPSS 16

Correlations			ASE	EAT
Spearman's rho	ASE	Correlation Coefficient	1.000	.428**
		Sig. (2-tailed)	.	.000
		N	97	97
	EAT	Correlation Coefficient	.428**	1.000
		Sig. (2-tailed)	.000	.
		N	97	97

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

The table above showed the correlation coefficient equaled $r=0.428$, which indicated there was positive correlation between two variables. From the r number (.428) the writer could use it to know the strength of correlation between two variables. The researcher use the interpretation correlation by Arikunto to interpret the result of data analysis. Here, the interpretation correlation by Arikunto:

Table 4.11
Interpretation correlation by Arikunto

No	Correlation value (r)	Interpretation
1.	0,000-0,200	Very low correlation
2.	0,200-0,400	Low
3.	0,400-0,600	Moderate
4.	0,600-0,800	Enough
5.	0,800-1,000	High correlation

Based on the interpretation correlation by Arikunto in the table 4.9, the number of 0.428 resided between .400-.600, that means the strength in moderate correlation. Whereas, for the number significance (Sig)=.000 will be used to know which hypothesis will be accepted or rejected.

This research was done in collecting data and got the result of the correlation. But to answer research problem, the writer had to measure weather the hypothesis was rejected or not. The writer had two hypothesis in this research, those are:

1. Null hypothesis (Ho)

There is no correlation between students' Academic Self Efficacy and their English achievement.

2. Alternative hypothesis (Ha)

There is correlation between students' Academic Self Efficacy and their English achievement.

Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

- a. Ha accepted if $N.Sig < 0.05$ ($\alpha=5\%$)
- b. Ho accepted if $N.Sig > 0.05$ ($\alpha=5\%$)

As the result of correlation above (table 4.8), the sig(2-tailed) value 0.000 was lower than level of significant 1%. We can conclude that the alternative hypothesis (Ha) is accepted and automatically the null hypothesis (Ho) is rejected. Thus, there is positive correlation between students' academic self efficacy and their English achievement.

B. Discussion

This discussion derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. This part presents some points concerning the research design and analyzing data based on the result in findings in connection with the related literature.

As the researcher wrote at the first chapter, the objective of this research is to find out the correlation between students' academic self efficacy

and their English achievement for 11th grade at MAN 1 Trenggalek. years 2015/2016. According to the social cognitive theory, self efficacy is one of most important variables that influence the academic performance and achievement. Collins (1982) demonstrated in a clear way the importance of self efficacy beliefs and skill application on academic performance. The present study showed that people may perform poorly on tasks not necessarily because they lack the ability to succeed, but because they lack belief in their capability.

In this research, the researcher correlated the score of the students' academic self efficacy and their English achievement by distributing questionnaire and distributing English achievement test. Then the researcher analyzed it by Spearman Correlation Coefficient Technique. From the score of questionnaire and list of students' English achievement score, the researcher has found the result of students' academic self efficacy and also students' score in English.

The researcher found that the mean of students' academic self efficacy score was 84.97. The score was in the level 61-90. It can be said that the students' academic self efficacy was in the medium level based on the criteria on the table 4.4. It can be seen from the result of the questionnaire about the students' academic self efficacy that have been analyzed. There are 50 students or around 51.5% students in the medium level of self efficacy, and the rest of them (48.5%) are in the high level of academic self efficacy which mean none of students in the low level of

academic self efficacy. They have high self-efficacy likely because they believe that they are capable in their academic context as well. Most of them are also believe that when they have good academic background they will be easier to get good job and have bright future. So, they work hard in school. Panjares (1996) stated that self efficacy in academic major revolves in the area of which is link between efficacy beliefs and college major and career choices

Then, the mean of students' English achievement score was 61.53. The score was in the level 51-70. It can be said that the students' English achievement was in the medium level. There are 44 students have medium level of English achievement or around 45,4% students who have medium level in English Achievement. The rest of them are 21,6% in low level and 33% in the high level. The finding on the students English achievement score are in accordance with their academic self efficacy. It can be assume that students level of academic self efficacy will affect their achievement in English. Generally, if students hold a negative attitude about academia and/or do not believe they are capable of their academic performance, they will be less willing to put effort to succeed (Pajares, 2003).

Based on the data analysis by SPSS 16.0 calculations, the value of coefficient 0.428. It can be said that the two variables were academic self efficacy and English achievement have a positive correlation. Referring from the correlation coefficient 0.428 can be conclude that the strength of correlation is in the moderate level. According to the sig (2-tailed) value

0,000 was lower than the level of significant (α) 1%. Thus, the alternative hypothesis (H_a) is accepted and automatically the null hypothesis (H_0) is rejected.

Relying on social cognitive theory, self efficacy is one of most important variables that influence the academic performance and achievement. Based on the resulting coefficient value, it can be said that the result described in accordance with this theory. However, given the strong value generated it can be concluded that factor itself is strong academic self efficacy affect students learning outcomes.

Dealing with the finding of this research, Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006) also conducted a research that aimed to find out the relationship between students' self efficacy and their English language achievement in Malaysia. They found that 51 percent of students had high self efficacy while 48 percent showed low self efficacy. Correlational analysis showed positive correlations between several dimensions of self efficacy that is, academic achievement efficacy, other expectancy beliefs and self assertiveness with academic performance in English language. They conclude that achievement in English language will improve when students have high self-efficacy in the language.

The research that has been done by Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006) had the same result this research which is there are significant correlation between self efficacy and

achievement in English. It could be interpreted that the higher students self efficacy in academic was the higher their achievement in English.

Another previous study is “*Hubungan Self Efficacy dengan Prestasi Belajar Siswa Akselerasi*” by Handayani and Nurwidawati (2013). This study aimed to determine the relationship between self-efficacy and student achievement on acceleration. The population in this study are students SMP 1 Surabaya. Subjects were students SMP 1 Surabaya which was characterized by 11-15 years old and studying in class acceleration. The number of subjects in this study were 24 students. Self efficacy was measured by a scale based on the theory of Bandura's self efficacy. This research resulted in the correlation coefficient ($r = 0.657$) with $p = 0.000$ for significance value is less than the error rate ($p < 0.05$) then the hypothesis is accepted. This means that there is a relationship between self efficacy by accelerating student achievement.

According to the research by Handayani and Nurwidawati (2013) above, this reasearch had the same result in case of positive correlation, but the strengh of correlation is different. If we compare the strengh of correlation, this research resulted 0.428 which belongs moderate correlation while the research by Handayani and Nurwidawati resulted 0.657 which belongs to enough correlation which is stronger than this research since this research were concern in English achievement while the research above were concern about achievement in general.

Based on the findings of two previous studies above, the researcher conclude that students belief about their efficacy will make students to be able to regulate their own learning and make students become proficient in academic activities that will determine the academic achievement of students including English achievement.

So, from the result of this research there are some implication 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. 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. Second, in English learning process, the teacher should be aware to the psychological 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

In addition, students need to maintain and enhance self-efficacy to optimize their academic achievement. Bandura (1993) suggested that individuals perceived self-efficacy will affect individual's behavior not only through cognitive processes, but also through the motivational process. Students who have high self-efficacy tend to like to get involved in tasks,

because it gives the fulfillment of need for independence and competence. This theory proved by the finding of this research that showed students with the highest academic self efficacy score (101) obtain the highest score too in English achievement test (100). In the other hand, students' with the lowest academic self efficacy score (66) obtain the lowest score too in English achievement (16). So, this finding is strengthen the presented theory. As a consequence, providing abundance of experiences and building positive beliefs in students is essential for students to develop the sense of self-efficacy.

The result of this research going to positive correlation because the students already learned about the material in English Achievement test well before. As consequence, it will increase students' believe in their capability to doing the test. So that they have mastery experience which refers to the student's subjective evaluation of his or her past experience with regard to a particular task or skill. In the other hand, Psychological states as like mood, emotion, anxiety, doubt, and nervous, can influence and even decrease self-efficacy.

In this study, the value of the correlation coefficient was positive value concluded that there was a positive correlation between academic self efficacy and students' achievement. The positive correlation between academic self efficacy beliefs and English 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 the achievement of English language. The high academic self efficacy, the high English achievement would be. The data result in this case reveals support with the theories from expert above, the result reported that there is positive correlation between students' academic self efficacy and their English achievement for 11th grade at MAN 1 Trenggalek.

In conclusion, the students' academic self efficacy contribute significantly to their achievement in English. It means that, the students will get high achievement in english if they have high academic self efficacy. Otherwise, the students who have lower academic self efficacy, they will get the lower achievement in English.