THE CORRELATION BETWEEN SELF-EFFICACY AND ENGLISH ACHIEVEMENT AT ELEVENTH GRADE OF MAN 2 PADANG PANJANG

A THESIS

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ABSTRACT

Maslinda Jasra: 2314.033, The Correlation Between Self Efficacy and English Achievement at Eleventh Grade of MAN 2 Padang Panjang.

This research aims to determine the correlation between Self efficacy and English achievement at eleventh grade of MAN 2 Padang Panjang. Most of the students' there still encounter problems in mastering achievement. Some students' English achievement were not satisfying yet, it was supported by the score of English test result. There were some of students had high Self efficacy in learning English. They felt confident and able to handle a task given by the teacher. However, their English achievement were still low from standardization of minimum criteria. It means some them have high self efficacy but low in English achievement. Then the researcher was interested in doing research about The Correlation between Self Efficacy and English Achievement.

This research used correlational reseach. The total population was 310 students, the sample was taken from 49 students who divided into two classes of XI IPS 1 and XI IPS 2. Data obtained through a questionnaire about self efficacy that researcher distributed to students, while the students' English achievement was collected from the English teacher' document. Furthermore,the data collected will be processed using Pearson product moment formula and SPSS program. To test the hypothesis, researchers used the t-test and consulted the results with a t-table with $\alpha = 0.05$.

Based on the result of the research, the correlation coefficient (r_{xy}) between self efficacy and English achievement was 0.655. it means there was a positive direction between two variables. Then, the correlation between Self efficacy and English achievement is in the enough category. This can be seen from the calculated r value of 0.655 which is in the range of 0.40 – 0.70 with a enough category. In addition to test hypothesis, $t\text{-}_{test}$ is 0.655, while the $t\text{-}_{table}$ on df = 47 and $\alpha = 0.05$ is 0.288. It means that the $t\text{-}_{test}$ was bigger than the $t\text{-}_{table}$. In other words, H_a is accepted, which states that there is a significant correlation between students' Self efficacy and their English achievement at eleventh grade of MAN 2 Padang Panjang.

Keywords : Self Efficacy, English achievement

ABSTRAK

Maslinda Jasra : 2314.033, Hubungan Efikasi Diri dengan Prestasi Belajar Bahasa Inggris di Kelas XI MAN 2 Padang Panjang.

Penelitian ini bertujuan untuk mengetahui hubungan antara sefikasi diri dengan prestasi belajar siswa di kelas XI MAN 2 Padang Panjang. Sebagian besar siswa disana masih menemukan kendala dalam menguasai pelajaran Bahasa Inggris. Prestasi belajar bahasa Inggris beberapa siswa masih belum memuaskan, hai ini di dukung oleh skor hasil tes ujian siswa. Ada beberapa siswa yang memiliki efikasi diri yang tinggi dalam pembelajaran bahasa Inggris. Mereka merasa percaya diri dan mampu menangani tugas yang di berikan oleh guru. Namun, prestasi belajar siswa masih rendah dari standar kriteria minimum. Itu berarti beberapa dari mereka memiliki efikasi diri yang tinggi tetapi rendah dalam pencapaian bahasa Inggris. Kemudian peneliti tertarik untuk melakukan penelitian tentang hubungan efikasi diri dengan prestasi belajar bahasa inggris di kelas XI MAN 2 Padang Panjang.

Penelitian ini menggunakan penelitian korelasional. Jumlah populasi adalah 310 siswa, sampel diambil dari 49 siswa yang terdiri dari dua kelas XI IPS 1 dan XI IPS 2. Data diperoleh melalui angket tentang efikasi diri yang peneliti bagikan kepada siswa, sedangkan prestasi belajar bahasa inggris siswa dikumpulkan dari dokumen guru bahasa inggris. Selanjutnya data yang terkumpul akan diolah menggunakan rumus produk momen Pearson dan program SPSS. Untuk menguji hipotesis, peneliti menggunakan uji-t dan mengkonsultasikan hasilnya dengan t-tabel dengan $\alpha = 0.05$.

Berdasarkan hasil penelitian diperoleh koefisien korelasi (r_{xy}) antara efikasi diri dengan prestasi belajar bahasa inggris adalah 0.655, yang berarti terdapat arah positif antara kedua variabel. Kemudian hubungan antara efikasi diri dengan prestasi belajar bahasa inggris berada pada kategori cukup. Hal ini dapat dilihat dari nilai hitung sebesar 0.655 yang berada pada rentang 0.40 – 0.70 dengan kategori cukup. Selain itu, uji hipotesis sebesar 0.655 sedangkan nilai t tabel dengan df = 47 dan $\alpha = 0.05$ sebesar 0.288. nilai t hiting lebih besar dari t tabel. Dengan kata lain H_a diterima yang menyatakan bahwa terdapat hubungan yang signifikan antara efikasi diri dengan prestasi belajar bahasa Inggris siswa kela XI MAN 2 Padang Panjang.

Kata kunci : efikasi diri, prestasi belajar.

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CHAPTER 1

INTRODUCTION

A. Background of The Problems

English is a universal language that people use nowadays. The English language is one of the most commonly spoken in the world, it's spoken in more countries than any other language. English is becoming the common language that people from different countries and cultures can use to communicate with one another. Through English someone can do comunicate with other people in the world easily. According to Harmer, although English is not the language with the largest number of native or first language speakers, it has become lingua franca.[1] It means that English being used as the major language in the world.

In Indonesia, English is considered as a foreign language. It's happens because there are many indonesian still use their mother tongue as first language in their daily conversation and indonesia language itself becomes a second language. As foreign language, the goverment has determined to teach English at school. English is the first foreign language which is taught from junior high school until university. Nowadays, English is such an important skill in the global world and needed in so many different contexts. Being able to speak English allows student to communicate effectively in numerous countries and this opens up lots of possibilities for he/she could choose to seek work in one day. So, it is very important for students to master English.

[1] Jeremy Harmer, *The Practice of English Language Teaching: Third Edition* (Pearson Education,2001), p. 1

In term of education, the existence of self efficacy is very important. Self-efficacy refers to an individual's confidence in their ability to complete a task or achieve a goal. Bandura defines "self–efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self efficacy beliefs determine how people feel, think, motivate themselves and behave."[2] It means a person's beliefs in his/her abilities and the effort that his/her makes to achieve something affects how his/her acts. Self efficacy is internal factors within students which influences learning achievement. Self efficacy influences student learning outcomes through choices made with set goals.

Students who have a high sense of Self efficacy are characterized by : diligent, motivated, high effort, have an interested and preoccupation in an activity choosing a challenging target and mantain a strong commitment to the main goal, describe the scenario of success in his mind that triggers him to keep fighting. While, students who have low sense of self efficacy are characterized by : perceiving that the problems they face are too difficult to solve, narrow-minded to solve problems, does not have a strong commitment, inability to think creatively and etc.

Students' beliefs about their ability to follow the learning process affect the amount of effort done to do the tasks given by teachers including how to deal with obstacles and failures in the learning process. Students who have high self-efficacy feel confident that they are able to handle the problem. Although

[2] Bandura, A. (1994). *Self-efficacy*. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press.

facing various difficulties in the learning process, a student will try to find a suitable learning strategy for him/herself and able to determine the appropriate action to solve the difficulities that aries.

Every effort made in learning activities as students aims to achieve the highest achievement. Learning achievement is a description of the mastery of the students' abilities as determined for a particular lesson. Academic achievement usualy indicated by test scores or numerical value is assignated by the teacher. It is necessary to make efforts to improve learning achievement.

Based on preliminary research at MAN 2 Padang Panjang from february to april 2021, the researcher got some informations. There were some of students had high Self efficacy in learning English. They felt confident and able to handle a task given by the teacher. However, their English achievement were still low from standardization of minimum criteria. It means some them have high self efficacy but low in English achievement.

Second, some students did not have high self efficacy in learning English. There were some of them who when appointed to come to the front of the class to work on assignment, they give up too quickly with question that was considered difficult. As a result they tend to be passive and hesistant in the learning process. This shows that these students are less confident in their own abilities and feel less competent in facing challenges that arise in the learning process.

Based on background of the problem above, the researcher conducts a research under title: ***"Correlation between Self-Efficacy and English Achievement at the Eleventh Grade of MAN 2 Padang Panjang"***

B. Identification of the Problem

Based on the background of the problem above, there were some problems that can be identified.

1. Some students have high self efficacy, but they have bad achievement in English.
2. Students' English achievement were still low from standardization of minimum criteria.
3. Some students have less confidence in their own abilities.

C. Limitation of the Problem

Based on those problems that stated previously, the researcher focuses on ***"Correlation between Self-Efficacy and English Achievement at the Eleventh Grade of MAN 2 Padang Panjang"***

D. Formulation of the Problem

Based on the limitation of the problem above, the problem that will be researched is formulated into the following questions:

1. Is there any significant correlation between self-efficacy and students' English achievement?

2. What is the correlation direction between self-efficacy and students' English achievement?
3. What is the correlation magnitude between self-efficacy and students' English achievement?

E. Purpose of the Research

In line with the research questions, the purpose of the research:

1. To find out whether there is a significant correlation between self-efficacy and students' English achievement.
2. To find out correlation direction between self-efficacy and students' English achievement.
3. To find out the correlation magnitude between self-efficacy and students' English achievement.

F. Significant of the Research

The result of this study is expected to be useful references, especially for:

1. For the tearcher, the researcher hopes that the teacher can motivate the students to increase their self efficacy in learning English.
2. For the researcher, it can give more knowledge, experience, through the research and as the requirement to obtain the Strata 1 Degree on English Teaching Specialization in IAIN Bukittinggi.
3. For IAIN Bukittinggi, it can be useful as an additional of educational literature and references.

4. For the other researchers, it can be used as supplementary reference or knowledge in doing research.

G. Definition of the Key Terms

Some essential terms are used in this research as follow:

1. Correlation is a connection between two or more things. In this research, correlation means how the correlation between self efficacy and students' English achievement.
2. Self efficacy is a person's belief in his/her ability to cope with the diverse situations that arise in learning process. In this research, self efficacy means how the students' self efficacy in learning English is.
3. English achievement is result on a test that students get after they have been taught English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

This chapter presents some theories that are relevant with the research. The researcher divides the chapter into some parts. The first part of this literature review, consists of definition of Self-Efficacy, sources of Self-Efficacy, process of Self-Efficacy and dimensions of Self-Efficacy. Next, there is explanation about achievement, achievement in English and the testing of English achievement. The last part of this chapter is the researcher review of some previews studies which have a correlation with this research.

1. Self-Efficacy

a. Definition of Self-Efficacy

The term "Self-Efficacy" was introduced by psychologist Albert Bandura (1977). He stated that self efficacy defined as one's perceived capabilities for learning or performing actions at designated levels.[3] To put it in more simple term, self efficacy is a person's belief in their ability to succeed in a particular situation. According to Bandura, self efficacy beliefs determine how people feel, think, motivate themselves and behave.[4] It means that thoughts, feelings and beliefs can affect a person's behavior. Self efficacy is the source of human action. The individuals

[4] Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press.

beliefs about their abilities and outcome of their efforts influence how they will behave.

Self-efficacy is strongly related to effort and task persistence. Bandura states in D. H. Schunk and J. L. Meece, self-efficacy is hypothesized to affect individuals' task choices, effort, persistence, and achievement.[5] It means that those who feel self-efficacious about learning or performing a task competently are apt to participate more readily, work harder, persist longer when they encounter difficulties, and achieve at higher levels. Self efficacy also includes the individual's belief that he has the abilities and skills needed to reach the goal in conditions that are not wearing or pressing. In addition, Self-efficacy is a person's assessment of his own ability to carry out certain behaviors to achieve certain goals. Efficacy is very important for students in learning process because self efficacy can influence learning behavior, it can determining how much effort a student gives in carrying out his activities.

There are two types of self efficacy: 1) Low academic self efficacy with the characteristics namely, always avoiding difficult taks, stop quickly when facing challenging or difficulties, tend to reduse effort and focussing on the bad effects of failure. 2) high self efficacy with characteristics namely, having high persistent effort, setting challenging goals, work hard to solve the difficulties arise in learning process, and maintaining commitment to those tasks. Schunk defines that students who

[5] Bandura, A. (1997). Self-efficacy. In Dale H. Schunk and Judith L. Meece, *Self-efficacy development in adolescences*. Information Age Publishing, 2005, p. 73

have a low sense of efficacy for acquiring cognitive skills may attempt to avoid tasks, whereas those who judge themselves more efficacious should participate more eagerly.[6] It means that students tend to avoid activities and situations that are beyond their ability. Students who always think that they do not have the ability to complete the given tasks are a description that he/she has low self efficacy.

Students with high self-efficacy show greater effort. For example, students feel confident that they are able to handle a situation, so they tend not to avoid the situation. Students who have high self efficacy set challenging goals. When facing difficulties or failure, they increase their efforts to be successful. Conversely, students who doubt about their ability to accomplish difficult tasks see these tasks as threats. They avoid them based on their own personal weaknesses or on the obstacles preventing them from being successful. They give up quickly in the face of difficulities or failure, and it make them lose faith in their capabilities. Students generally will only attempt things they believe they can accomplish and won't attempt things they believe they will fail.

It can be concluded that self efficacy is the belief in one's own ability to successfully accomplish something. The beliefs that students hold about their abilities and outcome of their efforts influence in great ways how they will behave. Individual are what they think, if they think that they will succeed, it is likely that success will be able to be achieved

[6] Schunk, D. H. (1985). *Self-efficacy and classroom learning*. Psychology in the Schools, 22(2), 208-223.

and vice versa. Basically, the key is in belief, a person who fails may not be because he is unable, but because he is not sure that he can. Therefore, self efficacy is needed by every students because without strong belief they will not able to face their assignments and foster motivation to learn it.

b. Sources of self efficacy

People's beliefs concerning their efficacy can be developed by four main forms of influence: mastery experience, vicarious experience, social persuation, and somatic and emotional state.[7]

1). Mastery experience

Mastery experiences are the most effective way to boost self efficacy because people are more likely to believe they can do something new if it is similar to something they have already done well. Bandura states that if people experience only easy successes they come to expect quick results and are easily discouraged by failure.[8] It means that usually perfomance success will generated expectations for the ability to influence the expected result.

2). Vicarious experience

Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master the activities needed for success in that area. According to pajares, observing the successes of such models contributes to the

[7] Bandura, A. *Self efficacy in changing societies*, New York : Cambridge University Press. p.3

[8] Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press.

observers' beliefs about their own capabilities ("if they can do it, so can I!"). Conversely, watching models with perceived similar attributes fail can undermine the observers' beliefs about their own capability to succeed.[9] This will be effective when someone views the success of others as motivation.

3). Social persuasion

Social persuasion is a reaction to the judgments of others. People could be persuaded to believe that they have the skill and capabilities to succeed. Getting verbal encouragement from others helps people overcome self- doubt and instead focus on giving their best effort to the task in hand. Conversely, people who are negatively socially persuaded that they do not have the ability will cause a decrease in self efficacy so they will tend to stay away from challenges and easily give up when faced with difficulties.

4). Somatic and emotional state.

Moods, emotional states, physical reactions and stress levels can all impact on how a person feels about their personal capabilities to a particular situation. Emotions, moods and conditions also influence a person's assessment of self efficacy. It is more difficult to believe in one's abilities when the mood is bad or present thing to worry about. People with a bad mood give up more easily and are reluctant to try further.

[9]Pajares (2002). Overview of social cognitive theory and of self-efficacy. Retreived month, day, year, from http://www.emory.edu/EDUCATION/mfp/eff.html

c. Process of Self – Efficacy

According to Bandura, self efficacy will result in a human action through several processes, including: Cognitive processes, motivational processess, affective processes and selection processes.[10]

1) Cognitive Processes

Cognitive is the ability of a person to think about the ways used and design actions that will be taken to achieve the expected goals. Self efficacy of individuals will affect the mindset of person. Those who have a high sense of efficacy, visualize success scenarios that provide positive guides and supports for performance. Those who doubt their efficacy, visualize failure scenarios and dwell on the many things that can go wrong. It means that the higher self efficacy, the higher the determination of a goal and the stronger the pattern of commitment to the goals to be achieved, viceversa.

2) Motivational Processes

Motivation is the ability of a person to motivate themselves through his/her mind to take actions and decision in achieving the expected goals. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. Motivation arises from optimistic thinking from within a person to realize the desired goals. For example, students motivate

[10] Bandura, A. *Self efficacy in changing societies*, New York : Cambridge University Press. p.5

themselves and guide their actions to anticipate tasks through practice. They form beliefs about what they can do. They set goals for themselves and plan courses of action designed to realize valued futures.

3) Affective Processes

Affection is the ability of individuals to overcome emotional feelings that arise from within themselves to achieve the desired goals. Affective processes are people's beliefs about their abilities in overcome stress and depression in difficult situations. It means that individuals who believe that they can overcome situations that threaten to feel, will not feel anxious and disturbed by the threat. Self efficacy plays important role in anxiety. For example, students who believe they can control themselves, then their mindset will not be disturbed.

Conversely, for students who believe that they cannot control themselves they will feel anxiety. The higher a person’s belief about their ability, the more courageous he/she will face challenges.

4) Selection Processes

Selection is the ability of someone to consider carefully to choose their behaviour and environment. A person will avoid activities and situations that are believed to exceed their abilities. But they are ready to do challenging activities and

circumstances that they feel are able to control it. In the other words people avoid activities beyond their ability. But they want to do challenging and judging tasks if appropriate with their ability.

d. Dimensions of Self-Efficacy.

Bandura developed scales to measure perceived academic efficacy as part of a microanalytic procedure to assess its level, generality, and strength across activities and contexts.[11] The self-efficacy indicator refers to the dimensions of self efficacy, namely the level dimension, generality dimension and strength dimension. Self efficacy is then measured by obtaining ratings of magnitude, strengh and generality. Each aspect has important implications in individual performance which can be more clearly described as follows:

1). Magnitude or level

This dimension relates to the degree of difficulty of the task when the individual feels able to do it. The level of self efficacy of a person is different from each one another. The level of difficulty of a task, is it difficult or easy to determine self efficacy in a task or activity, if there is no significant obstacle to overcome, then the task will be very easy to do and everyone mush have high self efficacy on this problem. This dimension has implications for the choice of behavior to be tried or avoided. Usually individuals will

[11] Bandura, A. *Self efficacy in changing societies*, New York : Cambridge University Press. p.203

do something able to do and will avoid doing things that are outside his limits.

From the aspect of the difficulty level of task, the researcher obtained several indicators that are use as compilers of the self efficacy questionnaire. This indicators namely having confidence to be able to overcome a difficult task, have confidence in their ability to take the necessary actions to achieve an outcome, and have an optimistic view of the task at hand.

2) Strength

This dimension relates to the strength level of an individual's belief about his ability. Strong and steady expectations for individuals who have high self efficacy will encourage them to be persistent in trying to achieve goals even though they may not have the supporting experience. Meanwhile, individuals who have low self efficacy will quickly give up and do not get success. This dimension is directly related to the level dimension, namely the higher the difficulty level of the tasks, the weaker the perceived confidence to complete it.

From the aspect of the strength of belief, consists of several indicators, namely having strong self confidence in their potential in completing a task, have a fighting spirit and do not give up easily when experiencing obstacles in complete a task. The students have a commitment to complete academic task well.

3) Generality

This dimension relates to the wide field of behavior in which individuals feel confident in their ability and how someone is able to generalize task and previous experiences when facing a task or work. A person can judge himself to have efficacy in many activities or in certain activities. There are individuals who are able to do work in a wide range of fields and there are also individuals who only focus on one just work. The aspect of generality can be developed into three indicators, namely being able to do all work at the same time and do it tasks in different fields, able to respon various situation and conditions with a possitive attitude and experience as a step towards success.

Based on the explanation above, the researcher concluded that the dimensions of self efficacy include: the level of difficulty of the task faced by individuals and individuals believe they can handle it, variations in activities so that the assessment about self efficacy can be applied, and the strength of individual self efficacy when faced a problem. In this research Self efficacy measured from three dimensions, namely (1) magnitude/level, (2) strength (3) generality.

There are two types of self efficacy; First, low academic self efficacy with the characteristics of always avoiding difficult tasks, have low ideals and bad commitment to goal that are has

been chosen, stop quickly when facing difficulties, focusing on bad effects of failure, tends to reduce effort. Second, high academic self efficacy with characteristics : having high persistent effort, approaching hard tasks as challenges to be won, setting challenging goals and maintaining commitment to those tasks.

2. Achievement

a. Definition of Achievement

As stated literally, achievement is a thing that somebody has done successfully, especially using their own effort and skill.[12] It means that achievement refers to what someone has done. A person can do something is called ability, while what he has done, usually through learning is achievement. Achievement means all things that people obtained from their effort. People need to master something to gain an achievement.

Achievement and learning can not be separated, because learning is a process, while achievement is the result of the learning process. The students' purpose in learning is the best achievement. In other words students' gain the result after following instructional process. English achievement in this study can be described as the result of English learning process that students get from the teachers. English achievement describe how

[12] Hornby. A.S. *Oxford Advanced Learner's dictionary*, eight Ed. UK: Oxford University Press, 2003.

far the students' ability in mastered English subject after receiving their English learning process.

Based on the explanation above, the researcher concluded that achievement is the result that students get after they follow teaching and learning process. While, students English achievement is a result on test that students get after they have been taught English.

b. English Learning Achievement

English achievement describe how far the students' ability in mastered English subject. English achievement is the result which students get after followed learning process. The achievement is realization of students' abilities. To find out the learning process that has been done successfully or not, it will be seen learning achievement through a test. The purpose of an achievement test is to measure what the student has learned or what skills the student has mastered.

Harmer defines, achievement tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following.[13] It means that achievement test is the way to measure the students progress in their learning. According to Brown, achievement test is related directly to classroom lessons,

[13] Jeremy Harmer, *The Practice of English Language Teaching 4th edition....,* P. 380

units, or even a total curriculum. [14]Achievement test are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. It means that achievement is the degree of skill measure with reference to a particular curriculum. Every school has a standard of the study. For example, some schools let students who have score 75 pass the school examination.

As mention by Oosterhof, achievement tests measure students' present status with a set of skills. Achievement test are used to evaluate the effectiveness of instructional programs and to identify students with learning disabilities.[15] It means that achievement test is a tool to measure the students progress about the material that the teacher gave to them. Ur also states that, an achievement test measures how much the material taught in a given course, or part of one, has in fact been learned.[16] It means that with achievement test, the teachers get the evidence of the students' progress result. It also as indicator that what students get in their learning.

There are several tests that can be done to find out the learning achievement of English in a student. According to H. Douglas Brown, Arthur Hughes divided the achievement test into two parts,

[14] H. Douglas Brown, *language assessment principles and classroom practice,* (united state : logman,2004)p 47-48

[15] Albert Oosterhof, *Developing and Using Classroom Assessment* (New Jersey: Pearson Education, Inc., 2003), 3rd Edition, p. 228.

[16] Penny Ur, *A Course in Language Teaching Practice and Theory,* (New York: Cambridge University Press, 1996), p. 44

that is : first, final achievement test are those at the end of a course of study. A final achievement test should be based direcly on a detailed course syllabus or the book or the other material used. This has been differed to as the syllabus or content approach. The second is progress achievement test as their name suggest are intended to measure that progress the students making.[17]

3. Self efficacy and Academic Achievement.

The students have many problems in learning English as a foreign language. Such as fear of mispronouncing, difficult to memorize, anxiety, and embarrassment to appear in front of others. This difficulty also has an impact on student learning outcomes that are less than satisfactory. A person's success in mastering a material is due to the belief he has, because it is the belief that will cause the person to behave in such a way that this belief will become a reality.

Success in learning and obtaining good grades are among the main goals in all levels of education. Within an academic context, Self efficacy is one of the important variables that influence the academic performance and achievement. Academic self efficacy refers to the students' beliefs and attitudes toward their capabilities to achieve academic success, as well as belief in their ability to fulfill academic tasks and the successful learning of the materials. By having self efficacy,

[17] Arthur Hughes, Tasting for Language Teachers : second edition (Cambrige University Press: 2000) p. 12-14

students are more likely to do activities that they believe they can do than to do work that they feel they cannot complete.

According to Bandura, self-efficacy is hypothesized to affect individuals' task choices, effort, persistence, and achievement.[18] The person beliefs about his abilities can lead a person to decide which activities to try or not to try, or how persistent he will be challenged and how much effort is put to get a good achievement. Bandura described self efficacy beliefs are different with different individuals, they very under different circumstance, undergo transformations with time, and increase the academic achievements as determined by the following factors: mastery experience, verbal persuation, and physiological and emotional states.[19]

Self efficacy is a belief in the indivisual's ability to determine and carry out the various actions needed to produce an achievement. High self efficacy reflects confidence in the ability. Students with high levels of self efficacy participate more in class, work harder and have fewer adverse emotional reactions when encountering difficulties. In contrast, students with low self efficacy are more likely to be afraid of doing their tasks, avoiding, postponing and give them up soon. In the other words, high self afficacy will affect the way students learn and improve learning outcomes. Based on the explanation above, there are correlation between Self

[18] Bandura, A. (1997). Self-efficacy. In Dale H. Schunk and Judith L. Meece, *Self-efficacy development in adolescences*. Information Age Publishing, 2005, p. 73

[19] Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press.

efficacy and English Achievement. So that the resercher hand find any correlation between Self efficacy and English achievement.

B. Review of the Relevant Studies

To support this research, researcher found some relevant previous research related to this research. The first research was conducted by Handayani and Nurwidawati, entitle "Hubungan Self Efficacy dengan Prestasi Belajar Siswa Akselerasi". The aim of this study to determine the relationship between self efficacy and student achievement on acceleration. The population of this study were 24 students which was characterized by 11-15 years old students of SMP 1 Surabaya. 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 students achievement.

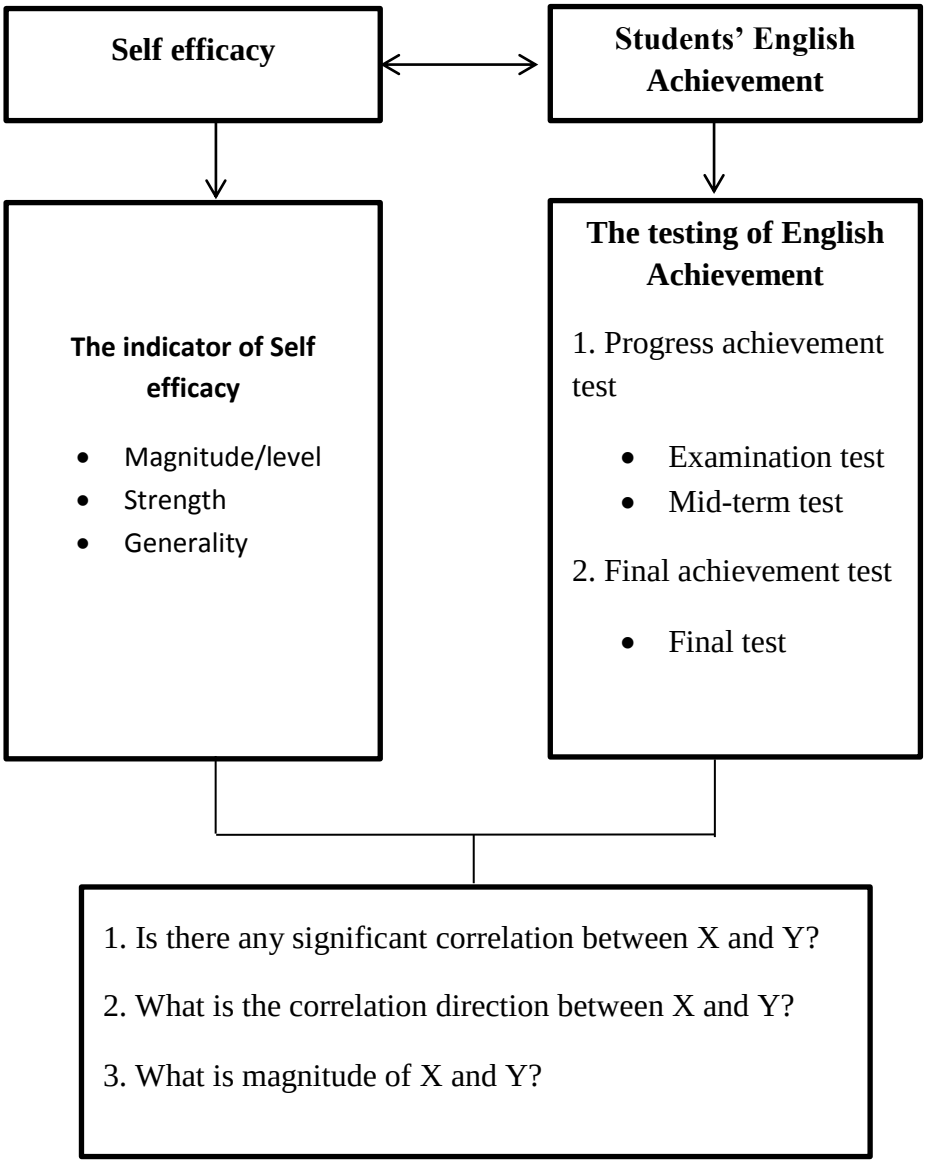
The second research was conducted by Maria, entitle " the relationship between self efficacy and academic achievement in adults' learners". The study examines the relationship between the academic self efficacy of an adult learners group in an online learning context with their actual performance. Data were collected from the first years of their undergraduate studies. The analysis of the data indicated that students' level of self-efficacy is high (average=45) and a significant relationship exists between selfefficacy and academic achievement ($r=0.286$, at 0.05 level).

Another study conducted by Majidah, Hairida and Erlina. This study aimed to know the level of student's self efficacy and student's learning outcomes class XI IPA in chemistry at SMAN 2 Mempawah. The subject of this research were 34 students in class XI IPA in chemistry at SMAN 2 Mempawah. The result show that 55,9 % students have low self efficacy and 52,9 % students have high learning outcomes in chemistry. From outcome correlation Pearson product moment there is a strong relationship and positive between self efficacy with learning outcomes in chemistry at SMAN 2 Mempawah with correlation coefficient is 0,796.

In this research, the researcher will focus on the different matter with the previous ones. This research focus on Self efficacy factor in English achievement context. So that, the researcher's focus will be on the correlation between Self efficacy and English achievement at MAN 2 Padang Panjang.

C. Conceptual Framework

In this research, the researcher makes a concept of the research as follows:



Based on the shcema above, Self efficacy process to measure self efficacy variables are related to achievement of learning english, reflected of magitude/level, strength, and generality. The testing of students' English achievement was gotten from recapitulation of students' score in semester test from the English teacher.

D. Hypothesis

Based on the conceptual framework above, the researcher formulates the hypothesis as follows:

H_a : There is the significant correlation between self-efficacy and students' English achievement at eleventh grade of MAN2 Padang Panjang.

H_o : There is no significant correlation between self-efficacy and students' English achievement at eleventh grade of MAN2 Padang Panjang.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The design of this research used quantitative approach. Quantitative approach defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques. According to Gay, quantitative is the collection and analysis of numerical data to explain, predict, and/or control phenomena of interest. [20] In quantitative approach there are four main types of quantitative approach: Descriptive, Correlational, Causal-Comperative/Quasi-Experimental and Experimental research.

In this research, the researcher used the correlational method to find the correlation between two or more variables. As stated by Gay, a correlational study describes in quantitative terms the degree to which variables are related and involved collecting data in order to determine whether, and to get degree, a relationship between two or more quantifiable variables.[21] It means that correlational research is a research which involves collecting data in order to find the relationship between two or more variables.

This research consists of two variables, namely the independent variable (X) is self efficacy and the dependent variable (Y) is students' English

[20] R. Gay, *Educational Research: Competencies For Analysis and Application*, (New York : Merrill publishing company, 1990), p. 28

[21] L.R. Gay, *Educational Research: Competencies For Analysis and Application*, ...p. 230

achievement. The researcher want to identify whether there is a siginificant correlation or not between self-efficacy and students' English achievement.

A. Population and Sample

a. Population

Population is a certain group intended to generalize the result of the research. As stated by Gay, the population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.[22] The population in this research were all of the eleventh grade students at MAN2 Padang Panjang in academic year 2020/2021. Therefore, 310 eleventh grade students belonged to the population in this research.

Table 3.1: The population of the eleventh grade of MAN2 Padang Panjang

No	Class	Total number of students
1	XI IPA 1	24
2	XI IPA 2	34
3	XI IPA 3	32
4	XI IPA 4	34

[22] L.R.Gay, "*Educational Research: Competencies for Analysis and Application*", (London: Merril Publishing Company), p. 102

5	XI IPS 1	25
6	XI IPS 2	24
7	XI IPS 3	27
8	XI PK Pa 1	24
9	XI PK Pi 1	22
10	XI PK Pa 2	31
11	XI PK Pi 2	33
	TOTAL	310

(*Source: 2nd English teacher of MAN2 Padang Panjang)*

b. Sample

The sample is a part of the population that has the same characteristics as the population or a small part of the population taken according to certain procedures so that it can represent the population. According to Gay, sample is the processes of selecting a number of individuals for a study in such a way that individuals represent the larger group from which they were selected.[23] The sample is a part of the population which is taken in certain way from the population itself.

In this research, the researcher used purposive sampling. Purposive sampling is the process of selecting a sample by taking the subject that

[23] L.R.Gay, "*Educational szbG @WZ4Q `Research: Competencies for Analysis and Application*", (London: Merril Publishing Company), p. 101

is not based on level area, but it is taken based on the specific purpose. As this research so much concern with self efficacy and English achievement, the sample was taken from the eleventh grade who has high self efficacy in learning process. The reason of researcher determining the sample are: (1) Researcher's ability is seen from time, effort and funds. (2) It is impossible for the researcher to take all the students to be sampled. (3) The sample that has been took was suggested by the English teacher in MAN 2 Padang Panjang because the teacher knows more about the characteristics of each students. The population of this research is all of students at the eleventh grade of MAN 2 Padang Panjang. From the total students of the eleventh grade of MAN 2 Padang Panjang, the researcher chooses two class from 11 classes.

B. Instrumentation

Instrumentation is known as the tool to obtain data needed by the researcher. The researcher got the data from two kind of instruments, namely questionnaire and documentation. The questionnaire used to determine students' Self efficacy. Beside, the documentation used to obtain the real data about students' English achivement by looking the students' recapitulation achievement from the English teacher.

1. Questionnaire

The researcher used questionnaire to get the data of variable X namely self efficacy. The type of questionnaire used to collect the data is a closed type questionnaire, because the answers to all question

items are available and the students as respondent only choose which answer is considered appropriate by giving a check list.

This questionnaire used a Likert scale where this scale was developed by Rensis likert to measure one's attitude in the original. A Likert scale is a type of scale use to measures respondents' attitudes toward a certain subject. Sugiyono stated that, checklist likert scale type asked the students to give check list in the provided colom.[24] After the students fill their check list in the colom, their answers are scored from 1-5. Each item consists of Favorable items (supporting of the attitude object) and Unfavorable (not supporting the attitude object). Favorable or positive statements will be given a higher score than unfavorable or negative statement.

Each option also has score based on Likert Scale Rating below:[25]

Table 3.2: Rating scale

Optional	Statement	
	Favorable/ Positive	Unfavorable/ Negative
Strongly agree	5	1
Agree	4	2
Neutral	3	3

[24] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mix Method)* Bandung : Alfabeta. P. 136

[25] Sugiyono, *Metode Pendidikan Pendekatan Kuantitatif, kualitatif dan R & D*, (Bandung: Alfabeta,2010), p. 135.

Disagree	2	4
Strongly disagree	1	5

The table means:

1. If the students choose an answer “Strongly agree”, they will get score “5” for positive statement and score “1” for negative statement.
2. If the students choose an answer “Agree”, they will get score “4” for positive statement and score “2” for negative statement.
3. If the students choose an answer “Neutral”, they will get score “3” for positive statement and score “3” for negative statement.
4. If the students choose an answer “Disagree”, they will get score “2” for positive statement and score “4” for negative statement.
5. If the students choose an answer “Strongly disagree”, they will get score “1” for positive statement and score “5” for negative statement.

The statements of questionnaire are taken from indicator of dimentions self efficacy, namely: magnitude/level, strength and generality. So by using checklist scale likert, the researcher will be easy to measure the students’ score on what they have answer about the statements in questionnaire.

2. Documentation

Students’ English achievement is variable Y. The instrument for variable Y is documentation. This documentation used to obtain

variable data Y. Arikunto stated that documentation is looking for data about circumtances/variables that are similar to notes, transcripts, books, newspapers, magazines, inscription, meeting notes, diaries, etc.[26] Based on this statement, the researcher took the score about English in the final test of eleventh grade students of MAN 2 Padang Panjang. The documentation gathered from the English teacher.

C. Technique of the Data Collection

Collecting the data is one of important part in this research. Researcher collect the data from questionnaire. The data of variable X (self efficacy) gained by questionnaire. The questionnaire in this research needed to obtain data from students related to Self efficacy in MAN 2 Padang Panjang. Methods of collecting data in this research will be:

1. Distributing questionnaire

The researcher used questionnaire in order to know the students' opinion related to their academic self efficacy. The questionnaires written in Indonesian to make it easier for respondents to understand and answer the questions. There are several steps in collecting the data of Self-efficacy. First, the researcher distributed the questionnaire to the respondent that was validated by experts before. Second, the respondents fill out the answers to the questionnaire based on the their choice. Third, the researcher took back the data which the respondents fill. Fourth, the reseacher check the respondents' answer and got the data of self efficacy.

[26] Suharsimi Arikunto, Prosedure Penelitian Suatu Pendekatan Praktik, (Jakarta: PT. Rineka Cipta ,2013),p.274

2. Gathering the data of English achievement.

While, the variable Y (English achivement) gained by using documentation. Data of students' English achievement was gathered from the English teacher document.

D. Technique of the Data Analysis

To find out the correlation between self efficacy and English achievement, the researcher used Person's Product Moment correlation formula. Some of the requirements that should be met when using the Pearson correlation formula are:

1. Data is normally distributed.
2. The data should be interval or ratio data.
3. The data to be tested is linear.

To analyze the data of questionnaire, the researcher used Likert scale. There are 30 question of frequency with and has options Strongly Agree was given a score of 5, Agree was given a score of 4, Neutral was given a score of 3, Disagree was given a score of 2, Strongly Disagree was given a score of 1 for positive answers. Meanwhile, negative answers will be given the opposite score. In this research, the result of data transformation from ordinal to interval using MSI (Method Successive Interval).

After fulfilling the requirements above, the researcher goes through steps on analyzing it. The data analized by the procedures as follow:[27]

a). Data verification, data verification is carried out with the aim of checking the completeness of the number of questionnaires collected and the completeness of the questionnaires filled out by the sample. After everything is complete, data processing is carried out.

b). Tabulation, tabulation is a step in which the researcher recapitulates all the data obtained and then calculates using assistance Microsoft Exel and SPSS software.

c). Data transformation, the data transformation from ordinal to interval using MSI (Method Successive Interval).

d). Correlating, the researcher correlates both of variables by using Pearson product moment correlation formula to analyze the data since the data gotten were ordinal number data.

The formula of Pearson product moment correlation is:[28]

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

r_{xy} = the coeficient correlation between X and Y

ΣXY = The sum of the multiplication between variable X score and variable Y score.

ΣX = The sum of standard deviation from variable X

ΣY = The sum of standard deviation from variable Y

N = The total of sample

[27] *Ismawati, Esti, Metode Penelitian Pendidikan Bahasa dan sastra, Surakarta: Yuma publishing,2011,p.111-112*

[28] *Anas Sudjono. Pengantar Statistik Penidikan, Jakarta : Raja Gafindo Persada 2012*

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This chapter describes about the analysis of the data to answer the research questions; 1) Is there any correlation between students' Self efficacy and English achievement at the Eleventh Grade of MAN 2 Padang Panjang? 2) What is correlation direction between students' Self efficacy and English achievement at the Eleventh Grade of MAN 2 Padang Panjang? 3) What is the magnitude of students' Self efficacy and English achievement?. The finding are intended to explain whether there is any correlation between students' Self efficacy and English achievement at the Eleventh Grade of MAN 2 Padang Panjang.

In findings, there were three parts, namely: description of the data, analysis of the data and testing the Hypothesis.

1. The Description of the Data

As mentioned before in previous chapter, the researcher conducted the research using questionnaire in class XI IPS 1 and class XI IPS 2 for getting Self efficacy score. These classes consist of 49 students. The researcher took the score of students' Self efficacy (variable X) by using 30 items questionnaire. While students' learning Achievement (variable Y) was gotten from the English teachers' document. The score is taken from the progress and final test in students' report school. Finally the researcher analyzed the data to

know the correlation between students' Self efficacy and their English achivement with formula of Pearson Product Moment in SPSS 20 Program.

a. The Description of The Data Students' Self Efficacy

In this research, students' Self efficacy as X variable was measured by using questionnaire. Consists of 30 statements with 5 choices for each statements.

Table 4.1

Descriptive Statistics of Self Efficacy

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self efficacy	49	81	139	108,49	12,779
Valid N (listwise)	49				

From the table above, the researcher find out that minimum score of Self efficacy (variable X) was 81 and maximum score is 139, the mean score of Self efficacy was 108,49 and the standard deviation was 12,779.

Calculation of Mean ideal (M_i)

$$M_i = \frac{1}{2}(\max + \min) = ½ (139+81) = 110$$

Calculation od standard deviation (SD_i)

$$SD_i = \frac{1}{6}(\max - \min) = 1/6 (139-81) = 10$$

From the calculation above, the identify tendency category or the high and low of Self efficacy variable can be classified into 4 categories with the calculation as follows:

$X \geq (Mi+1.SDi)$	High
$(Mi+1.SDi) > X \geq Mi$	Enough
$Mi > X \geq (Mi - 1.SDi)$	Low
$X < (Mi - 1.SDi)$	Less

Source : djemari Mardapi, 2008:123

After calculating, the category of the data was described on the following table:

Table 4.2. Distribution of Tendencies for Self Efficacy

Score interval	Category	F	Percentage
> 120	High	9	18%
120 – 110	Enough	10	20%
110 – 100	Less	17	35%
< 100	Low	13	27%
Total		∑F = 49	∑P = 100%

Based on the table above, there are 4 categories of self efficacy score, the first is high self efficacy (> 120), the second is enough self efficacy (120 - 110), the third is less self efficacy (100 - 100), and the last is low self efficacy (< - 100). Based on those categories, the researcher conclude that many students have less self efficacy, it can be seen from the total number

of students who have less self efficacy are 17 students or 35% from 49 students.

In addition, the score of students' Self efficacy from indicators of dimension of self efficacy which gathered from distributing questionnaire, it can be seen in this table:

Table 4.3 Description of Aspect Self Efficacy

Aspect	Score total	Percentage
Magnitude/level	2078	39%
Strength	2446	46%
Generality	790	15%

Based on the table above, it can be seen that the strength aspect has the highest score. This aspect related to the strengh of the beliefs held by the students. These strengths include persistence in learning, persistence in completing tasks, and consistency in achieving goals.

b. The description Data of English Achievement

In this research, the variable English achievement was measured by using students' Report dokumen of class XI IPS 1 and class XI IPS 2 MAN 2 Padang panjang.

Table 4.4. Descriptive Statistics of Achievement

Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Achievement	49	61	85	78,27	3,679

Valid (listwise)	N	49			

Based on the table, the researcher find out that minimum score of English achievement (variable Y) was 61 and maximum score was 85, the mean score of English achievement was 78,27 and standard deviation was 3,679. The score distribution of English achievement variable is presented in the following table:

Table 4.5. Score distribution of Students English achievement

Score interval	Category	F	Percentage
93 – 100	Very good	0	0%
84 – 92	Good	1	2%
76 – 83	Enough	41	84%
< – 75	Low	7	14%
		∑F = 49	∑P = 100%

Based on the table above, there are 4 categories of achievement score, the first is very good achievement (93 - 100), the second is good achievement (84 - 92), the third is enogh achievement (76 - 83), and the last is low achievement (< - 75). Based on those categories, the researcher conclude that many students have enough achievement, it can be seen from the total number of students who have enough achievement are 41 students or 84% from 49 students. The students' English achievement can be seen in this histogram:



2. The Analysis of the Data

In order to ensure the correlation between Self efficacy and English achievement, a hypothesis test was conducted with the Pearson Product Moment correlation in SPSS program. Before calculating the hypothesis test, the analysis prerequisite tests were carried out, namely normality and linearity tests.

a. Normality Test

Normality tests is used to determine the distribution of the data is normal or not. In this research, the normality test was carried out on both research variables, namely Self efficacy and English achievement of eleventh grade students of MAN 2 Padang Panjang. Based on the calculations that the researchers have done, the following results are obtained.

Table 4.6

Normality test results of self efficacy data and English achievement.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		49
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	2,77838036
Most Extreme Differences	Absolute	,176
	Positive	,135
	Negative	-,176
Kolmogorov-Smirnov Z		1,230
Asymp. Sig. (2-tailed)		,097

a. Test distribution is Normal.
b. Calculated from data.

The basis for making decisions in normality tests are:

1) If the significance value (Sig.) is greater than 0.05, the research data is normally distributed.
2) On the other hand, if the significance value (Sig.) is less than 0.05, the research data is not normally distributed.

Based on the table above, it can be seen that the values in the Kolmogorov Smirnov and Asymp Sig tables on all research variable have a significance value was 0.097 it meants that the significance value more than 0,05. So it can be said that the data on both variables are normally distributed.

b. Linearity Test

Linearity test is used to determine whether there is a linear relationship between the independent variable and the dependent variable. The result can be seen in the table below.

Table 4.7 Linearity test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
English achievement *Self efficacy	Between Groups	(Combined)	262,810	3	87,603	10,193	,000
		Linearity	225,241	1	225,241	26,208	,000
		Deviation from Linearity	37,569	2	18,785	2,186	,124
	Within Groups		386,741	45	8,594		
	Total		649,551	48			

The basis for making decisions in linearity tests are:

1) If the probability value is > 0.05, then the correlation between the variables X and Y is linear.
2) If the probability value is < 0.05, then the correlation between the variables X and Y is not linear.

Based on the table above, it can be concluded that the correlation between variables self efficacy with student English achievement is linear, because it can be known the result obtained (sig.) 0,124 > 0,05.

On analysis the data, the researcher answer the formulation of the problem and used statistic calculation of the coefficient correlation to analyze the data.

1). To identify whether there is correlation or not between to variables

In order to answer this research first question, which is " is there any significant correlation between students' self efficacy and their English achievement?".

The researcher correlates both of variables by using Pearson product moment correlation formula:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\sqrt{\{N\Sigma Y^2 - (\Sigma Y)^2\}}}}$$

$$r_{xy} = \frac{49.417540 - (5316)(3835)}{\sqrt{\{49.584570 - (5316)^2\}\sqrt{\{49.300797 - (3835)^2\}}}}$$

$$r_{xy} = \frac{20459460 - 20386860}{\sqrt{\{384074\}\sqrt{\{31828\}}}}$$

$$r_{xy} = \frac{72600}{(619{,}7)(178{,}4)}$$

$$r_{xy} = \frac{72600}{110554{,}5}$$

$$r_{xy} = 0{,}655$$

From the calculation Pearson's Product Moment correlation above, the researcher got the result from $r_{xy} = 0{,}655$

The researcher also used Pearson Product Moment correlation in SPSS Program. The data transformation from ordinal to interval using Method Successive Interval (See appendixs for MSI). The figure of correlation between students' self efficacy and their English achievement, it can be seen below:

Table 4.8

Correlation between variable X (Self Efficacy) and variable Y (English Achievement))

Correlations

		Self efficacy	English achievement
Self efficacy	Pearson Correlation	1	,655**
	Sig. (2-tailed)		,000
	N	49	49
English achievement	Pearson Correlation	,655**	1
	Sig. (2-tailed)	,000	
	N	49	49

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

The researcher used the interpretation based on: if the significant value < 0.05 it means that two variable was correlated. Furthermore, if the significant value > 0.05 it means that two variable was not correlate. Based on the table 4.6, it can be concluded that the value of significant was 0.655. It means that there is significant correlation between Self efficacy and English achievement, because the value of significant 0.00 < 0.05. So, the variable X and Y have no significant correlation.

2). To answer the second question, that is "what is correlation direction between self efficacy and English achievement?" is the coefficient of correlation is + 0.655. From the correlation, it can be interpret that there is a positive correlation between self efficacy (as X variable) and learning achievement (as Y variable). Positive correlation means that

the higher the self efficacy of students in learning English, the higher the students' English achievement of MAN 2 Padang Panjang.

3). To answer the third question, what is the magnitude of students' self efficacy and their English achivement, the researcher consult the result with the coefficient correlation table below:

Table 4.9

The Magnitude of Correlation

Percentage of coefficient	Interpretation
≥ 0.09 - ≤ 1.00	Very high Correlation
≥ 0.70 – < 0.90	High Correlation
≥ 0.40 - < 0.70	**Enough correlation**
≥ 0.20 – < 0.40	Low Correlation
≥ 0.00 – < 0.20	Very Low Correlation

Source: muhidin and abdurrahman (2007,128)

The table above show that there was enough correlation between students' Self efficacy and their English achievement. Because the coeficient correlation between students' Self efficaccy and their English achievement was 0,655. It shows from the table that it is between 0.40 – 0.70). It can be concluded that the magnitude both of variable was in Enough correlation.

3. Hypothesis Testing

In testing the research's Hypothesis H_a: there is significant correlation between Self efficacy and students English achievement and H_o: There is no significant correlation between self efficacy and students English

achievement. The resercher determined degree of freedom (df) to get t_t (T table). df = N-2 = 49 – 2 = 47. Then, the researcher used significant level (α) = 0,05 to know the critical value of this df. To measure whether the researcher will accept or reject the hypothesis, the researcher used this formulation:[29]

$t\text{-}_{test} > t_{table}$, it means H_a is accepted and H_o is rejected

$t\text{-}_{test} < t_{table,}$ it means H_a is rejected is and H_o is accepted

Since the t_{table} on df = 47 and on α = 0,05 was 0,288 and the $t\text{-}_{test}$ obtained was 0,655 (0,655 > 0.288) it means that $t\text{-}_{test}$ is bigger than t_{table}. so that H_a is accepted (H_o is rejected). In the other words, there is a significant correlation between Self efficacy and students English achievement.

B. Discussion

Based on the finding that there is correlation between students' Self efficacy and their English achievement. There are discuss about the correlation between students' Self efficacy and their English achievement. In term of education, the existence of self efficacy is very important. Self-efficacy refers to an individual's confidence in their ability to complete a task or achieve a goal.

Bandura defines "self–efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self efficacy beliefs determine how people feel, think, motivate themselves and behave." It means a person's beliefs in his/her abilities and the effort that his/her makes to achieve something affects how his/her acts.

In addition, Bandura described self efficacy beliefs are different with different individuals, they very under different circumstance, undergo transformations with time, and increase the academic achievements as determined by the following factors: mastery experience, verbal persuation, and physiological and emotional states. Self efficacy is internal factors within students which influences learning achievement. Efficacy is very important for students in learning process because self efficacy can influence learning behavior, it can determining how much effort a student gives in carrying out his activities. Within an academic context, Self efficacy is one of the important variables that influence the academic performance and achievement. Academic self efficacy refers to the students' beliefs and attitudes toward their capabilities to achieve academic success, as well as belief in their ability to fulfill academic tasks and the successful learning of the materials.

The researcher found that the correlation between students' Self efficacy and their English acievement was 0.655. It means that there is enough correlation between both variables. Moreover, the correlation direction between students' Self efficacy and their English acievement is positive correlation direction. Positive corelation direction means if the students have high self efficacy, their English achievement will increase. It can be concluded that it is important for the students to have high self efficacy to increase their English achievement.

In addition, this reseach has similar result from the previous study. The research was conducted by Handayani and Nurwidawati, entitle "Hubungan Self Efficacy dengan Prestasi Belajar Siswa Akselerasi". The aim of this study

to determine the relationship between self efficacy and student achievement on acceleration. The population of this study were 24 students which was characterized by 11-15 years old students of SMP 1 Surabaya. 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 students achievement.

Furthermore, the researcher using Pearson product moment formula, the data found there is enough correlation between Self efficacy and English achievement. Meanwhile by using hypothesis testing, the H_a is accepted that meaning there is correlation between students' self efficacy and their English achievement at elevent grade of MAN 2 Padang Panjang. Finally, the statement in chapter II which is said that the self efficacy will influence the students English achievement, it is proved in their English achievement at the elevent grade of MAN 2 Padang Panjang. If students have a high level of self efficacy, then the students English achievement is also high and vice versa.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The purpose of this research is to identify whether the students Self efficacy can improve the students' English achievement at eleventh grade of MAN 2 Padang Panjang. In this research, the researcher correlates the score of the questionnaire about students' Self efficacy and their English achievement.

A. Conclusions

Based on the result of research and discussion, it is shown that there is a positive and significant correlation between students' Self efficacy and their English achievement at Eleventh grade of MAN 2 Padang Panjang. The magnitude of the correlation between Self efficacy variable and English achievement shown in the Pearson Correlation is 0.655 and the P value is 0.00-0.05. So it can be cancluded that there is a positive and significant correlation between two variables. If students have high level of self efficacy, the student's English achievement is also high and vice versa. The correlation between Self efficacy and English achievement is in the enough category. This can be seen from the calculated r value of 0.655 which is in the range of 0.40 – 0.70 with a enough category.

The H_a is accepted. So it can be said that there is a significant correlation between students' Self efficacy and their English achievement which is proved by the calculation of coefficient correlation that $t\text{-}_{test}$ is 0.655, while the $t\text{-}_{table}$ on df = 47 and α = 0.05 is 0.288. It means that the $t\text{-}_{test}$ was bigger than the $t\text{-}_{table.}$ So, it can be concluded that there is a significant correlation between students'

Self efficacy and their English achievement at eleventh grade of MAN 2 Padang Panjang.

B. Suggestions

From the results of research and the conclusions that have been preseted, the suggestions that can be submitted by the researchers are as follows :

1. For teacher, the teacher should be able to provide a strong motivation to students in carrying out the tasks they face to complete with high Self efficacy from the students so that they can measure how much abilities taht they have and can improve students learning outcomes
2. For students, increasing Self efficacy especially in aspects of strength. Such as being persistent in learning and completing tasks, being consistent with the goals to be achieved, and study hard to improve learning achievement.
3. Other researchers

   Other researchers are suggested to conduct further studies on Self efficacy and English achievement in order to reveal any aspect that support, enhance and develop the quality of researches of Self efficacy and English achievement.

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Appendix 1

INSTRUMENT GUIDELINE (QUESTIONNAIRE)

Variable	Sub Variable	Indicator	Descriptor	Item	
				Positive	**Negative**
Self efficacy	Magnitude /level	Expectation at the level of difficulty of the tasks	The students having confidence can do a difficult task in English lessons	156	2,3,4
			The students able to choose behavior according to the level of difficulty of assignments or tests in English lessons.	8,9,12	7,10,11
	Strength	Expectation of the strength of belief in one's ability to achieve goals	The students having convidence in being successful in achieving goals learning English.	13,14	15,16
			The students have an expectation of the goals of English lessons.	18,19	16,17,20
			The students are able to behave diligently in an effort to achieve the goal of learning English.	21,24,25,	22,23,26
	Generality	Expectation of the broad field of behavior.	The students are able to assess one's own abilities	28	27
			The students have confidence in completing assignments in various field of English subject.	29	30

Appendix 2

ANGKET

Nama :

Kelas :

A. Pengantar

Angket penelitian ini betujuan untuk mengetahui hubungan antara efikasi diri siswa dalam belajar terhadap pencapaian bahasa inggris pada siswa kelas XI MAN 2 Padang Panjang. Angket ini digunakan untuk penelitian ilmiah dan tidak akan mempengaruhi nilai saudara. Agar penelitian ini bisa memberikan manfaat yang optimal, peneliti berharap saudara memberikan jawaban sesuai dengan keadaan yang sebenarnya. Atas kesediaannya, peneliti ucapkan terimakasih.

B. Petunjuk Pengisian Angket

1. Mulailah dengan membaca Basmallah terlebih dahulu.
2. Bacalah pertanyaan dibawah ini kemudian pilihlah salah satu jawaban yang telah tersedia dengan memberikan tanda checklist (√) sesuai dengan keadaan yang sebenarnya.
3. Keterangan item :
    a. **SS = Sangat Setuju**
    b. **S = Setuju**
    c. **N = Netral**
    d. **TS =Tidak Setuju**
    e. **STS=Sangat Tidak Setuju**

C. Contoh Pengisian Angket

NO	PERNYATAN	JAWABAN				
		SS	S	N	TS	STS
1	Saya yakin dengan kemampuan berbahasa inggris yang saya miliki.	√				

NO	PERNYATAN	JAWABAN				
		SS	S	N	TS	STS
1	Saya yakin dapat mengerjakan setiap tugas bahasa inggris yang diberikan guru dengan baik.					
2	Saya tidak yakin dapat mengikuti pelajaran bahasa inggris dengan baik.					
3	Saya merasa kurang percaya diri atas kemampuan berbahasa inggris yang saya miliki.					
4	Saya hanya mengerjakan soal-soal bahasa inggris yang mudah saja.					
5	Saya mampu menyelesaikan ulangan bahasa inggris yang sulit.					
6	Saya kurang bersemangat untuk mengerjakan latihan soal bahasa inggris yang diberikan guru jika soal-soal tersebut terlalu mudah.					
7	Semakin sulit soal ujian bahasa inggris yang saya temui, semakin membuat saya bingung.					
8	Saya berusaha mendapatkan hasil yang maksimal di setiap ujian bahasa inggris.					
9	Saya merasa tertantang mengerjakan soal-soal latihan bahasa inggris yang sulit.					
10	Saya tidak mengerjakan soal ujian bahasa inggris karena ada yang tidak bisa.					
11	Saya kurang percaya diri ketika disuruh maju kedepan kelas untuk mengerjakan soal bahasa inggris.					
12	Saya memiliki kemampuan yang lebih dari pada orang lain dalam belajar bahasa inggris.					
13	Berkat kemampuan saya, saya bisa mengerjakan soal bahasa inggris sesulit apapun.					
14	Saya berusaha mendapatkan hasil yang maksimal di setiap ujian bahasa inggris.					
15	Saya tidak yakin akan mendapatkan nilai yang bagus dalam					

	belajar bahasa inggris.					
16	Jika semua soal bahasa inggris sulit, pasti saya akan mendapatkan nilai yang buruk.					
17	Saya ragu bisa mendapat nilai yang bagus karena soal ulangan bahasa inggris yang sangat sulit.					
18	Saya mampu bertahan menyelesaikan soal sulit disaat orang lain menyerah menyelesikan tugas tersebut.					
19	Saya sangat menguasi materi bahasa inggris yang berkaitan dengan struktur kalimat.					
20	Saya takut jika harus dipanggil kedepan kelas untuk praktek berbicara dalam bahasa inggris					
21	Untuk meningkatkan kemampuan berbicara bahasa inggris saya, saya berlatih di depan cermin.					
22	Saya hanya belajar ketika akan ada ulangan bahasa inggris saja.					
23	Saya tidak mengasah kemampuan berbahasa inggris saya secara rutin dengan teman kelompok.					
24	Dimanapun dan kapanpun ada waktu luang, saya selalu belajar bahasa inggris.					
25	Saya giat belajar bahasa inggris karena takut mendapatkan nilai dibawah KKM.					
26	Saat nilai saya bagus, saya tidak bersemangat lagi untuk belajar karna nilai yang saya peroleh sudah bagus.					
27	Saya tidak yakin akan kemampuan saya dalam berbagai mata pelajaran.					
28	Saya tidak akan mengulangi kesalahan yang sama dalam mengerjakan tugas					
29	Saya dapat menyelesaikan permasalahan di berbagai situasi dan kondisi.					
30	Saya tidak menguasai berbagai materi pembelajaran bahasa inggris.					

Appendix 3

Tabulation Of Data Self Efficacy Score

NO	NAMA RESP	NO ITEM																													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	30	TOTAL
1	AB	4	4	3	4	3	3	3	6	5	3	2	3	4	5	5	3	4	4	3	3	2	4	3	3	5	3	3	6	3	112
2	AJS	3	3	2	2	2	3	2	6	3	3	2	3	3	5	5	1	3	5	3	3	4	2	3	5	5	3	5	6	5	106
3	AMR	5	5	5	5	5	6	5	6	5	5	3	4	5	5	5	5	4	6	5	1	5	5	3	6	4	5	3	3	3	139
4	AF	3	3	3	4	4	3	4	6	3	5	5	3	3	4	5	3	3	5	3	4	4	3	3	3	4	3	3	4	3	113
5	AA	3	4	3	3	3	3	3	4	3	3	3	3	3	5	4	2	2	4	3	3	3	3	3	3	3	3	3	4	3	100
6	DN	4	4	3	3	4	3	3	4	3	4	2	3	2	4	4	4	3	4	3	4	3	3	3	2	5	3	3	3	3	103
7	DNS	3	4	2	3	3	3	2	6	5	4	3	4	3	5	5	3	3	5	3	4	5	3	3	5	5	3	5	4	5	119
8	DW	5	5	5	5	5	3	5	6	5	5	5	3	4	5	5	5	5	5	3	5	4	1	3	6	5	3	3	6	5	137
9	DO	3	1	2	2	3	3	1	6	3	4	3	3	3	5	5	2	3	5	3	3	3	4	3	3	5	3	3	3	3	100
10	FR	3	1	2	2	3	3	1	4	3	2	5	3	2	4	4	1	2	2	3	4	2	2	3	2	4	3	5	4	3	89
11	HY	3	4	2	3	2	3	2	4	3	4	2	3	3	4	4	3	3	4	3	3	2	2	3	5	3	3	5	4	3	99
12	IMF	5	4	4	4	4	3	3	6	5	4	4	5	4	4	5	4	5	4	3	5	3	4	3	5	4	3	5	4	5	127
13	KS	4	3	3	4	4	3	5	4	5	5	3	3	4	4	3	3	3	5	3	4	4	3	3	2	3	3	3	3	2	109
14	MH	3	5	2	2	1	3	2	4	5	4	3	3	3	4	5	3	4	4	3	4	3	2	3	3	3	3	6	3	3	103
15	MF	5	4	3	4	2	3	2	6	3	5	4	3	4	5	5	4	4	5	3	3	4	4	3	6	5	3	5	4	3	122
16	MRT	5	3	4	3	3	5	3	6	4	3	3	4	4	3	3	4	4	4	5	3	4	3	3	5	3	5	3	3	5	116
17	MZY	3	3	2	2	1	3	2	6	3	2	4	3	3	3	4	2	3	4	3	4	3	2	3	5	5	3	2	4	3	96
18	MZN	3	3	4	2	3	3	2	4	3	4	2	3	5	5	3	4	3	4	5	3	3	3	3	3	5	3	5	4	3	107
19	NMF	3	3	3	2	2	3	3	4	4	4	3	2	3	4	4	3	3	5	3	2	4	2	3	5	4	3	5	4	3	103

20	RF	4	5	5	4	4	3	1	6	4	2	4	4	2	5	5	2	4	5	3	4	5	2	3	2	5	3	3	6	3	114
21	RSM	3	4	2	1	1	3	2	3	3	4	1	2	1	5	4	1	1	5	3	4	1	1	3	3	5	5	3	3	3	88
22	SD	4	4	3	3	3	5	2	6	3	3	3	3	3	4	4	3	3	4	3	3	5	4	5	3	5	3	3	4	5	112
23	TAR	3	3	2	3	3	3	2	6	4	3	3	3	3	5	5	3	3	4	3	3	5	3	3	3	5	3	3	6	3	107
24	YF	4	3	3	3	3	3	3	6	5	3	3	3	4	4	4	3	3	4	3	3	3	3	3	5	3	3	6	6	5	114
25	YN	4	4	5	3	2	3	2	6	5	3	3	5	3	5	5	2	4	6	3	5	3	5	3	3	5	3	6	6	6	126
26	AH	4	4	3	3	2	3	2	4	4	4	4	3	3	4	5	4	3	2	3	4	5	4	3	3	5	3	6	4	3	111
27	AYM	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	93
28	AR	4	2	3	2	3	3	3	4	3	3	2	3	3	3	3	3	3	4	3	3	3	3	3	3	3	5	3	3	3	96
29	AF	4	4	2	3	3	3	3	4	4	4	4	2	3	4	4	2	2	4	3	3	4	3	3	3	4	3	5	4	3	104
30	ALH	4	4	3	3	4	3	2	4	3	3	4	2	4	4	4	1	2	5	3	4	4	2	5	3	5	5	5	6	3	110
31	AFI	3	3	4	2	3	3	2	4	3	4	2	3	3	4	5	3	3	4	3	3	3	3	3	3	3	5	3	5	4	3	102
32	AFR	2	3	3	4	2	3	3	6	3	3	4	4	3	5	5	4	4	5	3	4	3	2	5	3	5	5	3	3	2	112
33	AFP	5	4	1	2	2	3	2	4	4	4	2	2	2	4	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	94
34	DLG	5	3	1	3	3	3	4	6	3	5	3	1	3	5	5	3	3	4	3	3	5	5	3	3	3	3	3	3	3	106
35	ES	2	4	2	1	2	3	2	4	2	4	2	2	2	4	4	1	2	4	3	4	4	2	3	3	5	3	5	6	1	90
36	FA	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	4	3	3	3	4	3	5	4	3	5	4	3	103
37	HSH	5	2	3	2	2	3	2	4	4	2	3	3	4	4	5	2	2	4	3	3	3	2	3	3	4	3	5	4	3	100
38	HY	5	4	4	4	4	3	3	6	4	5	4	5	4	4	5	4	4	4	3	4	3	4	3	5	3	3	3	3	5	121
39	HM	4	3	3	3	3	3	3	6	3	3	3	3	3	3	3	3	3	5	3	3	4	3	3	3	3	3	3	4	5	105
40	MGAG	3	3	3	3	3	5	3	3	3	3	4	3	3	3	5	3	3	4	5	3	3	3	5	3	3	3	5	3	3	105
41	NYP	3	3	4	2	2	5	2	6	3	3	2	3	3	4	4	2	3	4	5	2	3	3	3	3	4	5	5	4	3	103
42	RIA	3	4	4	4	3	3	4	3	4	4	4	2	3	3	3	4	3	5	3	2	4	2	3	5	3	5	3	4	3	106
43	SPF	3	3	4	3	2	3	3	4	4	3	3	3	3	4	3	3	3	4	3	2	3	3	3	3	4	3	5	4	3	100
44	SRS	5	5	4	4	4	3	3	6	5	5	5	5	4	5	5	4	5	4	3	5	3	4	3	5	5	3	6	6	5	136

45	SF	3	3	2	2	2	3	2	4	2	4	2	2	2	4	3	4	3	2	3	2	2	3	3	2	3	3	2	4	2	81
46	SR	4	4	3	2	3	3	4	6	3	4	3	3	3	5	5	2	2	4	3	3	3	3	3	3	4	3	5	4	3	108
47	TPZ	4	5	3	4	4	3	3	6	5	3	4	5	4	5	5	3	4	5	3	4	5	4	3	3	5	3	5	4	5	126
48	YJ	5	5	4	4	4	3	3	6	5	5	5	5	4	5	4	4	4	4	3	5	3	4	3	5	4	3	5	4	5	129
49	ZQA	5	3	3	3	3	3	3	6	5	3	5	5	5	5	3	3	3	4	3	3	3	4	3	5	4	3	3	3	3	114

Appendix 4

Methode succesive interval

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Succesive Interval																			
	4	4	3	4	3	3	3	5	5	3	2	3	4	5	5	3	4	4	3	3
1	4,412	3,618	3,173	4,176	3,085	3,000	3,393	5,599	5,381	3,213	2,233	3,329	4,317	5,461	5,182	2,745	4,389	3,582	3,000	3,018
2	3,391	2,539	2,154	2,226	2,074	3,000	2,268	5,599	3,453	3,213	2,233	3,329	3,159	5,461	5,182	1,000	3,244	5,078	3,000	3,018
3	5,430	4,726	4,995	5,292	5,123	5,612	4,953	5,599	5,381	5,296	3,253	4,282	5,390	5,461	5,182	4,892	4,389	6,123	4,944	1,000
4	3,391	2,539	3,173	4,176	4,087	3,000	4,258	5,599	3,453	5,296	5,071	3,329	3,159	4,179	5,182	2,745	3,244	5,078	3,000	4,100
5	3,391	3,618	3,173	3,226	3,085	3,000	3,393	4,787	3,453	3,213	3,253	3,329	3,159	5,461	4,013	1,864	2,033	3,582	3,000	3,018
6	4,412	3,618	3,173	3,226	4,087	3,000	3,393	4,787	3,453	4,230	2,233	3,329	1,973	4,179	4,013	3,776	3,244	3,582	3,000	4,100
7	3,391	3,618	2,154	3,226	3,085	3,000	2,268	5,599	5,381	4,230	3,253	4,282	3,159	5,461	5,182	2,745	3,244	5,078	3,000	4,100
8	5,430	4,726	4,995	5,292	5,123	3,000	4,953	5,599	5,381	5,296	5,071	3,329	4,317	5,461	5,182	4,892	5,390	5,078	3,000	5,159
9	3,391	1,000	2,154	2,226	3,085	3,000	1,000	5,599	3,453	4,230	3,253	3,329	3,159	5,461	5,182	1,864	3,244	5,078	3,000	3,018
10	3,391	1,000	2,154	2,226	3,085	3,000	1,000	4,787	3,453	2,000	5,071	3,329	1,973	4,179	4,013	1,000	2,033	2,000	3,000	4,100
11	3,391	3,618	2,154	3,226	2,074	3,000	2,268	4,787	3,453	4,230	2,233	3,329	3,159	4,179	4,013	2,745	3,244	3,582	3,000	3,018
12	5,430	3,618	4,072	4,176	4,087	3,000	3,393	5,599	5,381	4,230	4,123	4,993	4,317	4,179	5,182	3,776	5,390	3,582	3,000	5,159
13	4,412	2,539	3,173	4,176	4,087	3,000	4,953	4,787	5,381	5,296	3,253	3,329	4,317	4,179	3,000	2,745	3,244	5,078	3,000	4,100
14	3,391	4,726	2,154	2,226	1,000	3,000	2,268	4,787	5,381	4,230	3,253	3,329	3,159	4,179	5,182	2,745	4,389	3,582	3,000	4,100
15	5,430	3,618	3,173	4,176	2,074	3,000	2,268	5,599	3,453	5,296	4,123	3,329	4,317	5,461	5,182	3,776	4,389	5,078	3,000	3,018
16	5,430	2,539	4,072	3,226	3,085	5,007	3,393	5,599	4,436	3,213	3,253	4,282	4,317	3,000	3,000	3,776	4,389	3,582	4,944	3,018
17	3,391	2,539	2,154	2,226	1,000	3,000	2,268	5,599	3,453	2,000	4,123	3,329	3,159	3,000	4,013	1,864	3,244	3,582	3,000	4,100
18	3,391	2,539	4,072	2,226	3,085	3,000	2,268	4,787	3,453	4,230	2,233	3,329	5,390	5,461	3,000	3,776	3,244	3,582	4,944	3,018
19	3,391	2,539	3,173	2,226	2,074	3,000	3,393	4,787	4,436	4,230	3,253	2,088	3,159	4,179	4,013	2,745	3,244	5,078	3,000	1,908
20	4,412	4,726	4,995	4,176	4,087	3,000	1,000	5,599	4,436	2,000	4,123	4,282	1,973	5,461	5,182	1,864	4,389	5,078	3,000	4,100

21	3,391	3,618	2,154	1,000	1,000	3,000	2,268	3,000	3,453	4,230	1,000	2,088	1,000	5,461	4,013	1,000	1,000	5,078	3,000	4,100
22	4,412	3,618	3,173	3,226	3,085	5,007	2,268	5,599	3,453	3,213	3,253	3,329	3,159	4,179	4,013	2,745	3,244	3,582	3,000	3,018
23	3,391	2,539	2,154	3,226	3,085	3,000	2,268	5,599	4,436	3,213	3,253	3,329	3,159	5,461	5,182	2,745	3,244	3,582	3,000	3,018
24	4,412	2,539	3,173	3,226	3,085	3,000	3,393	5,599	5,381	3,213	3,253	3,329	4,317	4,179	4,013	2,745	3,244	3,582	3,000	3,018
25	4,412	3,618	4,995	3,226	2,074	3,000	2,268	5,599	5,381	3,213	3,253	4,993	3,159	5,461	5,182	1,864	4,389	6,123	3,000	5,159
26	4,412	3,618	3,173	3,226	2,074	3,000	2,268	4,787	4,436	4,230	4,123	3,329	3,159	4,179	5,182	3,776	3,244	2,000	3,000	4,100
27	3,391	2,539	2,154	2,226	3,085	3,000	3,393	3,000	3,453	3,213	3,253	3,329	3,159	3,000	3,000	2,745	3,244	3,582	3,000	3,018
28	4,412	1,594	3,173	2,226	3,085	3,000	3,393	4,787	3,453	3,213	2,233	3,329	3,159	3,000	3,000	2,745	3,244	3,582	3,000	3,018
29	4,412	3,618	2,154	3,226	3,085	3,000	3,393	4,787	4,436	4,230	4,123	2,088	3,159	4,179	4,013	1,864	2,033	3,582	3,000	3,018
30	4,412	3,618	3,173	3,226	4,087	3,000	2,268	4,787	3,453	3,213	4,123	2,088	4,317	4,179	4,013	1,000	2,033	5,078	3,000	4,100
31	3,391	2,539	4,072	2,226	3,085	3,000	2,268	4,787	3,453	4,230	2,233	3,329	3,159	4,179	5,182	2,745	3,244	3,582	3,000	3,018
32	2,000	2,539	3,173	4,176	2,074	3,000	3,393	5,599	3,453	3,213	4,123	4,282	3,159	5,461	5,182	3,776	4,389	5,078	3,000	4,100
33	5,430	3,618	1,000	2,226	2,074	3,000	2,268	4,787	4,436	4,230	2,233	2,088	1,973	4,179	4,013	2,745	3,244	3,582	3,000	3,018
34	5,430	2,539	1,000	3,226	3,085	3,000	4,258	5,599	3,453	5,296	3,253	1,000	3,159	5,461	5,182	2,745	3,244	3,582	3,000	3,018
35	2,000	3,618	2,154	1,000	2,074	3,000	2,268	4,787	2,000	4,230	2,233	2,088	1,973	4,179	4,013	1,000	2,033	3,582	3,000	4,100
36	4,412	2,539	3,173	3,226	3,085	3,000	3,393	4,787	4,436	3,213	3,253	3,329	3,159	3,000	3,000	2,745	3,244	3,582	3,000	3,018
37	5,430	1,594	3,173	2,226	2,074	3,000	2,268	4,787	4,436	2,000	3,253	3,329	4,317	4,179	5,182	1,864	2,033	3,582	3,000	3,018
38	5,430	3,618	4,072	4,176	4,087	3,000	3,393	5,599	4,436	5,296	4,123	4,993	4,317	4,179	5,182	3,776	4,389	3,582	3,000	4,100
39	4,412	2,539	3,173	3,226	3,085	3,000	3,393	5,599	3,453	3,213	3,253	3,329	3,159	3,000	3,000	2,745	3,244	5,078	3,000	3,018
40	3,391	2,539	3,173	3,226	3,085	5,007	3,393	3,000	3,453	3,213	4,123	3,329	3,159	3,000	5,182	2,745	3,244	3,582	4,944	3,018
41	3,391	2,539	4,072	2,226	2,074	5,007	2,268	5,599	3,453	3,213	2,233	3,329	3,159	4,179	4,013	1,864	3,244	3,582	4,944	1,908
42	3,391	3,618	4,072	4,176	3,085	3,000	4,258	3,000	4,436	4,230	4,123	2,088	3,159	3,000	3,000	3,776	3,244	5,078	3,000	1,908
43	3,391	2,539	4,072	3,226	2,074	3,000	3,393	4,787	4,436	3,213	3,253	3,329	3,159	4,179	3,000	2,745	3,244	3,582	3,000	1,908
44	5,430	4,726	4,072	4,176	4,087	3,000	3,393	5,599	5,381	5,296	5,071	4,993	4,317	5,461	5,182	3,776	5,390	3,582	3,000	5,159
45	3,391	2,539	2,154	2,226	2,074	3,000	2,268	4,787	2,000	4,230	2,233	2,088	1,973	4,179	3,000	3,776	3,244	2,000	3,000	1,908
46	4,412	3,618	3,173	2,226	3,085	3,000	4,258	5,599	3,453	4,230	3,253	3,329	3,159	5,461	5,182	1,864	2,033	3,582	3,000	3,018

47	4,412	4,726	3,173	4,176	4,087	3,000	3,393	5,599	5,381	3,213	4,123	4,993	4,317	5,461	5,182	2,745	4,389	5,078	3,000	4,100
48	5,430	4,726	4,072	4,176	4,087	3,000	3,393	5,599	5,381	5,296	5,071	4,993	4,317	5,461	4,013	3,776	4,389	3,582	3,000	5,159
49	5,430	2,539	3,173	3,226	3,085	3,000	3,393	5,599	5,381	3,213	5,071	4,993	5,390	5,461	3,000	2,745	3,244	3,582	3,000	3,018

Methode succesive interval

	21	22	23	24	25	26	27	28	29	30	
	Succesive Interval										
	2	4	3	3	5	3	3	5	4	3	Total
1	1,835	4,085	3,000	3,437	5,062	3,000	3,501	5,535	3,708	3,159	112,626
2	3,992	2,116	3,000	4,865	5,062	3,000	4,974	5,535	5,234	4,677	107,076
3	4,924	5,123	3,000	5,722	3,989	4,805	3,501	3,000	5,234	3,159	139,778
4	3,992	3,119	3,000	3,437	3,989	3,000	3,501	4,615	3,708	3,159	113,579
5	2,984	3,119	3,000	3,437	3,000	3,000	3,501	4,615	3,708	3,159	100,574
6	2,984	3,119	3,000	2,000	5,062	3,000	3,501	3,000	3,708	3,159	103,341
7	4,924	3,119	3,000	4,865	5,062	3,000	4,974	4,615	6,263	4,677	119,955
8	3,992	1,000	3,000	5,722	5,062	3,000	3,501	5,535	5,234	4,677	137,395
9	2,984	4,085	3,000	3,437	5,062	3,000	3,501	3,000	3,708	3,159	100,661
10	1,835	2,116	3,000	2,000	3,989	3,000	4,974	4,615	5,234	3,159	90,716
11	1,835	2,116	3,000	4,865	3,000	3,000	4,974	4,615	5,234	3,159	100,502
12	2,984	4,085	3,000	4,865	3,989	3,000	4,974	4,615	5,234	4,677	128,109
13	3,992	3,119	3,000	2,000	3,000	3,000	3,501	3,000	5,234	1,755	109,651
14	2,984	2,116	3,000	3,437	3,000	3,000	5,892	3,000	3,708	3,159	103,377
15	3,992	4,085	3,000	5,722	5,062	3,000	4,974	4,615	5,234	3,159	122,601
16	3,992	3,119	3,000	4,865	3,000	4,805	3,501	3,000	5,234	4,677	116,752
17	2,984	2,116	3,000	4,865	5,062	3,000	2,000	4,615	5,234	3,159	97,080
18	2,984	3,119	3,000	3,437	5,062	3,000	4,974	4,615	3,708	3,159	108,087
19	3,992	2,116	3,000	4,865	3,989	3,000	4,974	4,615	5,234	3,159	104,861
20	4,924	2,116	3,000	2,000	5,062	3,000	3,501	5,535	3,708	3,159	113,888
21	1,000	1,000	3,000	3,437	5,062	4,805	3,501	3,000	5,234	3,159	88,051
22	4,924	4,085	5,014	3,437	5,062	3,000	3,501	4,615	3,708	4,677	112,596
23	4,924	3,119	3,000	3,437	5,062	3,000	3,501	5,535	3,708	3,159	107,328

24	2,984	3,119	3,000	4,865	3,000	3,000	5,892	5,535	6,263	4,677	114,036
25	2,984	5,123	3,000	3,437	5,062	3,000	5,892	5,535	6,263	5,827	126,490
26	4,924	4,085	3,000	3,437	5,062	3,000	5,892	4,615	3,708	3,159	112,195
27	2,984	3,119	3,000	3,437	3,000	3,000	3,501	3,000	3,708	3,159	92,692
28	2,984	3,119	3,000	3,437	3,000	4,805	3,501	3,000	3,708	3,159	96,359
29	3,992	3,119	3,000	3,437	3,989	3,000	4,974	4,615	5,234	3,159	105,920
30	3,992	2,116	5,014	3,437	5,062	4,805	4,974	5,535	3,708	3,159	110,968
31	2,984	3,119	3,000	3,437	5,062	3,000	4,974	4,615	3,708	3,159	103,781
32	2,984	2,116	5,014	3,437	5,062	4,805	3,501	3,000	5,234	1,755	112,076
33	2,984	3,119	3,000	3,437	3,000	3,000	3,501	3,000	3,708	3,159	95,052
34	4,924	5,123	3,000	3,437	3,000	3,000	3,501	3,000	3,708	3,159	106,381
35	3,992	2,116	3,000	3,437	5,062	3,000	4,974	5,535	3,708	1,000	91,155
36	2,984	4,085	3,000	4,865	3,989	3,000	4,974	4,615	3,708	3,159	104,973
37	2,984	2,116	3,000	3,437	3,989	3,000	4,974	4,615	5,234	3,159	101,252
38	2,984	4,085	3,000	4,865	3,000	3,000	3,501	3,000	5,234	4,677	122,093
39	3,992	3,119	3,000	3,437	3,000	3,000	3,501	4,615	5,234	4,677	105,493
40	2,984	3,119	5,014	3,437	3,000	3,000	4,974	3,000	3,708	3,159	105,201
41	2,984	3,119	3,000	3,437	3,989	4,805	4,974	4,615	3,708	3,159	104,087
42	3,992	2,116	3,000	4,865	3,000	4,805	3,501	4,615	3,708	3,159	106,402
43	2,984	3,119	3,000	3,437	3,989	3,000	4,974	4,615	3,708	3,159	101,515
44	2,984	4,085	3,000	4,865	5,062	3,000	5,892	5,535	6,263	4,677	136,453
45	1,835	3,119	3,000	2,000	3,000	3,000	2,000	4,615	2,000	1,755	82,393
46	2,984	3,119	3,000	3,437	3,989	3,000	4,974	4,615	5,234	3,159	108,445
47	4,924	4,085	3,000	3,437	5,062	3,000	4,974	4,615	5,234	4,677	127,555
48	2,984	4,085	3,000	4,865	3,989	3,000	4,974	4,615	5,234	4,677	130,343
49	2,984	4,085	3,000	4,865	3,989	3,000	3,501	3,000	5,234	3,159	114,360

Appendix 5

NAMA DAN NILAI RAPORT B.INGGRIS SISWA

No. Res	Students' name	Score	No. Res	Students' name	Score
1	ABDURRAHMAAN BASRI	81	**26**	AFIFAH HANIN	81
2	AFRIANTAMA JHONI SAPUTRA	77	**27**	AHMAD YUHDY MASNSURI NASUTION	61
3	AFRIJHONI MUHAMMAD REVAN	78	**28**	AISYA RAMADANI	78
4	ARIFA FITRI	81	**29**	AISYAH FADLAH	76
5	AZIZAH ARBASA	78	**30**	ANWAR LUKMANUL HAKIM	79
6	DEA NABILA	78	**31**	ARA FITRIANI	75
7	DEA NABILA SIAHAAN	83	**32**	AULIA FAZILA R	80
8	DINDA WAHYUNI	85	**33**	AZZIRA FARIZA PUTRI	74
9	DIRA OKTAVIA	78	**34**	DIA LUTFI GINANAFSI	81
10	FIRA RAMADHANI	77	**35**	EKO SETRIZEN	74
11	HUSNA YAINI	78	**36**	FAIRUZI AMANTA	78
12	INDAH MAHARANI FORTUNA	82	**37**	HADITYA SALMAN HAFIZH	78
13	KHAIRUNNAS SHOLEHAN	79	**38**	HANIFAH YUDIASKA	80
14	MIFTAHUL HASANAH	77	**39**	HARI MUSTAMAM	78
15	MUHAMMAD FAIRUZZABADI	81	**40**	M. GHOZA AL GHIFARI	77
16	MUHAMMAD RAFFI TARMIDZI	81	**41**	NIA YULIZA PUTRI	77
17	MUHAMMAD ZACKY	76	**42**	RAHMAD IRSAL ALHUDRI	78
18	MUHAMMAD ZIDAN	77	**43**	SARAH PUTRI FEBRIDESVI	73
19	NINI MAI FAZIRA	73	**44**	SASI RAHIMAH SYANI	83
20	RAHMA FADHILAH	82	**45**	SHELLA FEBRIANI	76
21	RIO SEPTIA MAHENDRA	75	**46**	SHERLI RAHMAYOLA	80
22	SALMA DIYASTRI	80	**47**	TIARA PUTRI FAIZAH	80
23	TITA AULIA RAHMI	77	**48**	YORISMA JULITA	81
24	YULFANI FITRI	80	**49**	ZUWILDA QHALBI ASSYFA	81
25	YULIA NITA	82			

APPENDIX 6

Table calculation of variable X and Y

No. Resp	X	Y	XY	X^2	Y^2
1	112	81	9072	12544	6561
2	106	77	8162	11236	5929
3	139	78	10842	19321	6084
4	113	81	9153	12769	6561
5	100	78	7800	10000	6084
6	103	78	8034	10609	6084
7	119	83	9877	14161	6889
8	137	85	11645	18769	7225
9	100	78	7800	10000	6084
10	89	77	6853	7921	5929
11	99	78	7722	9801	6084
12	127	82	10414	16129	6724
13	109	79	8611	11881	6241
14	103	77	7931	10609	5929
15	122	81	9882	14884	6561
16	116	81	9396	13456	6561
17	96	76	7296	9216	5776
18	107	77	8239	11449	5929
19	103	73	7519	10609	5329
20	114	82	9348	12996	6724
21	88	75	6600	7744	5625
22	112	80	8960	12544	6400
23	107	77	8239	11449	5929
24	114	80	9120	12996	6400
25	126	82	10332	15876	6724
26	111	81	8991	12321	6561
27	93	61	5673	8649	3721
28	96	78	7488	9216	6084
29	104	76	7904	10816	5776
30	110	79	8690	12100	6241
31	102	75	7650	10404	5625
32	112	80	8960	12544	6400
33	94	74	6956	8836	5476
34	106	81	8586	11236	6561
35	90	74	6660	8100	5476
36	103	78	8034	10609	6084
37	100	78	7800	10000	6084
38	121	80	9680	14641	6400

39	105	78	8190	11025	6084
40	105	77	8085	11025	5929
41	103	77	7931	10609	5929
42	106	78	8268	11236	6084
43	100	73	7300	10000	5329
44	136	83	11288	18496	6889
45	81	76	6156	6561	5776
46	108	80	8640	11664	6400
47	126	80	10080	15876	6400
48	129	81	10449	16641	6561
49	114	81	9234	12996	6561
Total	**5316**	**3835**	**417540**	**584570**	**300797**