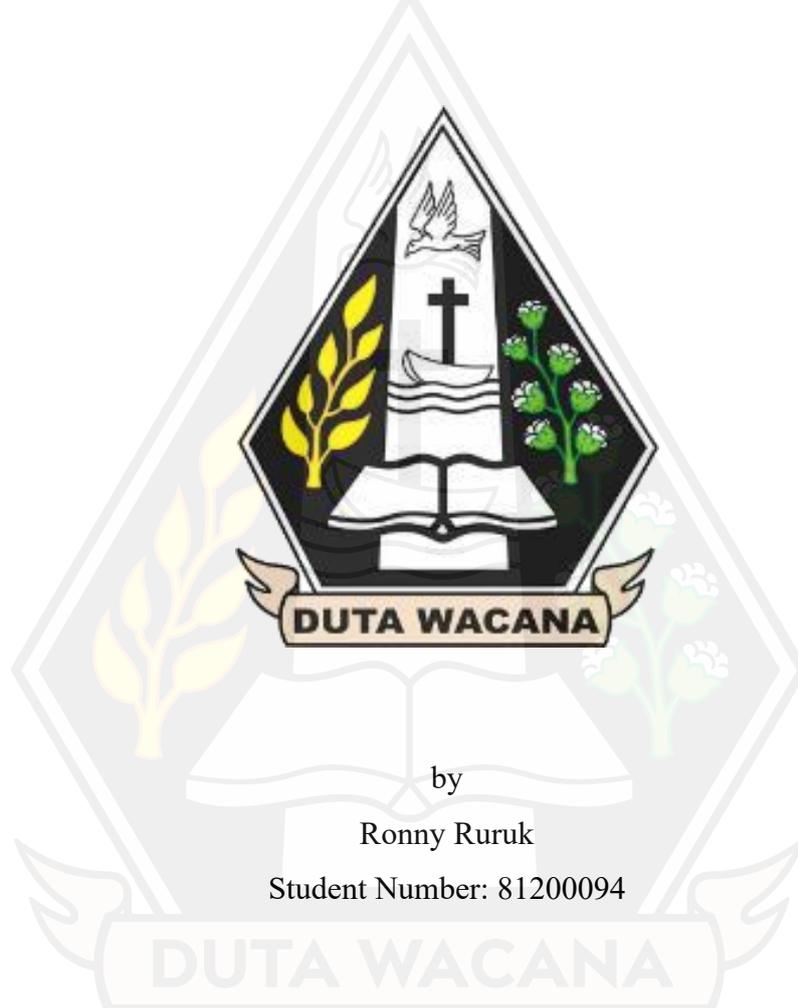


A CORRELATIONAL ANALYSIS OF MOTIVATION AND SELF-EFFICACY AMONG STUDENTS OF A COMPULSORY ENGLISH PROGRAM

SKRIPSI



by

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

2024

A CORRELATIONAL ANALYSIS OF MOTIVATION AND SELF-EFFICACY AMONG STUDENTS OF A COMPULSORY ENGLISH PROGRAM

SKRIPSI

presented as partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan (S.Pd.)*
in English Language Education Department

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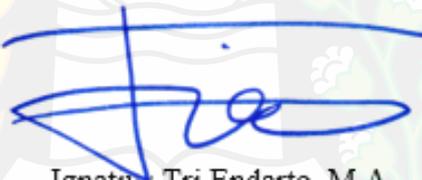
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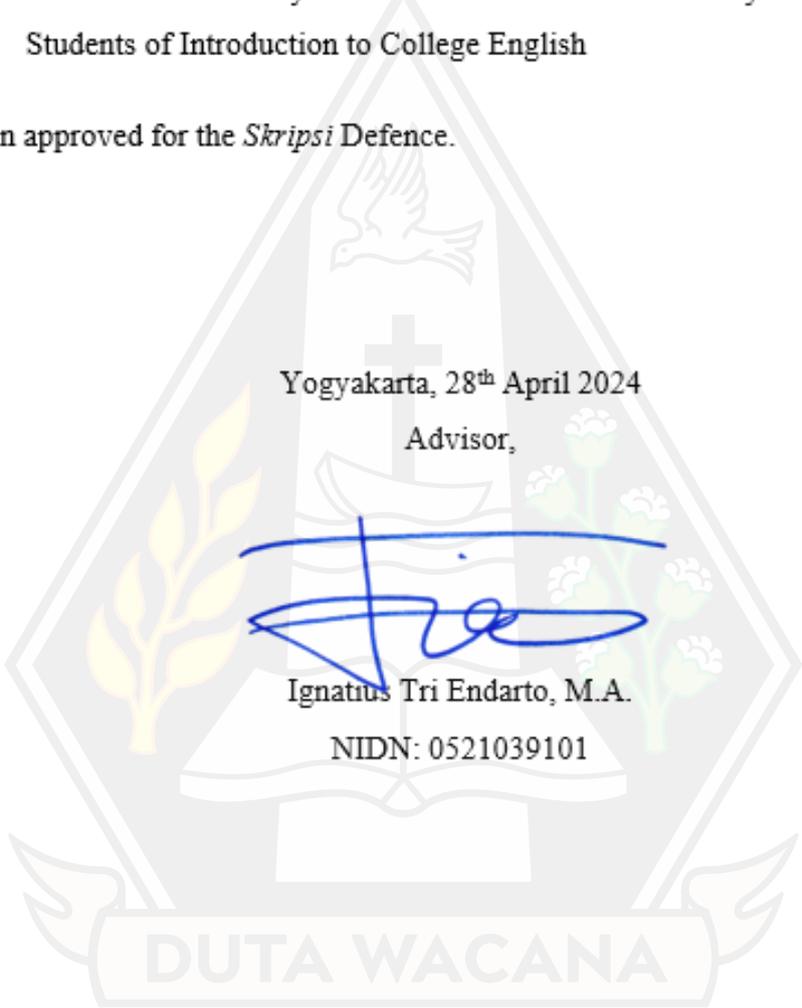
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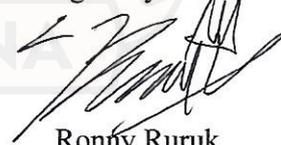
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Defended before the Board of Examiners

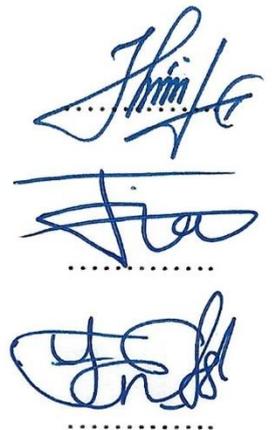
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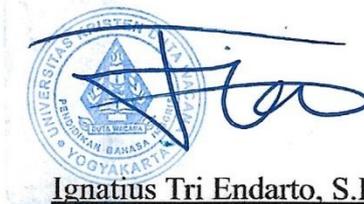
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or part of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 27th April 2024

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First of all, I want to give thanks to Lord Jesus Christ, because without His help I might not be at this point. “‘For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you a hope and a future.’” — Jeremiah 29:11.

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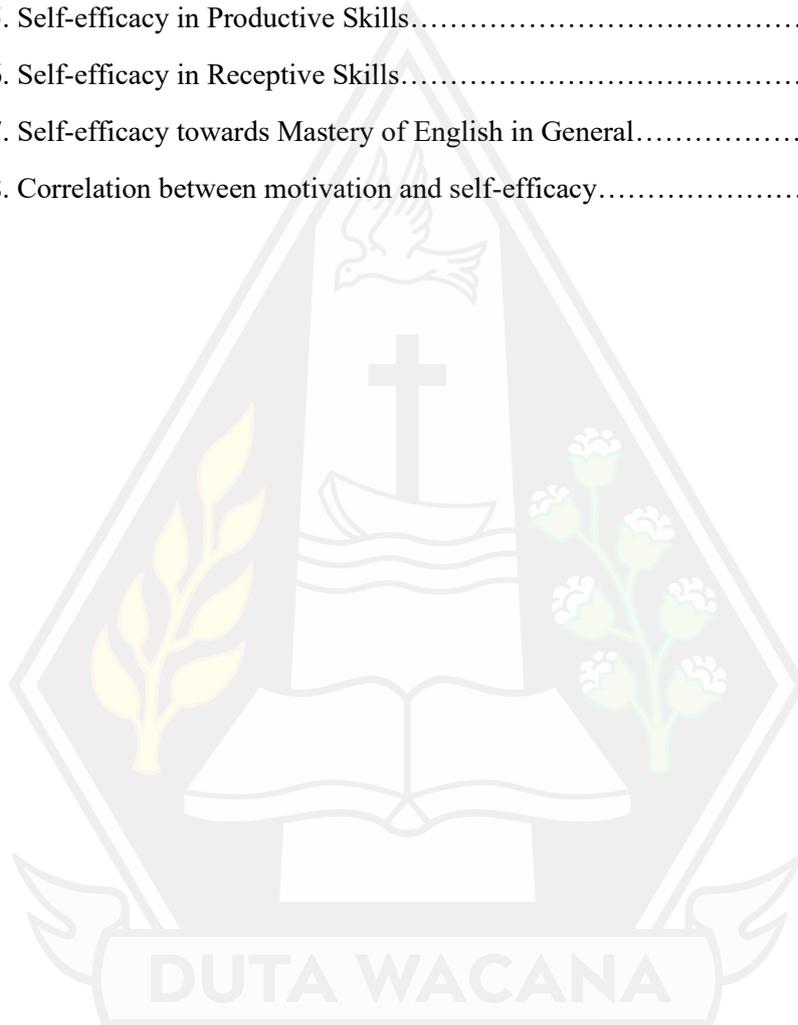
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ABSTRACT

Ruruk, R. (2024). A correlational analysis of motivation and self-efficacy among student of compulsory English program. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

This research aimed to examine the relationship between motivation and self-efficacy of students in introduction-to-college-English (ICE) classes. A foundational English program required for all first-year students at a university in Yogyakarta Special Province. It was conducted using quantitative method, which involved distributing paper-based questionnaires to each class. The data was collected from 87 non-English department students in 6 classes consisting of 2 classes at each level (1, 2, 3). Descriptive statistics and correlation analysis were used to answer three research questions. Three main findings were identified. First, the average level of students' motivation in learning English was high. Then, the average level of students' self-efficacy was at a moderate level. Finally, this study found a statistically significant positive weak correlation between the students' motivation and self-efficacy. The findings suggest that teachers need to consider motivation and self-efficacy as interrelated factors in English language learning that should be strengthened and fostered through well-designed instructional activities.

Keywords: Motivation, Self-efficacy, Correlational

INTISARI

Ruruk, R. (2024). A correlational analysis of motivation and self-efficacy among student of compulsory English program. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk menguji hubungan antara motivasi dan efikasi diri siswa di kelas pengantar bahasa Inggris. Penelitian ini dilakukan dengan menggunakan metode kuantitatif, yang melibatkan penyebaran kuesioner berbasis kertas ke setiap kelas. Data dikumpulkan dari 87 mahasiswa jurusan non-Inggris di 6 kelas yang terdiri dari 2 kelas di setiap tingkat (1, 2, 3). Statistik deskriptif dan analisis korelasi digunakan untuk menjawab tiga pertanyaan penelitian. Tiga temuan utama diidentifikasi. Pertama, tingkat rata-rata motivasi siswa dalam belajar bahasa Inggris adalah tinggi. Kemudian, tingkat rata-rata efikasi diri siswa berada pada tingkat sedang. Terakhir, penelitian ini menemukan korelasi positif lemah yang signifikan secara statistik antara motivasi dan efikasi diri siswa. Temuan ini menunjukkan bahwa guru perlu mempertimbangkan motivasi dan efikasi diri sebagai faktor yang saling terkait dalam pembelajaran bahasa Inggris yang harus diperkuat dan dikembangkan melalui kegiatan pembelajaran yang dirancang dengan baik.

Kata kunci: Motivasi, efikasi diri, korelasi

CHAPTER I

INTRODUCTION

This chapter consists of four parts. Those are research background, research questions, research objectives, and research benefits.

A. Research Background

Motivation and self-efficacy are important parts that have a role in determining student academic achievement. Over the years, the study of motivation and self-efficacy has become a part of researchers' interests. In learning a second language, motivation and self-efficacy are indicators that influence academic success and doing various things outside (Liando et al., 2022). Several researchers have highlighted the importance of motivation and self-efficacy in educational outcomes. Drysdale and McBeath (2018) demonstrated that strong self-efficacy beliefs positively impact students' academic performance through a motivational analysis. Jaafar et al. (2014) emphasized that students must possess positive self-efficacy to effectively manage their learning situations and trust in their abilities for successful learning. Dari and Putro (2021) noted that self-efficacy is a more significant indicator of academic achievement than IQ or previous academic performance. Wang and Eccles (2013) found a strong positive correlation between student motivation, empowerment, and academic success. Similarly, Steinmayr et al. (2019) argued that the drive to succeed and motivation are crucial for academic excellence, significantly influencing students' performance. In this case, motivation and self-efficacy are important factors determining students' success in learning a second language. Research by Zheng et al. (2021) explored the connections between students' motivation, self-efficacy, and academic success, finding that both motivation and self-efficacy are key predictors of academic performance. Similarly, Muslim et al. (2020) emphasized that motivation is essential for students to achieve their goals and succeed academically. It motivates students to learn foreign languages independently. Apart from being a crucial part, motivation is also a key to students' success in acquiring certain abilities, so motivation can be concluded as

the direction of students' goals in behavior to excel in academics and their respective goals (Purmama et al., 2019). Alafgani and Purwandari (2019) explored the impact of students' motivation and self-efficacy on their academic performance. Their findings revealed that motivation alone is insufficient for success; having confidence in one's abilities is crucial. Students with high self-efficacy are more likely to excel academically, underscoring the importance of believing in their capabilities. Motivation and self-efficacy are mutually correlated and can significantly influence learning outcomes for students (Graham, 2022).

Self-efficacy plays a crucial role in enhancing student persistence and motivation to tackle challenging academic tasks, as well as in effectively applying acquired skills and knowledge to improve course outcomes (Zajacova et al., 2005). Higher motivation is strongly associated with elevated self-efficacy in students (Graham, 2022). Motivation drives students' behavior and energy towards achieving academic success (Steinmayr et al., 2019). Additionally, motivation in learning can be anticipated through relevant self-efficacy levels (Ersanli, 2015). Therefore, in learning a second language, it is important to examine the relationship between these two factors in higher education. This study aims to determine the relationship between motivation and self-efficacy among college students who teach English.

According to Setiani and Wijaya (2020), there are several studies that investigate motivation and self-efficacy that contribute to the process of learning English at school. Their study investigates student academic success and the relationship between motivation, self-motivation, self-efficacy, and learning time management. Research conducted by Cruz et al. (2023) suggests that students are indirectly influenced by motivation and self-efficacy in learning. The research of Mahyuddin et al. (2006) found that self-motivation, which is characterized by enjoyment of learning, is positively related to academic achievement. It is in line with the study of Setiani and Wijaya (2020), which showed that motivational factors, self-efficacy, and assignment scores are an important part of academic success in tertiary institutions, especially when students process their learning.

Introduction to college English is a course designed to develop language skills in students at a private university In Yogyakarta who have limited or no previous experience with English. These skills include vocabulary, grammar, reading and writing skills, which are required in an academic context. The study of motivation and self-efficacy in introduction to college English classes is to measure students' motivation in learning English and the correlation of their self-efficacy. This program is an existing program for tertiary students to become a requirement for attending lectures and knowing the level of students' English proficiency.

This study used correlational analysis to achieve the research objectives using data from a sample of students taking introduction to college English courses. According to Senthilnathan (2019) correlational analysis is used to find or measure the relationship between two variables in a research study. Data was collected by administering a questionnaire designed to meet these objectives (Binalet & Guerra, 2014; Torres & Alieto, 2019).

B. Research Questions

1. How was the students' motivation in learning English?
2. How was the students' self-efficacy in learning English?
3. Was there any correlation between the students' motivation and self-efficacy?

C. Research Objectives

1. To find the students' motivation in learning English.
2. To find the students' self-efficacy in learning English.
3. To find whether there was any correlation between the student' motivation and self-efficacy.

D. Research Benefits

This research study aims to assist students, teachers, and other researchers in the following ways:

1. For Students:

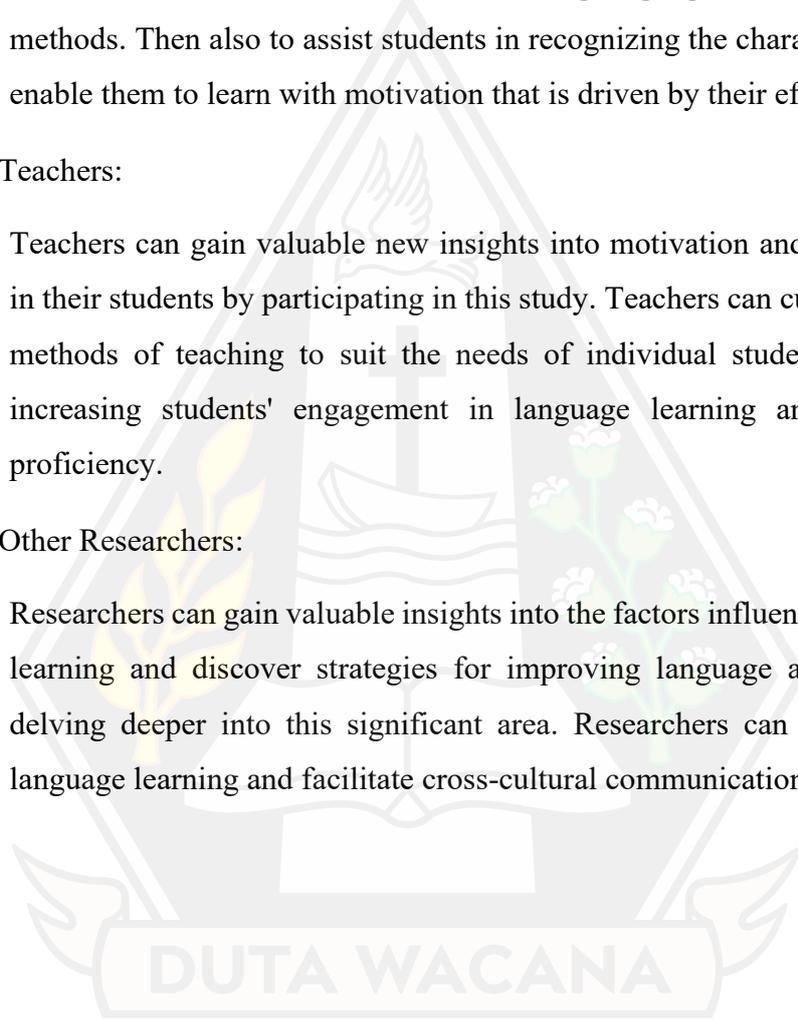
Students can increase their interest in learning languages through interesting methods. Then also to assist students in recognizing the characteristics that enable them to learn with motivation that is driven by their efficacy.

2. For Teachers:

Teachers can gain valuable new insights into motivation and self-efficacy in their students by participating in this study. Teachers can customize their methods of teaching to suit the needs of individual students, therefore increasing students' engagement in language learning and improving proficiency.

3. For Other Researchers:

Researchers can gain valuable insights into the factors influencing language learning and discover strategies for improving language acquisition by delving deeper into this significant area. Researchers can also improve language learning and facilitate cross-cultural communication.



CHAPTER V

CONCLUSION

A. Summary

This study investigated the correlation between motivation and self-efficacy among non-English department students who took the introduction to college English program at a private university in Yogyakarta. It was aimed at finding out: 1) the level of students' motivation in learning English; 2) the level of students' self-efficacy in learning English; and 3) whether there was any correlation between the student' motivation and self-efficacy. The findings show that the participants were highly motivated in learning English as shown by the high average scores of their intrinsic motivation (3.21), extrinsic motivation (3.37), integrative motivation (3.47), and instrumental motivation (3.12). In terms of the students' self-efficacy, the findings show that the participants had moderate level of self-efficacy in learning English as shown by the medium average scores of their self-efficacy in productive skills (2.25), receptive skills (2.89), and general mastery of English (2.52). Lastly, the study found that there was a statistically significant, weak positive correlation between motivation and self-efficacy, $r(87) = .0355, p < 0.05$.

B. Implications and Contributions

The findings of this research have several implications and contributions. First, the students had high levels of intrinsic, extrinsic, integrative, and instrumental motivation in learning English. This finding is in line with most of the previous studies reviewed in the discussion. It implies that learning English was seen as highly motivating for those Indonesian students. This suggests that ELT teachers in Indonesia might need to be aware of those types of motivation so that they can design learning activities and materials that can nurture them. This research also found that the students' level of self-efficacy in learning English was generally moderate. Moreover, it was found that their self-efficacy in productive skills was at

the level of moderate to low. This suggests that ELT teachers need to implement instructional methods that can encourage students' self-efficacy in learning English, especially in productive skills. Lastly, the relationship between students' motivation and self-efficacy in learning English in this study was demonstrated by a statistically significant, weak positive correlation. It suggests that ELT teachers need to consider the two variables as interrelated factors in English language learning.

C. Limitations

This research still has several limitations that can be underlined. First, the number of participants who participated in the data collection process was still quite limited (87 out of 107 participants). This was due to the fact that there were a number of participants who did not take part in the research due to their absence in the class. Lastly, this research only focused on quantitative data and therefore may lack its qualitative depth, such as information about other factors reflecting motivation and self-efficacy, and students' perspectives about the two variables.

D. Future Studies

Based on the results and limitations, future studies may employ similar methods or research designs with larger numbers of participants from the same or different backgrounds to investigate whether similar results also occur in larger samples. Secondly, to obtain more in-depth and complete insights into the research topic, future studies may place more emphasis on the qualitative methods to examine related issues such as other factors reflecting motivation and self-efficacy, and students' perspectives about the two variables.

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