STUDENTS' SELF-EFFICACY IN LISTENING COMPREHENSION AT ENGLISH LANGUAGE EDUCATION PROGRAM UNIVERSITAS LANCANG KUNING

A THESIS

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BY

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ABSTRACT

Nurul Fauziah, 2024 : Students' Self-Efficacy in Listening Comprehension at English Language Education Program Universitas Lancang Kuning

Self-efficacy in listening comprehension refers to a students' belief or confidence in their ability to understand and interpret the information they hear. The purpose of this study is to find out how the English Language Education Program Universitas Lancang Kuning students self-efficacy level in listening comprehension. The study was a quantitative study using survey descriptive research approach with subjects of second, fourth and sixth semester students of English Language Education Program Universitas Lancang Kuning. They were about 95 students selected by using random sampling technique. Instrument used in this study was online. questionaire form and processed using SPSS version 21. After analyze the data, The results showed that in general, students had a moderate level of self- efficacy (M=2.84) in listening comprehension. In this category, self-efficacy in listening comprehension is an important factor that affects the learning process, motivation, and academic performance of students. The development of self- efficacy needs to be a concern in an effort to improve students' listening skills.

Keywords : *Self Efficacy, Listening Comprehension*

ABSTRAK

Nurul Fauziah, 2024 : Efikasi Diri Mahasiswa Dalam Pembelajaran Mendengarkan pada Program Pendidikan Bahasa Inggris Universitas Lancang Kuning

Efikasi diri dalam pemahaman menyimak mengacu pada keyakinan atau kepercayaan diri mahasiswa terhadap kemampuannya untuk memahami dan menginterpretasikan informasi yang mereka dengar. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana tingkat efikasi diri mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Lancang Kuning dalam mendengarkan pemahaman. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan pendekatan penelitian deskriptif survei dengan subjek mahasiswa semester dua, empat, dan enam Program Studi Pendidikan Bahasa Inggris Universitas Lancang Kuning. Jumlah responden sebanyak 95 mahasiswa yang dipilih dengan menggunakan teknik random sampling. Instrumen yang digunakan dalam penelitian ini adalah kuesioner online dan diolah menggunakan SPSS versi 21. Setelah menganalisis data, hasil penelitian menunjukkan bahwa secara umum, mahasiswa memiliki tingkat efikasi diri yang sedang (M=2.84) dalam pemahaman menyimak. Pada kategori ini, efikasi diri dalam pemahaman menyimak merupakan faktor penting yang mempengaruhi proses pembelajaran, motivasi, dan prestasi akademik mahasiswa. Pengembangan efikasi diri perlu menjadi perhatian dalam upaya meningkatkan kemampuan menyimak siswa.

Kata Kunci *: Efikasi diri, Pemahaman mendengar*

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CHAPTER I
INTRODUCTION

A. Background of the research

Listening skills, as one of the receptive abilities, plays a crucial role in communication and the process of language acquisition. Mendelsohn (1994) states that the majority of individuals dedicate a significant portion of their communication time, approximately 40-50%, to listening, while speaking accounts for only about 25-30%, reading for approximately 11-16%, and writing for about 9%. According to Vandergrift and Goh (2012), the ability to listen enables language learners to effectively understand and process input, thereby facilitating the development of other language skills. Additionally, Rost (as cited in Nunan and Carter, 2001) suggests that the difference between successful and less successful language learners lies in their capacity to utilize listening as a means of acquiring language.

In addition, The ability to understand and evaluate spoken communication is known as listening comprehension, and it holds significant importance in language learning. Daily conversations, language acquisition, and the overall development of language skills heavily rely on this ability. Skillful listening plays a vital role in successful communication in both professional and informal contexts. The extent to which an individual comprehends the language used is greatly influenced by their proficiency in understanding spoken instructions, dialogues, presentations, interviews, and other audio resources. Extensive research findings underscore the critical nature of listening skills, with empirical evidence consistently demonstrating a strong correlation between overall language proficiency and effective listening comprehension. Furthermore, effective listening comprehension directly impacts a person's speaking, writing, and reading abilities.

Furthermore, Several components go into making listening comprehension successful, and students' attitudes and ideas about their talents have a significant impact on how motivated, persistent, and hardworking they are when learning these skills. A concept with roots in social cognitive theory, self-efficacy describes a

person's confidence in their capacity to complete a given activity successfully. Self-efficacy in the context of listening comprehension refers to pupils' belief in their capacity to correctly

The relationship between students' self-beliefs and academic achievement has been demonstrated over two decades of educational study. It has been demonstrated, among other things, that self-efficacy significantly improves students' academic progress in a variety of subject areas, including language instruction and learning (Kim & Shin, 2021; Wang et al., 2021). Self-efficacy, or a person's confidence in their capacity to finish a task or reach an objective, has been regarded as a fundamental structural element of Bandura's Social Cognitive Theory. It dictates the objectives people set for themselves, the quantity of work they put forth to accomplish an objective, and the length of time they persevere in the face of setbacks (Bandura, 1986, 1997).

Students who have high self-efficacy tend to set harder objectives for themselves and stick to them more religiously, which has an impact on their academic achievement. Academic outcome expectations are also shaped by perceived self-efficacy. While students who have low self-efficacy often doubt their skills and imagine failing, high self-efficacious students expect themselves to achieve positive outcomes, such as a high grade (Bandura, 1997; Schunk & DiBenedetto, 2016). Bandura (1997) identified verbal persuasion, vicarious experiences, enactive mastery experiences, and physiological and affective states as the four main sources of self-efficacy.

About language learning, Kazemi, Khodabandehlou, and Jahandar (2013) state that if someone has a high positive self-efficacy in learning a language, they will believe that they have the strength and ability to make their best efforts in mastering that language. Schunk (2003) also asserts that if language learners have a strong self-efficacy or self-confidence in their language skills, they has been view the difficulties they face in language learning as challenges to be overcome to achieve success. On the other hand, Bernhardt (as cited in Rahimi & Abedini, 2009)

argues that individuals with low self-efficacy feel that they lack the power and ability to learn a language, thus acknowledging failure from the outset.

Previous studies have mostly been conducted in the context of English, so more comparative studies involving different languages and cultures are needed. In addition, the influence of audio characteristics (accent, speaking rate, etc.) and text characteristics (complexity, topic, etc.) on self-efficacy in listening comprehension also needs to be explored more deeply. In addition, the interaction between self-efficacy and other factors, such as motivation, learning strategies, and experience, still needs to be studied in depth. The impact of self-efficacy on listening comprehension performance also needs to be studied further. Research is also still needed to develop and test effective interventions in increasing self-efficacy in listening comprehension, especially in the context of foreign language learning. By identifying and examining these research gaps, it is hoped that it can provide new insights and enrich our understanding of the role of self-efficacy in listening comprehension, as well as its implications in language learning. Therefore, this study aims to investigate the level of self-efficacy and listening comprehension among students at English Language Education Program Faculty of Education & Vocational Studies of Universitas Lancang Kuning

B. Identification of the research

Based on the background, the main identification in this study is Self-efficacy has a very important influence on student performance. Based on this reasoning, the researcher aims to i*nvestigate the students' level self-efficacy in listening comprehension* at English Language Education Program Faculty of Education & Vocational Studies of Universitas Lancang Kuning

C. Limitations of the research

The focus of this study is students' level self-efficacy in listening comprehension at English at English Language Education Program Faculty of Education & Vocational Studies of Universitas Lancang Kuning

D. Formulation of the research

What is students level self-efficacy in listening comprehension at English Education Department Faculty of Education & Vocational Studies of Universitas Lancang Kuning?

D. Purpose of the Research

To find out students' level self-efficacy in listening comprehension at English Education Department Faculty of Education & Vocational Studies of Universitas Lancang Kuning

F. Significance of the Research

There are some significances of this research that the researcher wants to achieve.

a. Theoretical Contribution

The results of this study theoretically contribute to seeing how students' level self-efficacy in listening comprehension

a. Practical Contribution

a) By applying strong self-efficacy in listening comprehension, it is hoped that it can help students in the learning process at English Language Education Program Faculty of Education & Vocational Studies of Universitas Lancang Kuning

b) Through self-efficacy, it is hoped that it can help students in improving listening comprehension especially at English Language Education Program Faculty of Education & Vocational Studies of Universitas Lancang Kuning

c) As a reference for other researchers who want to examine more deeply about student self-efficacy in listening comprehension

G. Definition of the Key Terms

To avoid misunderstanding on some conceptual terms in this research, it is necessary to define them. The key term uses are follows:

a. Self-Efficacy

Self-efficacy is an individual's belief in his or her own ability to successfully carry out specific tasks, achieve goals, and overcome challenges. Self-efficacy involves a person's belief in their ability to deal with different situations competently.

b. Listening Comprehension

Listening comprehension is a learning approach or method that focuses on developing comprehension and interpretation skills of spoken language.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the answer data from 95 respondents, in second semester students english languange education program Faculty of Education and Vocational Studies at Universitas Lancang Kuning students' self-efficacy in Listening comprehension are categorized as "moderate". This research also shows that the level students' self-efficacy in listening comprehension is quite strong but not fully stable. by the insights given in this study, it is hope that students can be more aware of self-efficacy they has been use and they can improve their listening comprehension to achieve their goals.

B. Suggestion

It is recommended for the other researcher to conduct further research about the students' self efficacy in listening comprehension. It is recommended for the researcher, teacher, and lecturer to read this research due to the fact that it provides a simple holistic picture of self- efficacy and listening comprehension. In addition, it can be one of the references for the researcher, teacher, and lecturer who want to conduct the research about self efficacy

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