

The Correlation Between Self-Efficacy And English Achievement At Eleventh Grade Of MAN 2 Padang Panjang

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara efikasi 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, hal ini didukung 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 diberikan 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 r-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 r tabel dengan $df = 47$ dan $\alpha = 0.05$ sebesar 0.288. Nilai t hitung lebih besar dari r tabel. Dengan kata lain H_a diterima yang menyatakan bahwa terdapat hubungan yang signifikan antara efikasi diri dengan prestasi belajar bahasa Inggris siswa kelas XI MAN 2 Padang Panjang.

Kata kunci : Efikasi Diri, Prestasi Belajar.

Abstract

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 English 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 of 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 r-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, r -test is 0.655, while the r -table on $df = 47$ and $\alpha = 0.05$ is 0.288. It means that the r -test was bigger than the r -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*

Introduction

English is a universal language that people use nowadays. The English language is one of the most commonly spoken languages in the world, and it is spoken in more countries than any other language. English has become the common language that people from different countries and cultures use to communicate with one another. Through English, people can communicate with others around the world more easily. According to Harmer (2015), although English is not the language with the largest number of native speakers, it has become the world's *lingua franca*. This means that English functions as the major language used for international communication.

In Indonesia, English is considered a foreign language because most Indonesians still use their mother tongue as their first language in daily communication, while Bahasa Indonesia functions as the national language. As a foreign language, the government has included English as a compulsory subject in schools, from junior high school to university. Nowadays, English is an essential skill needed in various global contexts. The ability to speak English enables students to communicate effectively with people from different countries and opens wider opportunities for higher education and employment. Therefore, mastering English is very important for students (Brown, 2015).

In terms of education, the existence of self-efficacy is very important. Self-efficacy refers to an individual's confidence in his or her ability to complete a task or achieve a goal. Bandura (1997) defines self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that influence events affecting their lives. Self-efficacy beliefs determine how people think, feel, motivate themselves, and behave. Thus, students' beliefs about their own abilities influence the effort they make to achieve academic success. Self-efficacy is considered one of the internal factors that influence students' learning achievement (Schunk, 2016).

Students who have a high level of self-efficacy are generally characterized as diligent, highly motivated, persistent, and willing to take on challenging tasks. They maintain strong commitment to achieving their goals and believe they can overcome difficulties through effort. In contrast, students with low self-efficacy often perceive problems as too difficult, have weak commitment, avoid challenges, and lack confidence in solving academic problems (Bandura, 1997).

Students' beliefs about their ability to participate in the learning process influence the amount of effort they devote to completing assignments and overcoming obstacles. Students with high self-efficacy are confident that they can solve problems independently. Even when they encounter difficulties, they continue searching for appropriate learning strategies and are able to determine effective ways to overcome those challenges. Conversely, students with low self-efficacy tend to become passive and easily give up (Zimmerman, 2000).

Every effort made in learning activities aims to achieve high academic achievement. Learning achievement reflects students' mastery of learning outcomes in a particular subject. Academic achievement is commonly measured through test scores or other forms of teacher assessment. Therefore, improving students' academic achievement remains one of the primary goals of educational practice (Brown, 2004).

Based on preliminary research conducted at MAN 2 Padang Panjang from February to April 2021, the researcher obtained several findings. Some students demonstrated high self-efficacy in learning English. They were confident and believed they could complete the assignments given by the teacher. However, their English achievement was still below the Minimum Mastery Criteria (KKM). This indicates that high self-efficacy does not always correspond with high English achievement.

Furthermore, some students demonstrated low self-efficacy in learning English. When they were asked to come to the front of the classroom to complete assignments, they tended to give up quickly when facing difficult questions. As a result, they became passive and hesitant during the learning process. This condition indicates that these students lacked confidence in their own abilities and felt less capable of overcoming learning challenges (Bandura, 1997). Based on the background of the problem above, the researcher is interested in conducting a research entitled "Correlation between Self-Efficacy and English Achievement at the Eleventh Grade of MAN 2 Padang Panjang."

Methods

This research employed a quantitative correlational research design to investigate the relationship between students' self-efficacy and their English achievement. A quantitative approach is appropriate because it emphasizes the collection and analysis of numerical data to explain, predict, and examine relationships among variables through statistical procedures. According to Gay et al. (2012), quantitative research is the systematic collection and analysis of numerical data to explain, predict, and control phenomena of interest. Among the various types of quantitative research, correlational research is specifically designed to determine the degree and direction of the relationship between two or more variables without manipulating them. Therefore, this study applied a correlational method because it sought to examine whether there was a significant relationship between students' self-efficacy and their English achievement at the eleventh grade of MAN 2 Padang Panjang. The study involved two research variables: the independent variable (X), namely students' self-efficacy, and the dependent variable (Y), namely students' English achievement. Through this design, the researcher attempted to determine whether students who possess higher levels of self-efficacy also tend to achieve better academic performance in English.

The population of this study consisted of all eleventh-grade students of MAN 2 Padang Panjang in the 2020/2021 academic year, totaling 310 students distributed across eleven classes. According to Gay et al. (2012), a population is the complete group of individuals to whom the researcher intends to generalize the research findings. Since it was impractical to involve the entire population due to limitations of time, cost, and accessibility, the researcher selected the sample using purposive sampling. Purposive sampling was chosen because the participants were selected based on specific characteristics relevant to the objectives of the study, particularly students who demonstrated relatively high self-efficacy in learning English, as recommended by the English teacher who was familiar with the students' academic characteristics. Data were collected using two research instruments. The first instrument was a closed-ended

questionnaire based on a five-point Likert scale to measure students' self-efficacy through the dimensions of magnitude, strength, and generality proposed by Bandura (1997). The second instrument was documentation, namely students' English achievement scores obtained from the English teacher's academic records. The data collection process included distributing validated questionnaires, collecting students' responses, and obtaining English achievement scores from school documentation. Before hypothesis testing, the data were verified, tabulated, and transformed from ordinal to interval data using the Method of Successive Intervals (MSI). Finally, the relationship between self-efficacy and English achievement was analyzed using the Pearson Product Moment Correlation after fulfilling the assumptions of normality, linearity, and interval-level measurement. The statistical analysis was conducted using Microsoft Excel and SPSS software to determine the significance and strength of the correlation between the two variables.

Result and Discussions

Result

1. Linearity Test

The linearity test was conducted to determine whether the relationship between the independent variable (self-efficacy) and the dependent variable (English achievement) was linear. A linear relationship is one of the assumptions that must be fulfilled before conducting Pearson Product Moment correlation analysis. The results of the linearity test are presented in Table 1.

Table 1 The Result of Linearity Test

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	262.810	3	87.603	10.193	0.000
Linearity	225.241	1	225.241	26.208	0.000
Deviation from Linearity	37.569	2	18.785	2.186	0.124
Within Groups	386.741	45	8.594		
Total	649.551	48			

Based on Table 1, the significance value of Deviation from Linearity is 0.124, which is higher than the significance level of 0.05 ($0.124 > 0.05$). This finding indicates that there is no significant deviation from linearity between self-efficacy and English

achievement. Therefore, it can be concluded that the relationship between the two variables is linear, and the assumption for conducting Pearson Product Moment correlation analysis has been fulfilled.

2. Correlation between Self-Efficacy and English Achievement

To answer the first research question regarding whether there is a significant correlation between students' self-efficacy and their English achievement, the researcher calculated the Pearson Product Moment correlation coefficient manually and verified the result using SPSS. The manual calculation produced a correlation coefficient (r) of **0.655**, indicating a positive relationship between the two variables. The SPSS output is presented in Table 2.

Table 2 Pearson Product Moment Correlation between Self-Efficacy and English Achievement

Variables	Self-Efficacy	English Achievement
Self-Efficacy	1	0.655
Sig. (2-tailed)		0.000
N	49	49
English Achievement	0.655	1
Sig. (2-tailed)	0.000	
N	49	49

Table 2 shows that the Pearson correlation coefficient between self-efficacy and English achievement is 0.655 with a significance value of 0.000. Since the significance value is lower than 0.05 ($0.000 < 0.05$), the correlation is statistically significant. Therefore, it can be concluded that there is a significant correlation between students' self-efficacy and their English achievement.

Furthermore, the correlation coefficient is positive (+0.655), indicating a positive relationship between the variables. This means that students with higher self-efficacy tend to have higher English achievement, whereas students with lower self-efficacy tend to have lower English achievement.

3. Magnitude of the Correlation

To determine the strength of the relationship between self-efficacy and English achievement, the obtained correlation coefficient was interpreted using the correlation interpretation criteria proposed by Muhidin and Abdurrahman (2007). The criteria are presented in Table 3.

Table 3 Interpretation of Correlation Coefficient

Correlation Coefficient	Interpretation
0.90 – 1.00	Very High Correlation
0.70 – < 0.90	High Correlation
0.40 – < 0.70	Moderate (Enough) Correlation
0.20 – < 0.40	Low Correlation
0.00 – < 0.20	Very Low Correlation

Based on Table 3, the correlation coefficient obtained in this study ($r = 0.655$) falls within the interval of 0.40–0.70, indicating a moderate (enough) correlation. This finding suggests that students' self-efficacy has a moderate positive relationship with their English achievement. Although self-efficacy is not the only factor influencing English achievement, it contributes meaningfully to students' academic performance.

4. Hypothesis Testing

The hypothesis testing was conducted to determine whether the proposed hypothesis was accepted or rejected. The hypotheses of this study were formulated as follows:

Ha: There is a significant correlation between students' self-efficacy and English achievement.

H₀: There is no significant correlation between students' self-efficacy and English achievement.

The degree of freedom (df) was calculated using the following formula:

$$df = N - 2 = 49 - 2 = 47$$

At the significance level of $\alpha = 0.05$, the critical value of **r-table** for **df = 47** is **0.288**. The decision criteria are:

If **r-count > r-table**, Ha is accepted and H₀ is rejected.

If **r-count < r-table**, Ha is rejected and H₀ is accepted.

The comparison between the obtained correlation coefficient and the critical value is presented in Table 4.10.

Table 4. Result of Hypothesis Testing

r-count	r-table ($\alpha = 0.05$; $df = 47$)	Decision
0.655	0.288	Ha Accepted; H ₀ Rejected

Based on Table 4, the obtained r -count (0.655) is greater than the r -table (0.288). Therefore, H_a is accepted and H_0 is rejected. This result indicates that there is a statistically significant positive correlation between students' self-efficacy and their English achievement at the eleventh grade of MAN 2 Padang Panjang. Students who possess higher levels of self-efficacy tend to achieve better academic performance in English than those with lower levels of self-efficacy.

Discussions

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 persuasion, 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.

Conclusion

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 r -test is 0.655, while the r -table on $df = 47$ and $\alpha = 0.05$ is 0.288. It means that the r -test was bigger than the r -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.

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