ABSTRACT

CORRELATION BETWEEN STUDENTS' ACADEMIC SELF EFFICACY
AND THEIR ENGAGEMENT IN SPEAKING ENGLISH CLASS AT
SMA SUGAR GROUP LAMPUNG TENGAH

By

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Speaking is the most complex and complicated skill in English learning. That is because this skill employs many aspects; combining pronunciation, vocabulary, fluency, and grammar in producing utterance. As that reasons, there are many reasons caused people especially student find difficulties in using English when they are trying to interact with others. Many students avoid taking part in speaking activity. Furthermore, self confidence is one of factors that can give impact to student's engagement. Besides that, one of aspect might give impact to someone's confidence in involving in speaking activity is academic self efficacy.

This research is aimed at finding out whether there is significant correlation between students' academic self efficacy and their engagement in speaking class and analyzing how far students' academic self efficacy contribute their engagement in speaking class. Sixty one students of SMA Sugar Group Lampung Tengah were selected as sample of this research by using purposive sample. Two kinds of questionnaire were used in this research; they are students' academic self efficacy questionnaire by Pintrinch and De Groot (1990) and engagement questionnaire by Schreiner and Louis (2006).

From the questionnaire of academic self efficacy, there are 55 or 90.16% students have high level of academic self efficacy, 6 or 9.84% students have average level academic self efficacy, and 0% student has low level of academic self efficacy. It means that most of students have very good academic self efficacy. While for the engagement, the highest aspect of engagement got highest score was meaningful process with the percentage 68%. In the second position was participation with the percentage 67% and the lowest was focus attention with percentage 58%.

The result showed that the coefficient correlation was 0.384 and it was significant where r-value is (0.384) > r-table (0.254) and it was found that students' academic self efficacy influenced their engagement in speaking English class with 14.8%; that is, academic self efficacy as a psychological factor had a positive correlation with students' engagement in speaking English class. In expert, if a student has good level of academic self efficacy, he/she will have high sense of believe on their capabilities. Then, this sense of believe will affect her/his effort in understanding the lesson and then finally the effort of he/she gave in lesson will affect her/his involvement or engagement in process of learning.

Key words: Students' academic self efficacy, Students' engagement, Speaking involvement, correlation