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Exploring EFL Self-Efficacy and GPA: A Case of Activist and Non-Activist English Department Student of UINSA

Rakhmawati
English Language Education Department
UIN Sunan Ampel Surabaya

Nadiya Mafazatin Nailiyah
English Language Education Department
UIN Sunan Ampel Surabaya

Lilis Rahmawati
English Language Education Department
UIN Sunan Ampel Surabaya

Nadiya Lutviatul Hidayah
English Language Education Department
UIN Sunan Ampel Surabaya

Abstract--- **Perceptions of students' self-efficacy and beliefs about activists and non-activists important in education. Considering the important impact of the activist student's self-afficacy variables and the self-afficacy of non-activist students, this study seeks to highlight the relationship between EFL student activist and non-activist beliefs and their sense of self-efficacy. The participants were 74 6th semester students from the English education department at SunanAmpel Surabaya State Islamic University. Subjects were asked about their beliefs and self-efficacy as student activists and non-activists. The data collected is analyzed quantitatively. The findings show that activist students have their GPA values better than non-activist students in their English self-efficacy. Self-afficacy student activists hold a strong belief that motivational factors in an organization or UKM have a large role in their learning process. In addition, students' beliefs about their activity in organizations are influenced by self-efficacy of themselves. It is recommended that teacher and teacher trainers improve student self-efficacy and help students hold true beliefs about activists' self-afficacy to motivate them. It is hoped that the findings of this study will explain activist and non-activist students and self-efficacy and also provide guidance for teachers to help their students become aware and to evaluate their own beliefs in becoming activist students and a sense of self-efficacy from themselves as they become student.**

Keywords: *EFL self-efficacy, activist student, non-activist student, GPA*

I. INTRODUCTION

There has been wide interest in focusing on the success college students. Success students may created by many ways process and factors. It is not only from their academic achievement that we can see from their Grade Point Average (GPA), but it also may from their involvement hard work out of the classroom (Kuh, Cruce, Shoup, Kinzie, &Gonyea, 2008; Marie Correa, 2015). For they who are work hard out of the classroom, we call them activist, they are not only attend to the classes, to do the home works, finish the projects, mark the materials for their midterm and final exam to fulfill the criterion of academicals achievement that are still need to be evaluated (NecatiCemaloglu and SevilFiliz, 2010). But, they also need to follow some extracurricular activities out of their courses. To complete those activities well, they need to have enough self-efficacy as a regulator of their motivational(William E.2007), cognitive, affective, and decisional process (FilizTalçın TILFARLIOĞLU, Emrah CĠNKARA; 2009).

Because it is a regulator, Self-efficacy is the crucial object that EFL students needed. It is not an exception for English Department students. Self-efficacy is an individual's belief in their innate ability to achieve goals and each individual who have high self-efficacy will exert sufficient effort that, if well executed, leads to successful outcomes, whereas those with low self-efficacy are likely to cease effort early and fail. Self-efficacy is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully (Akhtar, 2008). Task in this case, not only task in the class but also task that we face out of the class, such as task from organization, social group, or extracurricular.

Believe in ourselves about the ability also being the interesting topic for DeTure (2004). He stated that stated Self-efficacy is the personal determination of one's own ability to deal with a certain task. Notably, this determination is not based entirely on actual past experience or existing ability and skills but also on students' perceptions of their own knowledge and ability relative to the task or situation. Moreover, another reasearch is Taipjutorus, Hansen, and Brown (2012) studied the learners' self-efficacy in a learner-controlled online learning environment. For them, self-efficacy is specific to the context of a situation but, once established, is

generalized to other situations with the strongest effect taking place in activities that are closest to those in which self-efficacy and GPA has been improved.

This paper exploring of EFL Self-Afficacy a Case of Activist and Non-activist English Departement Students.As the object of the study, researchers chose the English Department students who were Activist and non-activist students in increasing their self-afficacy in each of their learning. To find out more about the process of changing student performance, it is helpful for us to explore the underlying psychological reasons. However, this studies to examine changes in self-efficacy in the process increase EFL students' performance to exploring self-efficacy and their GPA. This study aims to explore EFL Self-Efficacy and GPA a Case of Activist and Non-activist English Department Student with the aim of gaining deeper insight into the development students of EFL self- performance in their learning activities.

This study is conducted based on the research question "How is the correlation between self efficacy activist and non activist and GPA activist and non activist?", while the objective of the study is to investigate the correlation between self efficacy activist and non activist and GPA activist and non activist.

(1) Exploring self- efficacy in English Department students

Self-efficacy is defined as a belief that learners needed. It is not only about the general beliefs, it is also be a evaluation of individual skill which consists of action, motivation, and sources (Maryam khosravi;behroozGhoorchaei; Ali Arab, 2017). Self-efficacy that they have is the regulator of their cognitive, affective, motivational, and decisional process (FilizTalçın TILFARLIOĞLU, Emrah CĠNKARA; 2009). Self-efficacy theory said that self-efficacy is the individual abilities beliefs to organize, complete a task or work, reach a goal, produce something and implement the real action to get their efficacy (Bandura, 1997 ;HepyHapsari and NurAiny, 2012). Self-efficacy not only emerges without reasons. Bandura (1997) states that there are four essential factors of learners' self-efficacy: received experience, enactive fulfillment, verbal seduction, and psychological case. The most capable factor is received experience which is directly happened and felt by each individual and it is related to their achievement and skills (Wood and Bandura, 1989;Smith and Betz, 2002).

From a social-cognitive perspective, Self-efficacy is a personal determination of a person's ability to handle certain tasks. Specifically, this determination is not entirely based on actual past experience or existing abilities and skills but also on students' perceptions of their own knowledge and abilities relative to the task or situation (DeTure, 2004). This means that self-efficacy is a personal perception or belief in a person's ability to complete a task within a certain time. For them, self-efficacy is specific to the context of the situation but,

once established, generalizes to other situations with the strongest effects that occur in activities closest to those where self-efficacy has been improved. Therefore, students of the English department will can be explore the task well and be more responsible for the tasks that have been obtained.

Self-efficacy plays a role in the affective factors of students; they tend to choose learning tasks that suit their abilities. For example, learners with high levels of self-efficacy prefer to do more challenging tasks and spend more time and make greater efforts, which, in turn, give them more confidence in learning. In addition, the research findings also show that self-efficacy can influence student interest, perseverance, effort, and goal setting in performing tasks (Lane, Lane, &Kyprianou, 2004; Linnenbrink&Pintrich, 2003; Pajares, 2003; Schunk, 2003.

(2) Exploring a case of activist and non-activist English Department students

Self-efficacy also plays an important role in helping explain why people are involved in activism, because we might expect that those who believe in their power to make changes will be more likely to do so. The Encyclopedia of Activism and Social Justice states that while activism is not well defined, it 'is action on behalf of a cause, action that goes beyond what is conventional or routine' (Martin, 2007, p. 19). People involved in activism will often carry out activities that they think will be able to change their personality, but in the personality of a student, if he becomes an activism, most of them will prioritize their activities rather than their duties, except for English department students, most of them focus more on their studies than on outside activities. From here we can know the balance between students who tend to like outside activities and students who tend to focus on their studies.

(3) Exploring GPA (Grade Point Average) activist and non-activist English Department students

Grade Point Average is a measure of student's academic achievement that can be earned in a required ISLCC-based educational leadership of studies. It is calculated by dividing the total number of grade points received by the number of credits attempted (TheFreeDictionary, 2012). Bacon and Bean (2006, p. 36) state that, GPA often correlates highly with variables of interest to educational researchers and thus offers the potential to greatly increase the statistical power of their research studies". Moore and Shulock (2009) noted predictive values of high grades in coursework and high GPA increases over time for success in program completion and attaining a degree.Grading in education is the process of applying standardized measurements of varying levels of achievement in a course. Its calculated

by taking the number of grade points a student earned in a given period of time.

II. METHOD

This research is a correlational study in which researchers want to know whether there is a correlation between Self-Afficacy of English Education students who are activists and non-activists. This research is seen from data and analysis, including in quantitative research where researchers examine the effect of student self-afficacy variables that become activists and non-activists. All information on data collection is realized in the form of numbers and analysis based on statistical analysis, which shows the influence of student self-afficacy as activists and non-activists with student academic achievement as a reference. There are two variables in this study, the first is self-afficacy which is owned by activist students and the second variable is self-affirmation that is owned by student non-activists.

This research will be conducted at the Tarbiyah and Teacher Training Faculty of the State Islamic University of SunanAmpel Surabaya. Participants in this study were the self-aficacy of students of English Language Education at SunanAmpel Surabaya State Islamic University who became activists and non-activists.

III. FINDINGS AND DISCUSSION

(1) Data analysis

Based on the data analysis of this research that was conducted by the researcher, this the the table of interpretation correlation by Arikunto

Size of correlation coefficient	General Interpretation
0,800-1,000	Very strong
0,600-0,800	Strong
0,400-0,600	Moderate
0,200-0,400	Weak
0,000-0,200	Very weak or no no relationship

(2) Data Description

Based on the received data, we got the GPA and the total score of self efficacy questionnaire who filled by the English education department second, fourth, and sixth semester students in UINSA. There are two data activist respondent data and non-activist respondent data.

TABLE 4.1Activist College student

College student	GPA	Self-Efficacy
1	3,4	59
2	3,6	63
3	3,73	77
4	3,82	68
5	3,55	67
6	3,62	76
7	3,4	84
8	3,6	75
9	3,4	69
10	3,5	80
11	3,57	74
12	3,38	73
13	3,27	71
14	3,6	79
15	3,56	77

Furthermore, this is the GPA and self-efficacy score.The result can be seen in Table 4.2 as follows.

Table 4.2 Non-activist college student

Respondent	GPA	Self-Efficacy
1	3,65	75
2	3,48	82
3	3,5	72
4	3,47	73
5	3,7	78
6	3,7	75
7	3,1	61
8	3,54	79
9	3,3	77
10	3,72	78
11	3,6	72
12	3,5	81
13	3,5	79
14	3,47	78
15	3,4	63

(3) Hypothesis testing

This research was done in collecting data and got the result of the correlation. But to answer research problem, the writer had to measure weather the hypothesis was rejected or not. The writer had two hypotheses in this research, those are Null hypothesis (Ho), there is no correlation between activist non activist students and GPA and self efficacy, and Alternative hypothesis (Ha),there is correlation between activist non activist students and GPA and self efficacy.

To know the answer, the researcher used SPSS hypothesis testing based on the N.Sig (number of

significance). As the result of correlation above (table 4.3), we get r=.139, N.Sig=.558. Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

        a. Ho accepted if N.Sig> 0.05 (α=5%)
        b. Ha rejected if N.Sig< 0.05 (α=5%)

The result of analyzing the data significance 0.558 (Level of Significance 0.05 and 2 Tailed) clarified Ha rejected. The hypothesis testing concluded that N.Sig>5%, where Ho cannot be rejected. It told that both students' anxiety and their performance in speaking class are not correlated. The null hypothesis which said, "There is no correlation between activist non activist students and GPA and self efficacy", answered the research problem.

(4) Data Analysis

This study was used a statiscal analysis by Pearson's Product Moment Formula. After that, the data of both variableswas calculated using SPSS.

The correlation among Activist, GPA and Self-efficacy

Correlations

		GPA	Allself-efficacy
GPA	Pearson Correlation	1	.268
	Sig. (2-tailed)		.354
	N	14	14
All self-efficacy	Pearson Correlation	.268	1
	Sig. (2-tailed)	.354	
	N	14	14

The table above showed the correlation coefficient equaled r=.268, which indicated there was positive correlation between two variables. From the r number (.268) the writer could use it to know the strength of correlation between two variables (see on interpretation correlation by Arikunto on table 3.6). The number of .268 resided between ..200-.400, that means the strength in low correlation. Whereas, for the number significance (Sign)=.354 will be used to knowwhich hypothesis will be accepted or rejected.

The correlation among Non-activist, GPA and Self-efficacy

Correlations

		GPA	Allself-efficacy
GPA	Pearson Correlation	1	.329
	Sig. (2-tailed)		.213
	N	16	16
All self-efficacy	Pearson Correlation	.329	1
	Sig. (2-tailed)	.213	
	N	16	16

The table above showed the correlation coefficient equaled r=.329, which indicated there was positive correlation between two variables. From the r number (.329) the writer could use it to know the strength of correlation between two variables (see on interpretation correlation by Arikunto on table 3.6). The number of 329 resided between .200-.400, that means the strength in low correlation. Whereas, for the number significance (Sign)=.213 will be used to knowwhich hypothesis will be accepted or rejected.

IV. CONCLUSION

In this study, it was hypothesized that students' self-efficacy was related to their beliefs about learning English as a foreign language. To answer the research question, the researcher prepared a questionnaire to measure students' abilities and analyzed the correlation between self-efficacy of activist students and non-activists. After conducting research, the researcher draws conclusions:

The researcher found a low correlation between activists' self-efficacy students and self-efficacy of non-activist students in all of semester of the English Education Department. This can be seen from the correlation between the two variables (scores of activist self efficacy students and self-efficacy scores of non-activist students) which were the low correlates of activist self-efficacy students at the level of 0.268 and non-activist student self-efficacy at 0.329. In addition, the results of data analysis show that the correlation coefficient between two variables is 0.329 which is considered a weak relationship.

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