

EXPLORING THE INFLUENCE OF SELF-EFFICACY TO UNDERGRADUATE STUDENTS' VOCABULARY MASTERY

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ABSTRACT: Self-efficacy has become one of the important factor in learning, especially learning language, self-efficacy has brought essential effect to learners themselves that could influence the outcome of study development well. Vocabulary carries essential role in mastering a language, so therefore, it is important to find out the influence between both self-efficacy and vocabulary mastery. The objective of this research was to find out the influence of self-efficacy to undergraduate students' vocabulary mastery. The correlation research design was applied in this research. The population of this research was 54 seventh semester students of English education study program at University of PGRI Palembang in academic year 2020/2021. As the sample of the research, 24 seventh semester students of PGRI University of Palembang were selected through purposive sampling, the judgment of selecting the sample was consideration of students' vocabulary score and the discussion between researcher and the lecturer. The data were collected by using questionnaire and test, they are self-efficacy questionnaire and vocabulary test. The result of the test and questionnaire were analyzed by using simple linear regression analysis. The result analysis showed that the Sig value of simple linear regression was 0.01 which is lower than α 0.05. Based on the regression analysis result, there was a significant influence of self-efficacy to undergraduate students' vocabulary mastery at University of PGRI Palembang.

Keywords: *self-efficacy, vocabulary mastery*

MENCARI PENGARUH EFIKASI DIRI TERHADAP PENGUASAAN KOSAKATA MAHASISWA S1

ABSTRAK: Efikasi-diri menjadi salah satu faktor penting dalam pembelajaran Bahasa. Efikasi-diri telah membawa pengaruh penting bagi peserta didik itu yang dapat mempengaruhi hasil perkembangan belajar dengan baik. Kosakata memegang peranan penting dalam penguasaan suatu bahasa, oleh karena itu penting untuk mengetahui pengaruh antara efikasi diri dan penguasaan kosakata. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh efikasi diri terhadap penguasaan kosakata mahasiswa S1. Desain penelitian korelasi diterapkan dalam penelitian ini. Populasi penelitian ini adalah 54 mahasiswa semester tujuh program studi pendidikan bahasa Inggris Universitas PGRI Palembang tahun ajaran 2020/2021. Sebagai sampel penelitian, 24 mahasiswa semester tujuh Universitas PGRI Palembang dipilih melalui purposive sampling, pertimbangan pemilihan sampel adalah pertimbangan nilai kosakata mahasiswa dan diskusi antara peneliti dan dosen. Pengumpulan data menggunakan angket efikasi diri dan tes kosakata. Hasil tes dan angket dianalisis dengan menggunakan regresi linier sederhana. Hasil analisis menunjukkan bahwa nilai signifikansi regresi linier sederhana adalah 0,01 yang lebih kecil dari 0,05. Ini menunjukkan adanya pengaruh yang signifikan dari efikasi diri terhadap penguasaan kosakata mahasiswa S1 Universitas PGRI Palembang.

KataKunci: *efikasi diri, penguasaan kosakata*

INTRODUCTION

Vocabulary has a lot of meaning. It is essential for us as language learners, especially English, to master the target language's vocabulary in order to help learners master the language. There are some factors that can encourage learners to accomplish their duty, one of them is self-efficacy. The development of students' self-belief is a point that has acquired a lot of consideration in training lately. Almost twenty years of examination has uncovered those self-beliefs are solid compelling components on scholarly accomplishments making another flood of consideration self-beliefs (Pajares, 2003).

Of all convictions, self-efficacy is the most compelling thing which assumes an amazing part in deciding the decisions individuals make, the work they will continue on despite challenge, and the level of nervousness or certainty they will bring to the job needing to be done. It is this apparent self-efficacy that clarifies why individuals' practices contrast generally in any event, when they have comparable information and abilities. (Bandura, 1986).

The writers' purpose of this research was to find out whether self-efficacy influence the undergraduate student's self-efficacy or not, especially for students at PGRI university of Palembang. According to Heidar, Izadi, & Ahmadian (2012), learners with higher level of self-efficacy announced that they utilized vocabulary more than the ones with lower self-efficacy, also learners generally got more confidence about their competence to accomplish their tasks and display positive impact of self-efficacy in the use of vocabulary.

Concept of Self-efficacy

Akhtar (2008) explained that self-efficacy is the trust in their own abilities, explicitly their ability to address the challenges and complete a task successfully. For the most part self-efficacy shows to their overall confidence in ability to succeed, despite the fact that self-efficacy is related to their sensation of self-esteem or motivator as an individual, there is at any rate one critical capability. Deng & Trainin (2020) declared that students who have high self-efficacy tend to have more effort and find help in academic objective.

Zimmerman et. al. (1997) expressed that self-efficacy is a critical variable for learners to see since it revolves thought around their confidence about the viability of their learning procedures. Self-efficacy is regularly viewed and can create as students watch the role models' and friends' self-efficacy practice. Self-efficacy assessments also can be valuable to educators since they uncover learners who are unduly basic or too optimistic with regards to their pondering or test course of action. Negativity can provoke helpless motivation, and over-positive reasoning can incite lacking performance. By rating the students' self-efficacy, they become more finale touchy to the work that choices of capacity can play in controlling their undertakings.

Bandura (1997) portrayed self-efficacy as people's feelings about their abilities to convey given levels of execution that action sway over events that impact their lives. He says that self-efficacy feelings choose how people feel, think, awaken themselves and act. It is the inspiration driving why in the space of scholarly achievement, most scientists agree that scholastic self-efficacy convictions are identified with and prescient of academic execution. Zulkosky (2009) added that self-efficacy feelings affect how people think, feel, move themselves, and act. Self-efficacy alludes to the acknowledgment or judgment of having the alternative to accomplish a specific goal

and can't be distinguished all around. To expand a sensation of self-efficacy, an individual can complete a mastery adequately, watch someone else doing an obligation viably, get positive input about doing a job, or rely upon physiological signs.

In conclusion, self-efficacy plays large part to help learners arrive at their objective particularly in scholarly accomplishment. Self-efficacy develops as their delicate ability and gives great deal of effect on their character and study inspiration.

Concept of Vocabulary

Willis (2008) stated that mastering vocabulary depicts achievement in practically all space of the mind, from repetition memory through working and social memory, classifying, interfacing, designing, stockpiling, and chief capacity. The more extravagant learners' vocabulary, the better they are able to comprehend the text. At the point when learners further develop their vocabulary authority, they will actually want to convey their considerations all the more successfully.

Hiebert and Kamil (2005) said that vocabulary remains as the connector between the word-level cycles of phonics and the intellectual cycles of perception. After the learners have dominated the unraveling task, nonetheless, a shift happens in the vocabulary of text. In line with Hinkel (2004), teaching second language vocabulary and sentence structure constructs learners' responsive and useful abilities and give critical method for exhausting lexical and syntactic inventory important in second language reading, composing academic text, listening, and other central features in scholarly.

To sum up, vocabulary is one of vital aspects in learning language. It is the fundamental thing for learners to work on the capacity of language abilities. Learners will discover a few snags to show their idea in the event that they don't master the vocabulary well.

METHODOLOGY

In conducting the research, the researcher used correlational design through regression analysis. Creswell (2012) clarifies that correlation is a statistical examination to assign the character or pattern for two or more variables of data to vary consistently. In this research, the researcher wanted to find out the influence of self-efficacy toward vocabulary mastery (the influence of independent variable to dependent variable.) According to Creswell (2012), independent variable is a characteristic or feature that impacts or influences a result or dependent variable though dependent variable is a characteristic or feature that is dependent on or affected by the independent variable.

Since there were two variables in this research, they were independent variable and dependent variable, self-efficacy (X) as the independent variable and vocabulary mastery (Y) is the dependent variable. The regression analysis would be used to explain the indication with quantitative prediction in testing the effect of the influence between self-efficacy (X) and vocabulary mastery (Y) as drawn in figure 1 below.

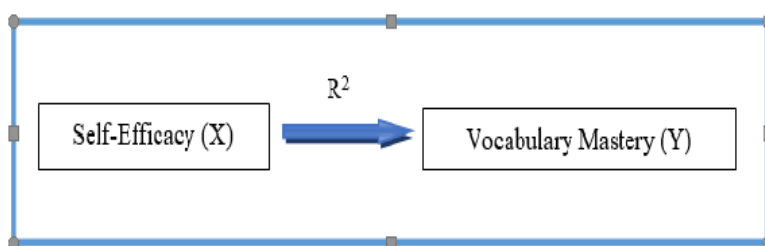


Figure 1. Research Design

Population and Sample

This research was conducted at PGRI University of Palembang to the 7th semester undergraduate students of English education in the academic year of 2020/2021. The data collection was conducted on September until October 2020.

Based on Fraenkel and Wallen (2009), population is the cluster of interest to the researcher, the cluster whom the researcher needs to generalize the results of the research. In this research, the population was all the 7th semester undergraduate students of English Education in the academic year of 2020/2021. It consisted of 58 students and divided into 2 classes as shown in Table 1 below.

Table 1. Population of the Research

No	Class	Number of Students
1	Semester 7A	34
2	Semester 7B	24
Total		58

(Source: FKIP of PGRI University of Palembang academic year 2020/2021)

Sample

Fraenkel and Wallen (2009) defined that sampling is an action to choose the people who are utilized to be the example. They additionally state about certain strategies which are ordered into random and non-random sampling. Non-random sampling includes systematic sampling, convenience sampling, and purposive sampling. In this research, the researcher used purposive sampling technique to select the sample of the research. It is used due to specific purpose such as lecturer’s judgment, score result of vocabulary subject in previous semester, furthermore these students have average capability of vocabulary mastery. After consider this situation, students of semester 7 B were chosen as the sample. The distribution of the sample was presented in Table 2.

Table 2. Sample of the Research

No	Class	Number of Students
1	Semester 7 B	24
Total		24

(Source: FKIP of PGRI University of Palembang academic year 2020/2021)

Technique for Collecting the Data

There were two sets of instruments were used in this research, they are questionnaire and test. Ary et. al. (2010) further described that test is a group of encouragement that is introduced to a person to get reactions based on which a mathematical score that can be defined.

Questionnaire

To measure students’ self-efficacy, a ready-made Academic Self-efficacy scale questionnaire designed by Gaumer & Noonan (2018) was used. There were 13 items which were divided into two categories of essential components of self-efficacy: those are who belief in personal ability and those are who belief that ability grows with effort. The questionnaire could be answer on five likert-type scale from 1 (not very like) to 5 (very like). The test specification is presented in Table 3.

Table 3. Test specification of self-efficacy questionnaire

No	Specification	Items	Total Number
1.	Belief in personal ability	1,2,3,4,5,6,7,8	8
2.	Belief in ability grows with effort	9,10,11,12,13	5
Total			13

(Source: Gaumer& Noonan (2018))

Test

In this case, the multiple choice test was used to measure the students’ vocabulary mastery. The vocabulary test consisted of 47 items, which was divided into three parts, they were 8 items about selecting the definition of the word, 19 items about the opposite word and 20 items about synonym word. The test was designed by the researcher and had passed the try out to see whether the instrument was valid or not. The test specification is presented in Table 4.

Table 4. The test of specification of vocabulary test

Indicators	Materials	Number of Items	Total of Items
Students are able to identify the definition of the word	Definition of Words	1,2,3,4,5,6,7,8	8
Students are able to identify the synonym of the word	Synonym of words	9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,25,27,28	20
Students are able to identify the opposite of the word	Opposite of words	29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47	19
TOTAL			47

Data Analysis

In this study the researchers intended to find out whether or not there was significant influence of self-efficacy to vocabulary mastery. The data were analyzed by using simple linear regression analysis.

FINDINGS AND DISCUSSION

After collecting the data, the researchers conducted normality and linearity test as the assumption tests before the regression test.

Normality test

Normality test was conducted to see whether data were distributed normally or not. It was done by using Kolmogorov-Smirnov and calculated by using SPSS. If the normality value is > 0.05, then the data is normal, yet if the value is < 0.05, the data is not normal. The result of normality test in this research found that the significant coefficient (Sig. 2-tailed) of Kolmogorov-Smirnov of questionnaire of self-efficacy was 0.823 and vocabulary test was 0.538. According to the results, all data were distributed normally.

Linearity test

Linearity test was conducted to see whether the data were linear or not. After calculating the data, the result showed that *p*-output was 0.417. It was higher than 0.05, so it could be concluded that the data were linear.

Regression analysis

After analyzing the result of the test by using regression analysis, the researcher found that the Sig. value of linear regression was 0.01 which was lower than 0.05. It indicated that there was a significant influence of self-efficacy to vocabulary mastery. Table 7 shows the influence of self-efficacy to vocabulary mastery.

Table 7. The influence of self-efficacy to vocabulary mastery

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-.157	20.812		-.008	.994
	Self-Efficacy(X)	.982	.244	.651	4.018	.001

a. Dependent Variable: Vocabulary(Y)

Interpretation of the Study

According to the finding of the study, the researcher found that the Sig value of linear regression was 0.01 which is lower than 0.05, at this point, it shows that there was a significant influence of self-efficacy to vocabulary mastery. In line with, Mizumoto (2012) stated that students with high self-efficacy can use great strategies on their vocabulary, those students are metacognitively excellent rather than students with average and low self-efficacy. Also, Prince (2017) added that the improvement of students' achievement has been related to both vocabulary mastery and level of self-efficacy enhancement.

CONCLUSION

Based on the statistical analysis of simple linear regression, the result of sig value was 0.01 which is lower than 0.05, in other hand there was a significant influence of self-efficacy to vocabulary mastery. Therefore, the higher students' self-efficacy level, the more vocabulary they will master. Since this research is crucial important for educational development, the researcher suggested for the further researchers to discover more theory about self-efficacy and vocabulary mastery to encourage the research. Likewise, it is critical to do the exploration to bigger population and sample, to a greater number of regions is suggested, so it could help acquiring more substantial outcome and more variety of cases. Also, discover the information through interview will help researcher to get further clarification about self-efficacy and vocabulary mastery.

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