CORRELATION BETWEEN SELF-EFFICACY AND THE LISTENING COMPREHENSION OF THE EIGHTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM FKIP-UR

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Abstract: This correlational research is aimed to find out whether there is a significant correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR. The sample was 35 students selected through purposive sampling technique. The instruments used in this research were the questionnaire on self-efficacy and the documentation of the students' TOEFL listening comprehension score provided by the Language Centre of Universitas Riau. The research findings revealed that the self-efficacy of the eighth semester students of English Study Program FKIP-UR was at the average level (180.60), and their listening comprehension was at the mediocre level (49.83). The cross tabulation analysis showed that the students who had higher self-efficacy had a high tendency to have better listening comprehension score level. Based on Pearson correlation analysis, it was obtained that the correlation coefficient between students' self-efficacy and the listening comprehension was 0.786 with the Sig. value=0.00. Hence, it could be concluded that there was a significant correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR. The interpretation of the correlation coefficient showed that there was a strong positive correlation between both variables. As a consequence, the null hypothesis was rejected.

Key Words: Correlation, Self-efficacy, Listening Comprehension

KORELASI ANTARA EFIKASI DIRI DAN KEMAMPUAN MENDENGAR MAHASISWA SEMESTER DELAPAN PROGRAM STUDI BAHASA INGGRIS FKIP-UR

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada hubungan yang signifikan antara efikasi diri dan kemampuan mendengar mahasiswa semester delapan Program Studi Bahasa Inggris FKIP-UR. 35 mahasiswa dipilih sebagai sampel menggunakan teknik *purposive sampling*. Instrumen yang digunakan dalam penelitian ini adalah kuesioner efikasi diri dan dokumentasi nilai TOEFL dari UPT Bahasa Universitas Riau. Hasil penelitian menunjukkan bahwa efikasi diri mahasiswa semester delapan Program Studi Bahasa Inggris FKIP-UR berada pada level menengah (180.60), dengan kemampuan mendengar juga berada di level menengah (49.83). Analisa tabulasi silang menunjukkan adanya kecenderungan bahwa mahasiswa yang memiliki efikasi diri yang lebih tinggi ternyata memiliki level kemampuan mendengar yang lebih baik. Analisa korelasi Pearson menunjukkan bahwa nilai koefisen korelasi antara efikasi-diri dan kemampuan mendengar sebesar 0.786 dengan nilai signifikansi 0.00. Dengan demikian, dapat disimpulkan bahwa terdapat korelasi yang signifikan antara efikasi diri dan kemampuan mendengar mahasiswa semester delapan Program Studi Bahasa Inggris FKIP-UR. Interpretasi dari koefisien korelasi juga menunjukkan bahwa terdapat hubungan positif yang kuat antara kedua variable. Dengan demikian, Ho ditolak.

Kata Kunci: Korelasi, Efikasi Diri, Kemampuan Mendengar

INTRODUCTION

As one of the receptive skills, listening skill plays an important role in communication and language learning. According to Mendelsohn (1994), most people spend the largest proportion of time in daily communication about 40-50% in listening, but only 25-30 % in speaking, 11-16 % in reading, and 9 % in writing. Vandergrift and Goh (2012) state that listening skill enables language learners to receive comprehensible input and facilitates the emergence of other language skills. In addition, Rost (as cited in Nunan and Carter, 2001) states that the key difference between more successful and less successful language learner relates in how much they are able to use listening as the means of language learning.

In spite of its importance, listening skill is usually regarded as a problematic language skill that causes anxiety for the language learners due to its complexity (Mendelsohn, 1994). According to Vandergrift (1999), listening is defined as a complex language skill which involves instant and simultaneous processing of different types of information such as sounds, vocabulary, grammatical structure, and background knowledge. Underwood (1989) identified seven barriers that may hamper listening comprehension such as lack of control over speed delivery, lack of repetition in the listening material, limited vocabulary, failure to recognize discourse markers, lack of contextual knowledge, failure to concentrate, and habit to translate every single word while listening.

In the English Study Program of Teacher Training and Education Faculty of Universitas Riau, listening skill is taught in three distinctive levels, from Listening I to Listening III. Furthermore, they have to pass TOEFL test by getting 500 TOEFL test score as one of the requirement to graduate. According to the informal interview that the researcher did with the eighth semester students of English Study Program of University of Riau, it could be concluded that in spite of their success to finish all listening courses in their study, some students were still not confident with their listening comprehension. They viewed listening section in TOEFL as the most difficult part compare to the other sections. They also still viewed listening as a difficult skill to be mastered because of the uncontrollable speed, difficult vocabularies, complex grammatical structures and limited background knowledge that they have to deal with during listening. Some students also stated that they are also not sure that they can achieve the TOEFL target score easily especially when they still struggle to answer most of the questions, especially listening comprehension questions In addition, they are not sure that they know how to fix their problem.

In contrast, there were some students who believe that they could conquer any kind of listening test by using their knowledge and listening strategy that they had learned in the listening courses. Moreover, they also believed that they were capable enough to manage supportive and favorable situation for the development of their listening skill. As a result, they enjoyed listening activity as the part of the language learning.

According to Bandura (1999), people's belief about their capability to produced desired effect by their action is called as self-efficacy. The theory of self-efficacy itself was firstly proposed by Albert Bandura in 1977 in his writing 'Self-efficacy: Toward a Unifying Theory of Behavioral Change' (Snyder, Lopez, and Pedrotti, 2011). According to Dornyei and Ushioda (2011), self-efficacy beliefs are the product of a complex process of self-persuasion that is based on cognitive processing of diverse sources (e.g.

other people's opinions, feedback, evaluation, encouragement or reinforcement; past experiences and training; observing peers; information about appropriate task strategies). Furthermore, Vandergrift and Goh (2012) state that self-efficacy is the basis of human's self-confidence and motivation. According to Bandura (1988), there are four principal sources of self-efficacy as follows.

1. Mastery Experience

   Mastery experience refers to the success or failure of the prior performances. In general, many successes can generate strong sense of capability, while repeated failures can create self-doubt, particularly if the failures occur early in the course of event.

2. Vicarious Experience

   Vicarious experience is also known as modeling. People can develop high or low self-efficacy through observing other people's performance as the model. Modeling affects people's self efficacy through social comparison process

3. Verbal Persuasion

   Verbal persuasion refers to what other people say about one's ability that may influence how he judges his ability. Realistic encouragement can persuade people to use greater effort to combat their self-doubt.

4. Physiological and Emotional State

   Psychological and emotional state refers to the feeling of anxiety, fatigue, stress, fear, and nervousness which can affect someone's self-efficacy. Strategies for controlling and reducing emotional arousal (specifically anxiety) while attempting new behaviors should enhance self-efficacy beliefs and increase the likelihood of successful implementation.

Related to the language learning, Kazemi, Khodabandehlou, and Jahandar, (2013) state that if people have high positive self-efficacy about learning a language, they will believe that they have the power and abilities to do their best effort to learn the language. Schunk (2003) also states that if language learners have strong self-efficacy or confidence about their skill, they will see the difficulties they face in learning language as the challenges that should be conquered to gain success. On the other hand, Benhardt (as cited in Rahimi and Abedini, 2009) states that people with low self-efficacy feel that they do not have the power and abilities to learn a language, which means they are admitting failure from the start.

Based on those explanations above, it can be concluded that in reality, the correlation between self-efficacy and listening comprehension may become interesting area to be researched due to the fact that self-efficacy is known as one of important factors in people's self that provides great power for them to combat difficulties they face during the process of the language learning, and listening is known as the most problematic language skill to be mastered that often cause anxiety. Moreover, according to Pajares (as cited in Tabrizi and Saedi, 2015), the study of the concept of self-efficacy in relation to language learning is still new, and there has been less research in this area compared to the work done in other areas. Therefore, the current study is aimed to discover the correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR.

The research question of this research is in the following: Is there any significant correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR?

METHODOLOGY

This research belongs to correlational research which determines the relationship between students' self efficacy as variable X, and their listening comprehension as variable Y. This research was conducted at the English Study Program of FKIP Universitas Riau. The population of this research was the eighth semester students of English Study Program FKIP-UR which consist of 70 students. The sample of this research was 35 students selected through purposive sampling technique. The instruments used in this research were questionnaire on self-efficacy and the documentation of the students' TOEFL listening comprehension score provided by the Language Centre of Universitas Riau. The collected data were analyzed by using SPSS version 22.

The blueprint of the listening self-efficacy questionnaire consists of four components (mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states) elaborated into 56 items.In constructing the questionnaire, relevant literatures on self-efficacy (Rahimi and Abedini, 2009; Ghonsooly and Elahi, 2010; Tabrizi and Saedi, 2015; Kassem, 2015) helped the researcher in developing the items of the questionnaire used in the present study. It is noteworthy that the researcher developed the items in the questionnaire based on Albert Bandura's self-efficacy theory about four sources of self-efficacy which affect someone's self-efficacy level. Hence, there are four indicators used in this questionnaire to determine the students' self-efficacy level, they are mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states. The students' responses to each item of the questionnaire that was developed from the four indicators were calculated to measure their self-efficacy level. The validity and reliability of the questionnaire were tested before it is distributed to the sample by conducting try out test to 20 students. Based on the result of validity and reliability test, there were five invalid items which were deleted from the questionnaire, and the reliability of the questionnaire is 0.984. To create the students' self-efficacy classification table, the students' self-efficacy levels are classified into three classes (high, average and low) based on the grouped frequency distribution.

Table 1. The Classification of the Students' Self-efficacy Level

No	Score	Category
1	192-220	High
2	164-191	Average
3	136-163	Low

To measure the students' listening comprehension, the eighth semester students' listening scores were taken from the database of the students' TOEFL score provided by the Language Centre of Universitas Riau in the period of February-March. The

students' listening score were converted to 100-point score. Then, the scores were classified into four classes; they are excellent, high, mediocre, and poor. The classification table of the students' listening comprehension was adapted from the classification table by Harris (1974).

Table 2. The Classification of the Students' Listening Comprehension Level

No	Score	Category
1	80-100	Excellent
2	60-79	Good
3	50-59	Mediocre
4	0-49	Poor

After the data of both variables were collected, the normality and the linearity of the data were also tested before conducting correlation statistic analysis. To discover the correlation between two variables, the cross tabulation analysis and Pearson correlation coefficient analysis were used to analyze the data. Then, the correlation coefficient was interpreted by using interpretation table developed by Muijs (2004).

Table 3. The Interpretation of Correlation

r_{xy}	Interpretation
0,00-0,10	There is a weak correlation between the two variables
0,11-0,30	There is a modest correlation between the two variables
0,31-0,50	There is a moderate correlation between the two variables
0,51-0,80	There is a strong correlation between the two variables
0,81-1,00	There is a very strong correlation between the two variables

RESULT AND DISCUSSION

The Result of the Descriptive Analysis

The students' listening self-efficacy was measured by the 51-item self-efficacy questionnaire based on Bandura's Theory about the sources of self-efficacy. Using 5-point Likert type response scale, the scores for each item in the questionnaire ranges from 1 to 5. The total scores in this questionnaire can range from a minimum of 51 to a maximum of 255. Based on the table 4, the result of the questionnaire shows that the minimum score of the respondents is 136, and the maximum score is 220. The mean score of the 35 respondents is 180.60 with the standard deviation 23.432.

Table 4. Descriptive Statistic Analysis of Students' Self-efficacy

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
SELF EFFICACY	35	136	220	6321	180.60	23.432
Valid N (listwise)	35					

To summarize the data, the researcher classified the students' self-efficacy score distributions into three groups: high, average, and low. Based on the descriptive analysis, the percentage of each group can be noted in the table 5 below.

Table 5. The Percentage of the Students' Self-efficacy Level

No	Score	Frequency	Percentage	Description
1	193-220	10	28.57%	HIGH
2	164-192	16	45.71%	AVERAGE
3	136-163	9	25.71%	LOW
TOTAL SCORE: 6321		N=35	100%	

Based on the table 5, it can be reported that 28.57% of the students (10 students) are considered having high listening self-efficacy. In addition, it can be inferred that 45.71% of the students (16 students) have average listening self-efficacy, and 25.71% of the students (9 students) have low self-efficacy. Based on those data, it can also be reported that the biggest percentage of the students' self-efficacy level belongs to the average self-efficacy group, while the lowest belongs to the low self-efficacy group.

The students' listening comprehension was measured by using their listening comprehension score which was obtained from the archive of the students' TOEFL score from the Language Centre of Universitas Riau. Table 6displays the result of the descriptive statistic analysis for the listening comprehension scores. As the results show, the mean score for listening comprehension of 35 participants is 49.83 and the standard deviation came out to be 13.594. The minimum score of the respondents is 26, and the maximum is 78.

Table 6. Descriptive Statistic Analysis of the Students' Listening Comprehension

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
LISTENING COMPREHENSION	35	26	78	1744	49.83	13.594
Valid N (listwise)	35					

To summarize the data, the researcher classified the distribution of students' listening comprehension scores based on the classification table adopted from Harris (1974). The percentage of each group can be noted in the table 7 below.

Table 7. The Percentage of the Students' Listening Comprehension Level

No	Score	Frequency	Percentage	Description
1	80-100	0	0%	EXCELLENT
2	60-79	8	22.86%	GOOD
3	50-59	8	22.86%	MEDIOCRE
4	0-49	19	54.29%	POOR
	TOTAL	N=35	100%	

From the table 7, it can be reported that none of the students has excellent listening comprehension, 22.86% of the students (8 students) have good listening comprehension, 22.86% of the students (8 students) have mediocre listening comprehension, and 54.29% of the students (19 students) have poor listening comprehension. It can be inferred that the percentage of the students who have good listening comprehension and mediocre listening comprehension are the same. On the other hand, it can be seen that the percentage of the students who have poor listening comprehension is considered as the biggest percentage as it dominates 54.29% of the overall percentages.

The Result of Cross Tabulation Analysis

In this research, the cross tabulation analysis was conducted to provide a way of direct analysis and relationship between the each categories of self-efficacy and the listening comprehension level of the eighth semester students of English Study Program FKIP-UR. This analysis was calculated by using SPSS 22. The result is presented in the table 8 below.

Table 8. Self-Efficacy * Listening Comprehension Cross Tabulation

			LISTENING_COMPREHENSION			
			POOR	MEDIOCRE	GOOD	Total
SELF_EFFICACY	LOW	Count	9	0	0	9
		% within SELF_EFFICACY	100.0%	0.0%	0.0%	100.0%
	AVERAGE	Count	9	6	1	16
		% within SELF_EFFICACY	56.3%	37.5%	6.3%	100.0%
	HIGH	Count	1	2	7	10
		% within SELF_EFFICACY	10.0%	20.0%	70.0%	100.0%
Total		Count	19	8	8	35
		% within SELF_EFFICACY	54.3%	22.9%	22.9%	100.0%

Based on the result of cross tabulation analysis displayed in table 8, it can be seen that 100% of the students who have low self-efficacy also have poor listening comprehension, and none of them have mediocre and good listening comprehension level. It can also be noticed that 56.3% of the students who have average self-efficacy level have poor listening comprehension level, 37.5% of them have mediocre listening comprehension level, and only 6.3% of them have good listening comprehension level. In terms of the students who have high self-efficacy level, only 10% of them have poor listening comprehension level, 20% of them have mediocre listening comprehension level, and 70% of them have good listening comprehension level.

The Result of Normality and Linearity Test

Before conducting the correlation analysis, the researcher conducted normality and linearity test to decide what kind of data analysis method that can be used to find out the correlation between self-efficacy and the listening comprehension of the eighth semester students of English study program FKIP-UR. The result of the test is presented in the table 8 below.

Table 9. Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SELF EFFICACY	.124	35	.193	.962	35	.269
LISTENING COMPREHENSION	.108	35	.200[*]	.964	35	.306

Based on the table 9, it can be seen that according to Kolgomorov-Smirnov normality test, the Sig. values of self-efficacy and the listening comprehension are 0.193 and 0.200 respectively. According to Shapiro Wilk normality test, the Sig. values of self-efficacy and listening comprehension are 0.269 and 0.306 respectively. Based on the criteria of normality test, the data distribution is considered normal if the Sig. value is higher than 0.05. Thus, it can be concluded that the data distribution of the students' self-efficacy and listening comprehension are normal.

After the normality test is conducted, the researcher conducted the linearity test to both kinds of the data as the next prerequisite to determine which statistical analysis can be used. The purpose of doing linearity test is to find whether students' self-efficacy level have linear relationship with the students' listening comprehension. The result of the linearity test assisted by SPSS 22 is presented below.

Table 10. ANOVA Table

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3880.747	1	3880.747	53.311	.000[b]
	Residual	2402.225	33	72.795		
	Total	6282.971	34			

Based on the ANOVA table above, the Sig, value = 0.000 is less than α= 0.05 (0.000<0.05). As a result, it can be concluded that there is a linear relationship between self-efficacy and the listening comprehension.

Because the data distributions are normal and linear, it can be concluded that the method of correlation analysis that can perfectly be used for the correlation analysis is Pearson Product Moment Correlation Coefficient analysis.

The Result of Correlation Analysis

The hypothesis that needs to be tested in this research is that whether there is a significant positive correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR. To test the hypothesis, the Pearson Product Moment correlation analysis is used to measure the direction and the strength of the linear relationship between these variables. The result of the correlation analysis is presented in the table 11 below.

Table 11. Correlations

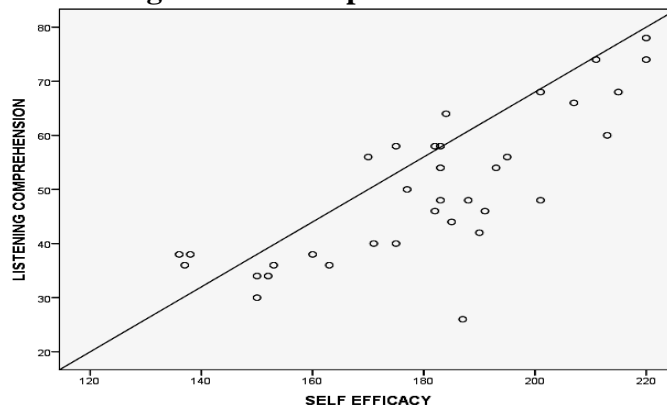|		SELF EFFICACY	LISTENING COMPREHENSION
SELF EFFICACY	Pearson Correlation	1	.786[**]
	Sig. (2-tailed)		.000
	N	35	35
LISTENING COMPREHENSION	Pearson Correlation	.786[**]	1
	Sig. (2-tailed)	.000	
	N	35	35

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table 11, it can be seen that the output of the correlation analysis shows that self-efficacy is positively related to the listening comprehension with the coefficient of correlation is 0.786 (r =0.786). It can also be inferred that as the students' self-efficacy increases, their listening comprehension increases too. According to the table of correlation interpretation, the value of correlation coefficient= 0.786 indicates that there is a strong correlation between the students' self efficacy and the listening comprehension.

The table also shows that the Sig. value is 0.00. Due to the Sig. value= 0.00 is less than α= 0.05, it means that there is a significant correlation between students' self efficacy and the listening comprehension. Based on the result of Pearson correlation analysis, it can be concluded that the null hypothesis which states that there is no significant positive correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR is rejected.

Overall, the direction and the strength of the correlation can be portrayed by using the scatterplot below.

Figure 1. Scatterplot of the Correlation

The scatterplot shows an uphill pattern as it moves from the downside of the left to the upside of the right, this indicates a positive relationship between x (self-efficacy) and y (listening comprehension). As the x-values increase, the y-values increase a certain amount. By looking at the distribution of the data in the scatterplot, it can be seen that the strength of the correlation is not as perfect as +1.0 or -1.0 because the distribution of the plot is quite scattered. Therefore, the correlation coefficient should be below than +1.0. However, it still depicts uphill pattern due to the fact that the correlation coefficient between self-efficacy and the listening comprehension in this research is +0.786.

Based on all of the Pearson Product Moment analysis and the scatterplot, it can be concluded that there is a significant positive correlation between self-efficacy and the listening comprehension of the eighth semester students of English study program FKIP-UR and the strength of the correlation is quite strong (0.786). It can also be inferred that the null hypothesis is rejected due to the fact that the Sig. value= 0.000 is less than α=0.05.

Discussions

Based on the result of the descriptive statistic analysis of the students' listening self-efficacy and the listening comprehension data, it was found out that in general, the self-efficacy of the eighth semester students of English Study Program FKIP-UR was considered in the average level (Mean score = 180.60). In addition, the percentage of the average level group (45.71%) was the most dominant compared to the other groups. From this result, it can be inferred that actually, it is considered normal for the eighth semester students to have average self-efficacy level because they have gained much knowledge and experience during their study. This assumption is actually supported by Bandura (1988) who states that one of the most influential sources of self-efficacy is personal's mastery experience. However, it has to be concerned that the percentage of high level group is less than the percentage of average level group. It means that most of the students still need to increase their self-efficacy level.

According to the result of the descriptive statistic analysis of the students' listening comprehension data, it is found out that the listening comprehension of the eighth semester students of English Study Program FKIP-UR was considered in mediocre level. However, the mean score of the students' listening comprehension level was only 49.83. Based on the data analysis, there was no student whose listening comprehension was in the excellent level. Moreover, the percentage of students who had poor listening comprehension was the biggest compared to the percentages of the other groups. Based on those result, it can be inferred that listening is still considered as the troublesome aspect for the eighth semester students of English Study Program FKIP-UR to be mastered.

Based on this finding, although the result of the cross tabulation analysis of the group consisted of the students who have average self-efficacy level showed different trends due to the fact that more than 50% of them had poor listening comprehension, the result of the cross tabulation analysis of the low self-efficacy and high self-efficacy group showed strong tendency that 100% of those who had low self-efficacy also had poor listening comprehension, and 70% of those who had high self-efficacy also had good listening comprehension. This finding indicated that there was a linear relationship between the self-efficacy level and the listening comprehension level of the eighth semester students of English Study Program FKIP-UR.

The main purpose of this research is to answer the research question whether there is a significant correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR. To find out whether there is a significant positive correlation between both variables or not, the researcher conducted Pearson correlation coefficient analysis. The findings revealed that there was a significant positive correlation between self-efficacy and the listening comprehension. (r=0.786 and Sig. value =0.000). In addition, the value of correlation coefficient (r=0.786) also indicated that there was a strong correlation between the two variables. Based on the result of Pearson correlation coefficient analysis, the null hypothesis which states about the inexistence of the significant correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR was rejected.

The finding of this study is also supported by the previous research findings (e.g. Chen, 2007; Rahimi and Abedini, 2009; Dodds, 2011; Kazemi, Khobandehlou and Jahandar, 2013; and Tabrizi and Zaedi, 2015. Chen (2007) reports that there is a significant positive correlation between EFL learners' listening self-efficacy and their listening performance (r= 0.744 and Sig. value= 0.000). Rahimi and Abedini (2009) also report that the EFL learners' listening self-efficacy is significantly related to listening comprehension (r= 0.78 and Sig. value= 0.03). Dodds (2011) discovers that there is a significant positive correlation between listening self-efficacy and the listening performance of the Chinese immigrant newcomers (r= 0.532 and Sig. value= 0.000). Kazemi, Khobandehlou, and Jahandar (2013) reveal that there is a significant positive correlation between self-efficacy and the listening comprehension of the Iranian Intermediate EFL learners (r= 0.793 and Sig. value= 0.000). Based on their research, Tabrizi and Zaedi (2015) find out that there is significant positive relationship between Iranian EFL Learners' Self-efficacy and Listening Comprehension Ability (r= 0.560 and Sig. value= 0.000). Based on the present research findings and all research findings that have been explained before, it can be concluded that all of those findings support the

notion that there is a significant positive correlation between self-efficacy and listening comprehension.

Due to the present discussion, it can be concluded that the formulation of the problem in this research has been answered by the research findings which reveal that there is a significant correlation between self-efficacy and listening comprehension of the eights semester students of English Study Program FKIP-UR. Furthermore, the interpretation of the correlation coefficient also indicates a strong positive correlation between both variables. This research finding is also in line with the previous research findings that revealed the existence of strong correlation between self-efficacy and listening comprehension.

CONCLUSIONS AND RECOMMENDATION

Conclusions

After conducting a research entitled "Correlation between Self-efficacy and the Listening Comprehension of the Eighth Semester Students of English Study Program FKIP-UR", the researcher generates some conclusions based on the research findings. Firstly, it can be concluded based on the result of the cross tabulation analysis that the students who had a higher self-efficacy had a high tendency to have better listening comprehension level. Secondly, it can be concluded that there is a statistically significant correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR due to the fact that the correlation coefficient that is obtained by the Pearson Product Moment correlation coefficient analysis is 0.786. This correlation coefficient also shows that the relationship between the students' self-efficacy and listening comprehension is quite strong. As a result, null hypothesis is rejected. Furthermore, it can be stated that if the students' self-efficacy level increases, there is a high tendency that their listening comprehension can increase too.

Recommendations

Based on the result of the cross tabulation analysis and the correlational analysis that reveals a strong significant positive correlation between self-efficacy and the listening comprehension of the eighth semester students of English Study Program FKIP-UR, it is recommended for the students to increase their own self-efficacy level due to the fact that self-efficacy is one of the important factors that may significantly influence the listening comprehension. Students can increase their own self-efficacy by developing good listening habit to enrich their mastery experience and observing other people's experience to know how to be a good listener.

Since self-efficacy is one of the most influential factors for language learning, it is important for the teacher and lecturer to help the students to develop their listening self-efficacy.

Based on the research finding, it is clear that this research mostly explain about the correlation of self-efficacy and listening comprehension. Meanwhile, it is

recommended for the other researcher to conduct further research about the correlation between self-efficacy and the listening comprehension, or the correlation between self-efficacy and the other important language skills. It is also possible for the other researcher to find another variable in language learning which may have correlation with self-efficacy.

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 the correlation between 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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