THE CORRELATION BETWEEN EFL STUDENTS' LISTENING SELF-EFFICACY AND THEIR LISTENING PERFORMANCE

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Abstrak

Ketrampilan mendengarkan, dibandingkan dengan ketrampilan-ketrampilan lainnya adalah kemampuan yang sangat mendasar karena mampu berhubungan dengan empat kemampuan lainnya. Akan tetapi, banyak siswa yang mempelajari Bahasa Inggris sebagai Bahasa Asing mengalami kesulitan dalam meningkatkan kemampuan mendengarkan mereka. Salah satu faktornya adalah Efikasi diri dalam Mendengarkan. Banyak penelitian yang terjadi menjelaskan tentang efikasi diri belakangan ini. Dalam penelitian ini lebih terfokus untuk mempelajari Efikasi diri dalam Mendengarkan di siswa Sekolah Menengah Atas. Penelitian ini bertujuan untuk mencari hubungan antara Efikasi Diri dalam Mendengarkan di siswa Bahasa Inggris sebagai Bahasa Asing (EFL) dengan kemampuan mendengarkan mereka dalam level Sekolah Menengah Atas. Penelitian ini dilaksanakan secara kuantitatif terhadap 140 siswa kelas sepuluh di salah satu SMA negeri di Lamongan. Penelitian ini menggunakan dua instrumen penelitian untuk pengambilan data, yaitu *Practice Test for the TOEFL® Junior™ Standard Test* untuk mengetahui kemampuan mendengarkan dari partisipan dan Kuesioner Efikasi Diri dalam Mendengarkan yang dikembangkan sendiri beberapa adaptasi kecil dari beberapa kuesioner sejenis. Kuesioner ini terdiri dari 30 pertanyaan dalam bentuk skala Likert 5 poin. Lalu, Korelasi Spearman Rank digunakan untuk mencari hubungan antara masing-masing grup dengan hasil dari test mendengarkan mereka. Hasil dari penelitian ini menunjukkan bahwa tidak ada korelasi yang signifikan diantara Efikasi Diri dalam Mendengarkan di siswa Bahasa Inggris sebagai Bahasa Asing (EFL) dengan kemampuan mendengarkan mereka (*r:* -0.038). Berdasarkan hasil tersebut, dapat disimpulkan bahwa Efikasi Diri dalam Mendengarkan tidak memiliki korelasi dengan kemampuan mendengarkan siswa Bahasa Inggris sebagai Bahasa Asing dalam level Sekolah Menengah Atas.

Kata Kunci: Kemampuan mendengarkan, Efikasi Diri.

Abstract

Listening skill, compared to other skills is the most basic skill due to its ability to intertwine with four other skills. However, many EFL students have difficulties in improving their listening performance. One of the factors is Self-efficacy in Listening. Many studies have been conducted about Self-efficacy recently. This study focused more on listening Self-efficacy in Senior High School students. This study was conducted to find the correlation between EFL students' listening self-efficacy with their listening performance in senior high school levels. This research was conducted quantitatively to 140 tenth graders in one of a state senior high school in Lamongan. This research used two instruments to find out the data of this study. Those are *Practice Test for the TOEFL® Junior™ Standard Test* to determine the listening performance of the participants and a self-developed Listening Self-efficacy questionnaire with small adaptation from various similar questionnaire. This questionnaire consists of 30 questions in a form of five-points Likert Scale. Then, Spearman Rank Correlation was used to find the relationship between EFL Students' Listening Self-efficacy and their listening performance based on the results from the listening test. The result of this study showed that there was no significant correlation between each groups of listening self-efficacy with their listening performance (*r*: -0.038). Based on the result, it can be concluded that listening self-efficacy did not have any correlation with EFL Students' listening performance in Senior High School levels.

Keywords: Listening Performance, Self-efficacy

BACKGROUND

Between four primary English skills, Listening is the very basic language skill due to its ability to correlate and intervene with the other language skills - reading, writing and speaking (Renukadevi, 2014). Nonetheless, learners have general difficulties in comprehending what they listen to in teaching-learning activities due to several

reasons; low aural vocabulary knowledge (Matthews, 2018), having difficulties in finding meanings of unusual words (Savitri & Anam, 2018), having pressured for processing a lot of input that brings anxiety in learners (Arnold, 2000). Vandergrift & Tafaghodtari (2010) proved that receiving language input by listening is the main actor of language learning and yet EFL learners are struggling to acquire this skill (Vandergrift, 2007). From this point, we can conclude that listening skill is compulsory to intersect with other skills.

Dunkel (1991) separated listening problems into two factors, External factors and Internal factors. External factors are factors affecting listeners' listening abilities from outside of their bodies, while Internal factors come from inside of listeners' own belief and capabilities. In this study, self-efficacy, as one of the internal factors, will be the focus of this research.

According to Bandura (1986. Cited from Lee & Bobko, 1994), Self-efficacy is people's judgments and perceptions of their own capabilities and able to decide actions required to achieve designated types of performance. However, self-efficacy cannot be determined as 'general' beliefs but rather 'specific' ones. Linnenbrink & Pintrich (2003) stated that self-efficacy is quite distinct from self-concept because Self-efficacy beliefs refer to much more specific judgments of personal capabilities. For example, self-concept only explains personal capabilities in general (I am good in English). However, self-efficacy should be more specific (I am capable of understanding academic lecture in English without any problems).

Based on explanations above, we can conclude that Self-efficacy comes from learners' own belief in solving several tasks or performance in learning something with specific situations or objectives in the task.

Many studies have been conducted to discover the importance of Self-efficacy in EFL learning. According to a study by Graham (2006), low self-efficacy might occur in Second Language Learning (SLL) because it is physically less 'observable', therefore it is quite difficult to be controlled. In another study, students who believe themselves capable in learning English have various strategies and self-regulate their learnings rather than students who did not (Anam & Stracke, 2016). For university levels, Rahimi and Abedini (2014) found substantial correlation between listening comprehension self-efficacy and listening proficiency in EFL undergraduate students in Egypt. These studies have shown noticeable impact on how Self-Efficacy influences EFL learning.

According to Schunk & Pajares (2009), Self-efficacy is perceived capabilities for learning or performing actions at specific levels. In Bandura's self-efficacy theory, self-efficacy can affect every person's capabilities in finding their motivation, cognitive resources, decision-making related to task demands.

Self-efficacy theory has been proven useful in all fields, such as psychology, self-healing, and more importantly, educational. As many literatures related directly and indirectly to self-efficacy theory is immense, the following review will focus only on educational fields.

In educational purposes, Self-efficacy has a substantial impact on learning outcomes, resulting in higher levels of achievements, a bravery to face challenges and to apply effort in what they do (Mills, Pajares & Herron, 2006). Self-efficacy can also be an influence in language achievement positively or negatively depending on how strong their efficacy beliefs is.

Based on explanations above, self-efficacy in educational fields, can be explained as perceived capabilities in completing specific tasks in teaching-learning activities, whether in exams, quizzes, homeworks and so on.

According to Bandura (1977), in the social learning analysis, we can expect a person's self-efficacy through four main sources of information. These are: (1) *Mastery experience*, a person's personal expertise/mastery in a specific task; (2) *Vicarious experience*, a person's experience by imitating a model (observing a peer solving a specific task); (3) *Verbal Persuasion*, Verbal supports or encouragements from other people; and (4) *Physiological State*, an emotional stimulation in a person to control his/her fatigue, stress and/or anxiety. These sources will determine individuals when they believe to have competences in completing particular tasks.

Listening skill is one of the four main English skill next to speaking, reading and writing and it is very important for children as they learn their first language (Chao, 2013). According to Brownell (2016), Listening, along with the other skills, is the first skill to be learned, the first skill that is used nearly every time but the last skill that is taught extensively. According to Saricoban (1999), the most important features in EFL listening are: (1) Coping with the sound, (2) Understanding intonation and stress, (3) Able to manage redundancy and noise, (4) Predicting, (5) Understanding colloquial/informal/slang vocabulary, (6) Fatigue, (7) Understanding accents' differences, and (8) Using visual and environmental clues.

In daily life, listening plays an important role in communication. Guo & Wills (2006, Cited from Yildirim & Yildirim, 2016) stated that listening as "the medium for people to receive a huge proportion of their education, information, human affairs, ideals and sense of values." This statement is reciprocal with Hedge (2000) in her book "*Teaching and Learning in the Language Classroom*". She explained, when people engaged in a communication, 9% is spent in Writing, 16% in Reading, 30% in Speaking and

45% in Listening, which displays the importance of Listening in the communication process.

Listening also crucial in any classroom settings, especially EFL classes. According to Gilakjani & Sabaouri (2016), if a learner has a good listening ability in English, it will be easier for him/her to study, listening to a radio, watching movies or even communicating with foreigners. This is also beneficial to teaching-learning activities when students are listening to their teachers or lecturers to receive language inputs, because Listening is the main actor of language learning even EFL learners are stressed and find it challenging to develop this skill (Vandergrift & Tafaghodtari, 2010; Vandergrift, 2007)

Some experts describe the term *Listening Performance* in various ways. Some studies refer *Listening Performance* as the final score of a certain type of Listening test given for the students (Rahimi & Berjandi, 2012; Zhang, 2013), another refer *Listening Performance* as the capabilities of students to receive and to process a listening input they get during teaching-learning activities (Coskun, 2010; Hwang et al, 2017). Both of them can be considered correct because the word "performance" itself has broader meanings.

Few studies were focused on learners' attitude toward Listening. If available, most of the subject and context were Elementary and University students. In an attempt to fill the gap of the studies and limited sources of the related studies eagers the author to conduct this study. Hence, it is important to know the interrelation between Self-Efficacy beliefs and Senior High School students' listening comprehension as a study reference for further researches in related topic.

Based on explanation above, the researcher conducted a study in the correlation between EFL students' listening self-efficacy and their listening performance in Senior High School level with two research questions. Those questions are: (1) To what extent is EFL senior high school students' self-efficacy in listening?; and (2) Is there a relationship between EFL senior high school students' listening self-efficacy and their listening performance?.

METHODOLOGY

This study was conducted to find out the correlation between students' listening self-efficacy as the independent variables and their Listening Performance as a dependent variable. Hence, to figure out the correlation between them, a quantitative correlation study is carried out. Correlational study consists of two types, explanatory design and prediction design (Creswell, 2012). In this study, explanatory design is used since this study only investigates the relationship between two variables, not anticipating results by using one of the variables as

predictors. Based on explanations above, correlational study is the best method for this research.

Participants

This study took place in one of a public school in Lamongan with 10th graders as the population. There are 12 classes in this grade with approximately 384 students because in zonation system, a class consisted around 32 students. 4 classes ($N = 140$) were allowed to participate with a random sampling.

In finding the normality of the test distribution, the researcher used One-Sample Kolmogorov-Smirnov test by analyzing Unstandardized Residuals from Linear Regression between the variables. This test was used because the sum of the participants are more than 50. If $p > 0.05$, the data distribution is normal. However, if $p < 0.05$, then the data distribution is not normal. The results of the test can be seen below:

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		140
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	11,80313664
Most Extreme Differences	Absolute	,094
	Positive	,094
	Negative	-,063
Test Statistic		,094
Asymp. Sig. (2-tailed)		,004[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

From the chart above, the result shows that the data was not distributed normally because the value of $p = 0.004$. Therefore, the data were not distributed normally. As a results, the Spearman Rank is used to find out the correlation between the variables.

Instruments

To measure EFL students' listening performance, the researcher used *Practice Test for the TOEFL® Junior™ Standard Test* for 11-15 years old from ETS (*Educational Testing Service*) since most tenth graders are fifteen years old. Since it was launched on October 2010, *TOEFL® Junior™ Standard Test* has been proven as an objective and reliable measure of English skills because it has been administered in more than 50 countries, including Indonesia. For this study, only the listening part of the test was used. This test consists of 42 multiple-choice items. The test was administered in 40 minutes. This test consists of 3 sections: (1) classroom

instruction, short conversation and academic listening. The result of the listening test was calculated by using simple formula as follows:

$$\text{Listening Performance} = \frac{N \text{ correct answer}}{N \text{ questions}} \times 100$$

To find out the information about students' listening self-efficacy, the listening self-efficacy questionnaire was developed by the author and some of them were adapted with several adjustments from different questionnaires (Rahimi & Abedini, 2009; Yan, 2012; Kim, D. H. Et al, 2015) to suited Indonesia's educational fields. The questionnaire contained 30 Likert-scale items with maximum point of 5 in each items extending from "Strongly disagree" to "strongly agree". The value of the scale includes: 1 point for strongly disagree, 2 points for disagree, 3 points for no idea, 4 points for agree and 5 points for strongly agree. From the results of the questionnaire, the median of each questions will be analyzed.

For the questionnaire, Cronbach Alpha formula was used determine the reliability of the questionnaire. Fraenkel et al (2012) explained that the standard value or coefficient to check a reliability of an instrument is 0.70. If the score is higher than 0.70, it is considered reliable. After formulated, the reliability value of the questionnaire was 0.899. Therefore, the questionnaire was considered reliable. For the validity, researcher conducted a construct validity. According to Strauss and Smith (2009), the test, measures or instruments are validity-tested in which the instruments can measure the "construct" with theories and what the instruments claim concerning the simultaneous process of measure and theory validation. This validity was conducted by doing a consultation with a lecturer that has an expertise about self-efficacy.

Data Collection

The data was collected in a class session for one meeting. Before they were administered to both of the instruments, they need to fill the biodata of themselves. The researcher would ensure to the participants that their identities would not be revealed to anyone. Their identities would be removed from the questionnaire and in analyzing the data, attendance numbers of the participants would be used to secure their privacy.

For the Listening Test, the participants were given 40 minutes to answer the test based on the audio's length. Since there was enough time, they were allowed checking the answers by listening to the audio once more. After all of the participants finished in their test, they had to fill in the listening self-efficacy questionnaire provided.

Data Analysis

The data in this study were analyzed using IBM SPSS 25 to answers: (1) Students' listening self-efficacy by using Descriptive Statistics and in what aspect the participants' listening self-efficacy in terms of strengths and weaknesses. The result was taken from the median score in each question of the questionnaire and (2) The relationship between EFL students' listening self-efficacy with their listening performance by using Spearman Rank.

RESULTS AND DISCUSSIONS

This section shows the results of each research questions. Those questions are: (1) To what extent is EFL senior high school students' self-efficacy in listening?; and (2) Is there a relationship between EFL senior high school students' listening self-efficacy and their listening performance?. Hence, this section is divided into two sub-sections based on the research questions.

EFL Senior High School Students' Self-efficacy in Listening

This sub-section explains the aspects of participants' listening self-efficacy. For the participants, there were 140 tenth grade students in four different tenth grade classes in one of a public school in Lamongan. The 30 items of listening self-efficacy questionnaire were used to explore their listening self-efficacy. The classification of each statements were made based on four main sources of self-efficacy by Bandura (1977). The classification is in the table below:

Table 2. Descriptive Analysis of The Listening Self-efficacy Questionnaire

No.	Sources of Self-efficacy	Statements
1	Mastery Experience	1, 2, 3, 4, 10, 12, 14, 15, 16, 18, 19, 24, 25, 28
2	Vicarious Experience	9, 11, 17, 20, 22, 23
3	Verbal Persuasion	26, 27, 29, 30
4	Physiological State	5, 6, 7, 8, 13, 21

The participants were asked to circle the options, which represents their options best. After the data was acquired, the median of each questions were obtained to find out in what aspect of listening self-efficacy the participants have. The descriptive analysis of the listening self-efficacy questionnaire for the participants is shown in the table below:

Table 2. Descriptive Analysis of The Listening Self-efficacy Questionnaire

Interval	N	Min	Max	Mean	Std. Deviation
Questionnaire Score	140	58	130	91.32	12.728
Valid N (listwise)	140				

Based on the data acquired from the listening self-efficacy questionnaire, the score ranged from a minimum of 58 to a maximum of 130 with the mean of 91.32 and a standard deviation of 12.728. The median scores of the participants' questionnaires is shown below:

Table 3. The Median Scores of Each Listening Self-efficacy Groups Result

No	Statement	Median Score
1	I am able to understand radio program in English	3
2	I am able to understand English audio about daily lives	3
3	I am able to understand English songs	4
4	I am able to understand when someone spell their phone numbers	4
5	I love listening to English language	3
6	I am able to listen certain things in English with confidence	3
7	Because of habit, I am able to listen certain things in English without problems	3
8	I feel satisfied with my listening skills right now	3
9	In my opinion, understanding English history and culture is very important to have more understanding with what I listen to in English	3
10	I can understand a conversation with two people or more in English	3
11	I am a good listener, but my friends do better than me	3
12	I am able to improve my listening skills over time	4
13	I feel more comfortable and confident when I listen rather than read	2
14	I am able to listen someone speaks in English with a fast pace	3
15	I am able to listen certain types of English audio without any text or subtitles	3
16	I am able to understand the topic of a conversation in English even if I don't understand some spoken words	3
17	I am the first person to raise my hand when the teacher gives a question	3
18	When I have a problem in listening, I always have some backup plans	3
19	I prefer listening tasks rather than other types of tasks (speaking, reading & writing)	3
20	I rarely asks my friend to help me finishing my listening task	2
21	The harder the listening task that I get, I feel more curious to finish that task	3
22	I can help my friends if they get difficulties with their listening tasks	3
23	In my opinion, there is no need slowing the speed of the English audio. Instead, we have to listen in native speakers' pace	3
24	I am able to understand what I listen in an English audio without repetition	3
25	I can find a lot of new vocabularies by listening	4
26	My teacher told me that I am a good listener	3
27	I can give motivations and tips to help my friends improve their listening skills	3
28	I am able to understand speeches in English	3
29	My family, relatives and friends are one of the factor that I have a good listening skills	2

30	I prefer to listen my teacher's explanation rather than to read	3

Based on the medians of the questionnaire, most of them answered neutral (3) with few of them answered disagree (2) and agree (4). In statement number *20*, the participants' median score was 2. It explained that students with low listening self-efficacy tend to ask for help from their peers. They did not have any confidence with their own abilities to solve their listening problems. As stated by Bandura (1977), one of the main sources of self-efficacy is *Mastery Experience*, a person's personal mastery in finishing specific tasks. If a student didn't have any understanding in the task, they will have less confidence with their listening performance and depend more with their peers rather with their own self. Students that have a low sense of self-efficacy might delays their contribution in learning activities and will results in a lack of performance and proficiency in learning the language (Bandura, 1986; Schunk, 1991. Cited from Wong, 2005). We can also looked in statement number *29* with a median score of 2. One of the four main sources of self-efficacy by Bandura (1977) was *Verbal Persuasion*. By receiving supports and encouragements from other individuals, it will strengthen not just a person's self-efficacy but also helps promoting a development of personal skills and a sense of personal efficacy (Bandura, 1997). The verbal persuasion will be effective if someone's gave it by important person's such as peers, teachers, parents, lovers and so on (Usher & Pajares, 2008).

Some statements' median scores were also indicated an "agree" statement (4). One of the examples was in the statement number *25*. Most of the participants believed that they would get more new vocabularies by listening. It also explained by Stæhr (2009) that having a big vocabulary sizes could improve listening comprehension and a major factor in a successful listening comprehension. This also showed that listening self-efficacy made a huge impact for students in achieving new vocabularies, either from context or vocabulary strategies (Schmitt, 1997, cited from Ghazal, 2007; Heidari et al, 2012). In statement number *12*, most participants agreed that they could improve their listening abilities over time. Students who realizes about their own abilities and capabilities in learning processes is very essential to improve their metacognitive awareness, which later strengthen their sense of self-efficacy (Nosratinia, Savely & Zaker, 2014).

By looking at the median scores of the questionnaire, most of the participants answered "neutral" (3). There were some statements that need to be focused on. In statement number *15*, for example. This statement supported one of the key features in a successful EFL

listening by Saricoban (1999), which was "using visual and environmental clues". Lacking one of these feature might results in an ineffective listening activities in the classroom and degrades students' confidence in their own listening capabilities. Another example is in a statement number *14*. In a study by Kaharuddin (2014), he studied 23 junior to sophomore university students with at least pre-intermediate levels of English proficiency about listening problems that affected their listening skills. 22 participants of all 23 (95.7%) believed that the speaker's speed was the greatest problems they faced because they might lost the important information in the audio because of the speaker's pace in speaking.

The Relationship between EFL Senior High School Students' Listening Self-efficacy with Their Listening Performance

This sub-section contains the relationship between EFL students' listening self-efficacy with their listening performance, which was intended to answer the second research question using Spearman Rank. Preliminary analyses were conducted to make sure that there were no violations of assumptions in the study. Those analyses are Normality and Linearity test. For the normality test, the result was shown in Chart 1 and the result showed that the data was not normal.

To find out whether the two variables were linear, ANOVA was used to discover the deviation of linearity between the two variables. If the probability is more than 0.05, both variables are linear. The test result is shown in the table below:

Table 4. Linearity Test

ANOVA TEST			Sum of Squares	Sig.
Self-efficacy Questionnaire * TOEFL Test	Between Groups	(Combined)	5410.836	.056
		Linearity	2.502	.897
		Deviation from Linearity	5408.334	.044
	Within Groups		17107.699	
	Total		22518.536	

As showed in the table, the result of the Deviation from Linearity between the variables is 0.044. It means that both variables are not linear. To sum up, both variables have not distributed normally and both variables are not linear.

After the preliminary tests were conducted and the distribution were considered as not normal, Spearman

Rank Correlation was used to find out the relationship between the variables. There are two assumptions in interpreting the data's result: (1) By Significance value (Sig.) and (2) by correlation coefficient value. If p (the level of significance / Sig.) is higher than 0.05, there are no significance correlation between each variables and if p is lower than 0.05, there are significance correlation between each variables. In other approach, the correlation coefficient value of the variables can be interpreted in criteria below:

- 0.00-0.20: Nearly no correlation
- 0.21-0.40: Low correlation
- 0.41-0.60: Medium correlation
- 0.61-0.80: High correlation
- 0.81-1.00: Perfect correlation

The value ranged from 0.00 to 1.00 with a positive (+) or negative (-) value. (Hinton et al, 2014; Santoso, 2014)

The participants took a listening performance test with a listening section of *Practice Test for the TOEFL® Junior™ Standard Test*. The descriptive statistics analysis for the participants of the listening performance is shown below:

Table 5. Descriptive Analysis of The Listening Performance Test

Interval	N	Min	Max	Mean	Std. Deviation
TOEFL score	140	17	67	41.34	11.804
Valid N (listwise)	140				

Based on the statistics, the highest score is 67 while the lowest is 17. The mean of the scores is 41.34 with the standard deviation of 11.804. From the mean of the scores, it was discovered that the level of their listening performance of all participants were relatively very poor. The categorization of the listening performance test is presented as follows:

Chart 1. Distribution of Listening Performance Scores
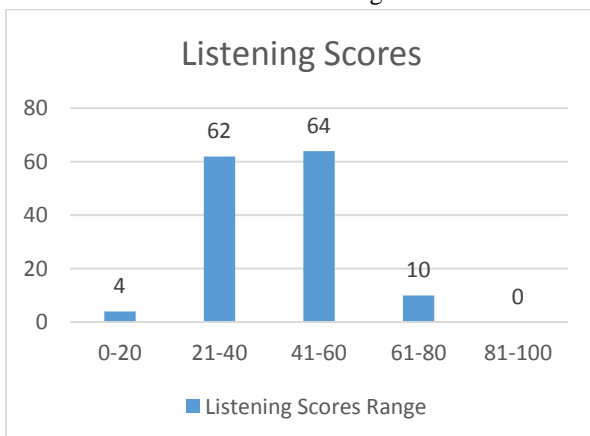
Based on the analysis, 4(2.86%) students have scores between 0-20, 62(44.29%) students have scores between 21-40, 64(45.71%) students have scores between 41-60, 10 students have scores between 61-80 and none of them have scores between 81-100 in their listening performance test.

After the result of the questionnaire and listening performance test have been collected, both of them were analyzed using Spearman Rank correlation to find out if listening self-efficacy (X) could affect their performance in listening (Y). The result of the analysis is shown below:

Table 6. Spearman Rank Correlation

Correlations			X	Y
Spearman's rho	X	Correlation Coefficient	1,000	-,038
		Sig. (2-tailed)	.	,657
		N	140	140
	Y	Correlation Coefficient	-,038	1,000
		Sig. (2-tailed)	,657	.
		N	140	140

Based on the statistics, the Significance value of the analysis was 0.657 and the correlation coefficient value was -0.038. Hence, the result showed that there was no correlation between EFL students' listening self-efficacy and their listening performance.

As stated before, based on the result of Spearman Rank correlation, there was no significance correlation between each group of EFL students' listening and their listening performance. Lestari (2017) conducted a similar study. She wanted to know the correlation between self-efficacy concerning listening with their listening comprehension in one of a Senior High School in Pemulutan Selatan. 85 eleventh graders were participated in this study. The instruments for this study were a self-efficacy questionnaires and a listening comprehension test. The results showed that there was no significance correlation between each variables. She explained that this was possible to happen because self-efficacy was not the only factor that affected their listening comprehension. Unsupportive condition during the test, lacks of efforts and

students' inattention in taking the test might affected the results. Another similar studies was conducted by Mills, Pajares and Herron (2006). They studied 95 college students in their sophomore years of French courses at a university in southeastern of USA. They stated that gender and listening self-efficacy were not related significantly with listening proficiency and Women have a positive relationship while men have a negative relationship with 41 % of the men got listening proficiency scores below 70% and only 23 % of the women scored below 70 %. These results probably occurred because some male students may put less effort in completing the listening proficiency test despite having stronger beliefs in their French listening capabilities.

As a conclusion, there was no significance correlation between each group of EFL students' listening and their listening performance.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the study as shown in Results and Discussion section, there was no correlation between EFL students' listening self-efficacy and listening performance. From several similar studies, having less effort in doing the test might be the main reasons that the participants have low listening performance scores.

Suggestion

Considering the results and discussions, the researcher would like to give some recommendations for students, English teachers and future researchers. For the students, having strong sense of beliefs toward own capabilities are recommended in learning EFL as a way of motivation for studying. In other way, teachers should encourage them by giving motivations about self-belief and providing good learning environment in the classroom. Since the population of the research was limited to tenth graders in one senior high school in Lamongan, larger sample from different levels of education are needed. Using different research methodology to find the answer of this study might be recommended as well.

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