CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, research objective, significance of the study, scope and limitation of the study, hyphothesis, and definition of key terms

A. Background of The Research

Self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments (Bandura, 1997). Research indicates that intellectually gifted students possess a higher self-efficacy when compared with mainstreamed students. Laying the foundation of research concerning the social cognitive theory, Albert Bandura states, "students' beliefs about their capabilities to successfully perform tasks, or self-efficacy beliefs, are strong predictors of their capability to accomplish such tasks" (as cited in Pajares, 1996, p. 325).

Therefore, intellectually gifted students tend to believe that they are competent to complete a task and this confidence is strong motivation for exceptional performance. Self-efficacy functions as the internal motivator for students to endure challenges and achieve goals. Clickenbeard (2000) finds that gifted students are more likely to attribute success to their own ability and effort and attribute failure to bad luck or inappropriate strategy choice. Even when gifted students experience failure, they do not relate the experience to a lack of intelligence or ability. Most likely, gifted students

will not allow the experience to affect their self-efficacy for future challenges.

The process of creating and using self-efficacy beliefs is intuitive. An individual gets engaged in an event, interprets the results of one's actions, uses these interpretations to create and develop beliefs about one's capability to engage in subsequent behaviours in similar tasks and activities, and behaves according to the beliefs created. In school, for example, the beliefs of students developed about their academic capabilities help to determine what they do with the knowledge and skills they have learned. Consequently their academic performances are, in part, the result of what they come to believe they have accomplished and can accomplish. This helps us explain why student's academic performances may differ markedly when they have similar abilities.

Bandura (1977) defined academic self-efficacy as personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances. Whorton (2009) also maintained academic self-efficacy as the level of confidence a student possesses to successfully perform particular academic tasks.Bandura (1997) stressed that students felling of self-efficacy strongly affect academic achievement.Factors such as —level of cognitive ability, prior education preparation, attainment, gender, and attitudes towards academic activities, along with the level of perceived self-efficacy, influence academic achievement.

Recent studies have shown the implication of self-efficacy in English achievement. Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006) aimed to find out the relationship between students' self efficacy and their English language achievement in Malaysia. They found that 51 percent of students had high self efficacy while 48 percent showed low self efficacy. Correlational analysis showed positive correlations between several dimensions of self efficacy that is, academic achievement efficacy, other expectancy beliefs and self assertiveness with academic performance in English language. They conclude that achievement in English language will improve when students have high self-efficacy in the language.

Templin (1999) conducted a research on two groups of Japanese EFL students, low-efficacy and high-efficacy students. The result of the t-test showed a significant difference between the grades of the low-efficacy group and those of the high-efficacy group.Then Templin, Guile and Okuma (2001) conducted a research in order to find out the effect of self-efficacy course on raising the English ability of 293 Japanese college freshmen enrolled in English I course. They created and used an English test and a self efficacy questionnaire before and after students receiving self-efficacy instruction for a thorough semester. The results were significantly higher than those on the self-efficacy pre-questionnaire. Therefore researchers concluded this difference was the result of the self-efficacy instruction (as cited by Gahungu, 2007, p.89).

Anstrom (2000) conducted a research, in which she wanted to know whether is there any relationship between the use of language learning strategies and self-efficacy rating. Her subjects were 135 high school students enrolled in various foreign languages in Australia. The results obtained from the questionnaires revealed that there was a positive and significant correlation between strategy use and self-efficacy.

Due to the fact that, self-efficacy theory is not widely researched as it applies to second and foreign language learning, the few studies published and the results of them seem to agree that high self-efficacy corresponds to high achievement in foreign and second language learning. This statement implies that teaching self-efficacy can raise students' achievement in EFL and ESL contexts

Taking the key function of self-efficacy, as an important affective factor, into account, it is important and necessary to pursue the investigation on the value of this factor in English achievement context to shed the light on the its efficiency in terms of teaching and learning English process. To the best knowledge of the researcher, there have been very few studies in Indonesia, particularly among second grade Islamic Senior High School students, having investigated the role of learner self efficacy and their English achievement

From the explanation above, it seems urgent to fill this research gap to shed the light on the its efficiency in terms of teaching and learning English. The researcher will use the correlational research design in order to get the data.

Based on the study above, the researcher carriess out a study entitle: "The Correlation Between Students' Self Efficacy and Their English Achievement for Second Grade Student at MAN Trenggalek"

B.   Research Question

Based on the statement above, the writer can formulate the research problem, as follows:

1.   How is the level of academic self-efficacy of the 11th grade students at MAN 1 Trenggalek?

2.   How is the English achievement of the 11th grade students at MAN 1 Trenggalek?

3.   Do the students with high academic self efficacy get high achievement in English?

C.   Research Objective

Based on the formulation of research question, this study has objective as follows:

1.   To know the self efficacy of the 11th grade students at MAN 1 Trenggalek.

2.   To know the English achievement of the 11th grade students at MAN 1 Trenggalek.

3.   To find out the correlation between students' academic self-efficacy level and their English achievement of the 11th grade students at MAN 1 Trenggalek.

D. **Significance of The Research**

The research findings are expected to give contribution to the reader, especially:

1. The institution

   The researcher hopes this research may give positive input for the institution to improve the quality of students' self efficacy by pay attention in some factocrs that affect self-efficacy and potentially increase it. These factors are modeling, goal setting, information processing, encouragement and feedback and rewards.

2. English teacher

   The researcher hopes that the result of this study can be useful for the teacher as one of the resources in teaching English which is can applied in the future. The researcher hopes that the teacher can treat the students in the appropriate way in order to increase their self efficacy. In this case the role of teachers to encouraging and persuading students are important, that they can do it or offer them positive feedback after performance of a task increase the students' self-efficacy levels (Schunk, 1996).

3. The students

   The researcher hopes that this research may useful for English students to develop their self efficacy in order to improving their achievement especially english achievement.

4. The further researcher

The researcher hopes that the result of the research can become the useful information and references for the next researcher who want to conduct the similar research.

E. Scope and Limitation

Based on the formulation of the problem, so the scope in this research is students' self efficacy and its influences for their English achievement. This study focus on the students' academic self efficacy and their english achievement at MAN 1 Trenggalek. And the limitation of this study is only to observe the second grade students about their self efficacy and their English achievement. The researchers prefer to take the second grade students' because the researcher thinks that they have appropriate preference than other level. They are in the second level of their study in MAN 1 Trenggalek which is tend to be in the higher level of confidence than first grade who in the transition level from their previous study. Based on self efficacy theory the students experience in doing taks and facing difficulty is the predictors of their self efficacy. The researcher does not use the the third grade because they are in the highest level which is mean they have to face a lot of thing such as final exam, their study after and many others. So, it will be influence on their psycological stress which is influence to their self efficacy as well. So, it will be not effective to conduct a research in term of correlation between english achievement and their self efficacy because there are more factor that offend their self efficacy. From the explanation

above the researcher take only second grade students of MAN 1 Trenggalek which expected more effective that other grade.

F.   Hyphothesis

a.   Alternative Hypothesis (Ha)

There is significant correlation between students' academic self efficacy and their English achievement at 11th grade of MAN 1 Trenggalek.

b.   Null Hypothesis (Ho)

There is no significant correlation between students' academic self efficacy and their English achievement at 11th grade of MAN Trenggalek.

G.   Definition of Key Term

To avoid misunderstanding and misinterpretation, there are some key terms defined as follow:

1.   Self-efficacy

Self-efficacy is defined as beliefs in one's capabilities to organise and execute the courses of action required to produce given achievements.

2.   English Achievement

Achievement is the result of learning activities stated in form of symbols, numbers, letters, or words that may reflect results that have been achieved by students in a given period. To know the students' achievement, teacher needs for administering the test which covers all

the learning materials. In this case, the students' achievement measured by the value of the test was given by the teacher.