

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some theories that are relevant with the research. The researcher divides the chapter into some parts. The first part of this literature review, consists of definition of Self-Efficacy; an analysis of self-efficacy theory, self-efficacy and its dimensions, self-efficacy and learning, factors affecting self-efficacy, self-efficacy and second language learning and academic self-efficacy. Next, there is explanation about achievement, the factors affecting learning achievement and the type of learning achievement. The last part of this chapter is the writer review of some previous studies which have a correlation with this study

#### **A. Self Efficacy Theory**

The construct of self-efficacy was introduced by Bandura (1977) with the publication of the article Self-efficacy: Toward a unifying theory of behavioral change, and the book Social Learning Theory. Social learning theory views human action or behavior as being determined by interplay of the situation, the person's behavior, his cognitions and emotions. One of Bandura's interests is concerned with ways in which individuals regulate their own motivation, thought patterns, affective states and behavior through beliefs of personal and collective efficacy. He stresses the effect of one's perceived abilities on one's behavior.

Bandura (1997) defines self-efficacy as referring to self-perceptions or beliefs of capability to learn or perform tasks at designated levels. The other authors have attempted to define self-efficacy, but they all paraphrase to refer to Bandura's definition. McCombs (2001) cites Bandura (1991), explaining self-efficacy judgments in reference to the learner's judgment of his or her competency for successful task completion. Schunk (2001) acknowledged that self-efficacy is a construct in Bandura's theory of human functioning and defined it as —beliefs about one's capabilities to learn or perform behaviors at designated levels. Pintrich and Schunk (1996) quote another of Bandura's (1986) definitions that self-efficacy refers to —people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. Huang and Shanmao (1996) define self-efficacy expectations as —the beliefs about one's ability to perform a given task or behavior successfully.

Bandura developed his Social learning theory by adding elements such as motivation and self-regulation and in the bottom line changing its name to *Social Cognitive Theory*. For Bandura, Barbaranelli, Caprara and Pastorelli (1996), self-efficacy theory is one aspect of social cognitive theory. The latter is an approach to understanding human cognition, action, motivation, and emotion.

In 1986, Bandura added the self-efficacy component to his theory, which holds that people possess a self system that enables them to exercise

control over their thoughts, feelings, and actions. This self system consisted of cognitive and affective elements including the ability to represent, learn from others, create options, adjust one's own behavior, and engage in self-reflection.

“Efficacy is not a steady standard ability that individuals have or do not have in their lists of behaviors; rather, it is a generative capability in which cognitive, social, emotional and behavioral sub skills must be organized and effectively oriented to serve innumerable purposes” (Bandura, 1997: 36-37).

According to Bandura (1995), “People differ in the areas of life in which they cultivate their sense of efficacy....Teachers must have some knowledge of students' perceived strengths and weaknesses not simply in general learning, but in very specific learning tasks. The efficacy-belief system is not a global trait, but a differentiated set of self-beliefs linked to distinct realms of functioning” (p.1). Maehr and Pintrich (1997) believed that self-efficacy judgments are both task and situation specific; students use their judgments about their abilities in reference to a specific task or goal. Thus, according to Bruning, Schraw and Ronning (1999) having high self-efficacy in a specific area or domain does not imply that a person will have high self-efficacy in a different domain, as cited by Schulze and John M. Schulze (2003:106).

There are some constructs that have unclear boundaries with self-efficacy. One such construct is self-esteem. Maddux (1995) stated self-

esteem as a personal trait while the self-efficacy is not. This is the distinction between self-esteem and self-efficacy. One of the applications of Self-efficacy is the possibility of applying to specific fields or even subfields of human behavior. For example, a person can have low self-esteem, but have high levels of self-efficacy in a field such as drawing, sports, or learning languages. He or she can also have high self-esteem and feel inefficacious in math and science. Epstein and Morling (1995) believed that the main difference between self-efficacy and self-esteem is that the former is the assessment of capability and the latter is the assessment of self-worth. What a person thinks he is capable of accomplishing is different from what he thinks he is worth. Bandura (1997) wrote that “individuals may judge themselves hopelessly inefficacious in a given activity without suffering any loss of self-esteem whatsoever, because they do not invest their self-worth in that activity” (p. 11).

Another construct which put self-efficacy in unclear boundaries is confidence. Bandura (1997:382) explains that confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about. A person can be confident that he will fail or succeed in science. Self-efficacy is the belief in one's power to achieve certain levels of performance. Confidence does not involve the person's power or ability to perform at a certain level.

Mastery experience, vicarious experience, verbal persuasion, and physiological state are the major components of the self-efficacy

(Alderman, 1999; Bandura, 1986; Dweck and Leggett, 1988; Maehr and Pintrich, 1997), as cited by Schulze and John M. Schulze (2003:106). The most influential is mastery experience which refers to the student's subjective evaluation of his or her past experience with regard to a particular task or skill.

The second type of experience affecting self-efficacy beliefs is vicarious experience, or it's known the observing of others performing a task. According to Bandura (1986) "...observing that others perceived to be similarly competent fail despite high effort lowers observers' judgments of their own capabilities and undermines their efforts" (p.99). Although, the effect of this type of experience is not as strong as the mastery experience, it can be a useful educational tool.

Verbal persuasions or verbal judgments are comments by significant others that develop beliefs in self-efficacy (Bandura, 1986; Alderman, 1999). Bandura believed that verbal persuasion can contribute to successful performance if the heightened appraisal is within realistic bounds. According to Bandura (1994) Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities master comparable activities to succeed. Alderman, (1999) stated that negative comments are more effective in lowering self-efficacy than positive comments are in increasing self-efficacy. It is said that, positive feedback is a stimulus the learner's curiosity and creativity of students to accomplish the task.

One of the important factors which play a significant role in self-efficacy is our own responses and emotional reactions to situations. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about their personal abilities in a particular situation. A learner's physiological state can also affect self-efficacy; for example, anxiety, fear, fatigue, or pain can all affect self-efficacy beliefs (Bandura, 1997). Anxiety in particular can interfere with self efficacy, ultimately interfering with a student's performance.

A person who becomes extremely nervous before speaking in public may develop a weak sense of self-efficacy in these situations. However, Bandura also notes "it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted" (1994). By learning how to minimize stress and elevate mood when facing difficulties or challenging tasks, people can improve their sense of self-efficacy.

## **B. Self Efficacy and Its Dimension**

Self-efficacy expectancies vary along three dimensions: magnitude, or level, generality, and strength (Bandura, 1997).

Magnitude or level of self-efficacy is defined as the number of steps of increasing difficulty that an individual feels he/she is capable of doing task. Bandura (1997) explains that the perceived personal efficacy may consist of accomplishing simple tasks, develop to moderately difficult tasks, or include totally hard tasks. The perceived capability for a given

person is measured against levels or magnitudes of task demands that represent different degrees of challenge or obstacles to successful performance.

Generality of self-efficacy deals with the degree to which success or failure in handling tasks affect self-efficacy hope in like situations or contexts. People have self-efficacy beliefs in different domains, and within the network of efficacy beliefs, some are greater importance than others. The most fundamental self-beliefs are those around which people structure their lives (Bandura, 1997:43).

Again, Bandura (2001) defines *generality* include to the diversity of activities or areas over which people find themselves efficacious: “Generality can vary across types of activities, the modalities in which capabilities are expressed (behavioral, cognitive, and affective), situational variations, and the types of individuals toward whom the behavior is directed” (p. 5).

Strength of self-efficacy refers to the resoluteness of a people’s convictions that they can perform the behavior in question (Maddux, 1995). Strength of efficacy beliefs is related to endurance or persistence in the face of hardships, challenges, frustrations, pain, and other barriers to performance. In this case Bandura, (1997) believed that strength of perceived efficacy is measured by the amount of individual’s assuring about doing a given task.

### C. Self Efficacy and Learning

The importance of Bandura's self-efficacy concept for education is clear. The judgments a person may make about his or her abilities can lead a person to decide which activities to try or not to try, how much effort to give, or how persistent he or she will be when challenged. Student with high self-efficacy tries to set higher purposes, tries hard to achieve his or her purpose, improves his or her current level of efficacy as he or she makes progress, uses critical thinking skills and strategies, decision making, and does not give up easily (Bandura and Schunk, 1981; Bouffard-Bouchard, 1990; Lent, Brown and Larkin, 1984; Pajares, 1996; Schunk and Hanson, 1985). Thus, the highly efficacious student is more likely to succeed.

Recent studies have shown great interest in the implication of self-efficacy in educational domain (Pintrich and Schunk, 1996). The importance of having high level of self-efficacy when encountered with the new and challenging skills has been confirmed by the findings of the research on self-efficacy (Bandura, 1995; Bandura and Schunk, 1981; Schunk and Hanson, 1985). For example, Bouffard- Bouchard, Parent, and Larivee (1991) found that students with high self-efficacy engaged in more effective self-regulatory strategies.

Schulze and Schulze (2003) researched on *Believing is Achieving*: They investigated the implications of self-efficacy research for family and consumer sciences education. The research findings supported Pajares (1996) that the effects of feelings of self-efficacy confirm the notion that



high self-efficacy increase student learning. Students who have a higher level of self-efficacy should be better able to learn new skills and concepts needed to succeed. Students must have the confidence necessary to cope and problem solve in the classroom and in all other aspects of life. Factors such as goal-setting, feedback, modeling, rewards, and self-efficacy assessments, family and consumer sciences can enable students to become lifelong learners and prepare them for the future professional life. With regards to self-efficacy influencing students' learning, self-efficacy also affects motivation as it has been proved by a well documented research (Pajares, 1996; Schunk, 2003).

#### **D. Factors Affecting Self-Efficacy**

Many studies have been conducted to find the relationship between self-efficacy and academic performance in mathematics (Hackett and Betz, 1989), reading and writing tasks (Shell, Colvin and Bruning, 1995) and the use self-regulatory strategies (Bandura, 1989). Other examined self-efficacy in academic settings include evaluations of students' expected performance in a given subject (Meece, Wigfield, and Eccles, 1990) and whether students believe that they are good at a given academic subject (Marsh 1990).

If one accepts that students' self-efficacy is related to their academic performance, then the question remains: What educational practices enhance students' self-efficacy? Alderman (1999) considered some factors that forming students' self-efficacy towards learning. These

factors are modeling, goal setting, information processing, encouragement and feedback and rewards, are known to affect self-efficacy and potentially increase it.

Modeling is the way in which a novice can learn how to master new skills. Modeling is effective and play vital role in increasing self-efficacy, according to Schunk (1989, 1991) because it can provide explicit information about how to acquire a skill and can raise the student's expectation that he can master the skill. Learners may acquire self-efficacy from observing peers. Similar peers offer a good basis for comparison and observing them successfully perform a task raises efficacy. On the other hand, watching a peer fail will lower it (Bandura, 1996). Observing peer models increases efficacy to a greater extent than teacher models or persuasion (Schunk, 1995).

According to Bandura (1997) self-modeling, which occurs when individuals watch replays of themselves performing tasks at their best, raises beliefs of personal efficacy and potentially improves performance. On the other hand, self-modeling of deficiencies has no gain for the individuals involved.

An important cognitive process which is affecting achievement outcomes is Goal setting. Schunk (1995) believed that students who have a goal may feel a sense of efficacy to attain that goal and work hard to achieve it. He also mentioned that the advantages of setting a goal depend on three factors:

1. The proximity of the goal,
2. Its specificity, and
3. Its difficulty.

Information processing: According to Schunk (1995) learners with great difficulty in understanding the academic materials are likely to have low self-efficacy for learning that materials, whereas, those who feel capable of understanding the materials have a high sense of efficacy. Students with high self-efficacy beliefs work harder on tasks that they believe produce learning, and in so doing, they get information on how well they are doing. Knowing that they are processing the information very well enhances their self-efficacy and motivation.

Encouragement and feedback: In this case the role of teachers and parents 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). During feedback, linking success to the students' efforts sustains motivation and increases self-efficacy. Teachers should always make an effort to give students clearly defined assignments and clearly articulated constructive feedback (Schraw, Dunkle and Bendixen, and Roedel, (1995). Schraw and Brooks (2001) believed that one of the most significant factors that an instructor can utilize is giving the student clear and constructive feedback.

Instructor may use reward to increase student's self-efficacy and this method has been used. Alderman (1999) indicated that, as cited by

Schulze and Schulze (2003:109), it should be cautioned, however, that this method of raising students' self-efficacy is considered to be the least effective. Allowing the students to take home something that they have created to share with friends and family is a reward for the students and shows appreciation for their hard work. Rewards can also involve praise or enjoyable in-class assignments. Rewards are best used on a group basis, rather than on an individual basis. Rewarding students as a group will help to ensure a more cooperative atmosphere, which is essential if peers are to serve as effective models.

#### **E. Self-Efficacy and Second / Foreign Language Learning**

A few numbers of studies have been done regarding Self-efficacy theory applied in the field of second language acquisition, and foreign language learning. It was only recently in the late 1990's that a small number of studies were conducted. For example Huang and Shanmao (1996) studied four ESL students from a seventh-level reading and writing class in a university Intensive English Program. They pointed out that a significant relationship between the students' self-efficacy ratings and their scores on the reading and writing sections of their TOEFL.

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.

Another study conducted by 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.

Wang, Chuang (2007) conducted a single case study and from the interpretive paradigm described a first-grade student's self-efficacy beliefs about learning English in various English language learning tasks and across school-based and home-based contexts. The student came from China and had been living in a Chinese community in the United States for one year when this study started. The investigator found learner's self-efficacy beliefs malleable and task-specific and higher self-efficacy to complete listening and speaking language activities than reading and writing activities. Finally, the investigator concluded that the learner's self-efficacy beliefs were associated with his familiarity with the content area, self-perceptions of English proficiency level, the task difficulty level, interests, attitude toward the English language and the English speaking community, and the social and cultural context.

Gahungu (2007) conducted a research study which is investigated in "The Relationships Among Strategy Use, Self-Efficacy, and Language Ability in Foreign Language Learners." The author found out that there was a positive and significant relationships among the three variables, also the majority of the participants did not have a clear rationale for studying French, but had undertaken its study to fulfill programmatic requirements, which affected their strategic behavior.

Magogwe and Oliver (2007) sought the relationship between preferred language strategies, age, proficiency, and self-efficacy beliefs. Their research was undertaken in Botswana between 2002 and 2005. They used adapted versions of the Oxford (Oxford, R., 1990). Language learning strategies: what every teacher should know. Newbury House, New York] Strategies Inventory for Language Learning (strategies) and the Morgan-Jinks Student Efficacy Scale [Jinks, J.L., Morgan, V.L., 1999. Their results indicated that Botswana students do use a number of language learning strategies, but that they show distinct preferences for particular types of strategies. Their findings also revealed a dynamic relationship between use of language learning strategies and proficiency, level of schooling and self-efficacy beliefs. They believe that because learning English is essential in their country therefore their results may be used in the future to inform pedagogy.

Yilmaz (2010) examined the relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: a study of ELT learners in Turkey. The results showed that the highest rank (79.4%) was for *Compensation Strategies* while the lowest (63.8%) was for *Affective Strategies*. Also, findings pointed to significant differences for the strategies in favor of good learners. Research findings suggest that learners' self-efficacy beliefs were strongly related to their use of all types of learning strategies (Yang, 1999; Pape and Wang, 2003, Fincham and Cain, 1986).

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.

#### **F. Academic Self Efficacy**

Within an academic context, self efficacy is frequently described in terms of Academic Self- Efficacy, which defines learner judgments about one's ability to successfully attain educational goals (Elias & MacDonald, 2007). A student's intellectual performance is based on the development of cognitive skill and his or her perceived self-efficacy which is caused to construct academic self-efficacy. 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. Additionally Lent, Brown and Gore (1997) asserted that academic self-efficacy and academic self-concept are not equal concepts, academic self- concept is related, and can be highly correlated to self-efficacy. 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. Setting short term, rather than long term goals, helps students to develop their academic self-efficacy faster. Students work more eagerly at performing tasks when the goals are short term, instead of establishing long term goals that allow students to postpone difficult tasks until a later time. Bandura (1997) believe that using benchmarking methods and incentives to encourage students to set short time goals will help them develop academic self-efficacy.

By developing students' cognitive complexity, they are expected to begin to think more creatively and abstractly. They are also expected to take an active part in their learning and pursue cognitive development via self-regulated learning (Bandura, 1997). Zimmerman (1986, 1989) defines in general, students can be described as self-regulated to the degree that they are metacognitively,' motivationally, and behaviorally active participants in their own learning process. He also asserted that social cognitive theorists assume that self-efficacy is a key variable affecting self-regulated learning.

”Self-regulated learning is the process by which students pursue education and topics that are of interest to them. In order to continue to build cognitive skills and academic self-efficacy, students must take what they have learned in one area and repeatedly attempt to apply learned skills in another area. Through a widening of experiences, collaboration and

corroboration with knowledgeable individuals, student can transfer cognitive skills to other areas and situations and this may help to continue to build personal self-efficacy (Ayiku, 2005).

Self-efficacy in academic settings revolves around two main areas (Pajares, 1996). The first area of which is link between efficacy beliefs and college major and career choices, particularly in the areas of science and mathematics (e.g., Lent & Hackett, 1987; Lent, Brown, & Larkin, 1989; Farmer, Wardrop, Anderson, & Risinger, 1995, for a review as Cited in Pajares, 1996). The second area of it has examined the relationships among efficacy beliefs and related psychological constructs, and academic motivation and achievement. Generally, if students hold a negative attitude about academia and/or do not believe they are capable of their academic performance, they will be less willing to put effort to succeed (Pajares, 2002, 2003). Pajares (1997) made a distinction between self-efficacy for achievement purposes and self-efficacy for learning. The choice of self-regulatory strategies determine these distinctions, in other words, self-regulatory strategies affect the way the students approach to new tasks and skills as opposed to their overall level of confidence in performing tasks and skills. Students' self-efficacy for learning relies on personal and situational influences (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996).

Mone, Baker, and Jeffries (1995) conducted a study of self-efficacy and academic performance. They found that academic self-efficacy was a statistically significant predictor of personal academic goal setting and

academic performance. Chemers et al. (2001) also found a strong link between academic expectations and academic achievement. Mone et al. (1995) believe that a student's sense of Academic Self Efficacy has no effects on increasing student's goal setting and academic achievement. This idea is also in divergence with researches have done before (Hersey & Blanchard, 1993) which called for increasing students' self-esteem in order to increase academic performance and improve personal goal setting.

Zimmerman, Bandura, and Martinez-Pons (1992) found that there is a strong relationship between students' current academic self-efficacy and future goal setting with regards to previous grade achievement, but only when parental expectation of academic achievement was high for their respective student. Ayiku (2005) asserted that —Parents' goals for their children's academic achievement tended to be higher than goals students set for themselves. Parental expectations were purported to influence the type of academic expectations the students set for themselves and these students relied on their academic self-efficacy and parental expectations in order to formulate and solidify goals for the future (p. 23).

In the Zimmerman et al. (1992) study, for students, the role of personal goals in their academic achievement play an important role, those who created self-made goals which in turn improved their sense of academic achievement. Bandura, Barbaranelli, Caprara and Pastorelli (1996) Bandura, Barbaranelli, Caprara and Pastorelli (1996) pointed out the significant effects of parents in establishing student's sense of self-efficacy. They

also stressed that students who have high self-efficacy parents that their parents instilled their own belief to them will have a tendency to gain a high academic self-efficacy as well as their parents.

#### **G. Self Efficacy and Academic Achievement**

According to Bandura (1986) there is a major difference in the way individuals feel and act between those with low self-efficacy and those with a high level of self efficacy. Individuals suspicious of their own abilities tend to avoid challenges and difficult tasks. As Bandura described (1989), people who doubt their abilities tend not to get engaged in difficult task. As stated above, individuals with high level of self efficacy cope with challenging situations in a more mature way, while not considering these as threat.

According to the social cognitive theory, self efficacy is one of most important variables that influence the academic performance and achievement. Collins (1982) demonstrated in a clear way the importance of self efficacy beliefs and skill application on academic performance. The study showed that people may perform poorly on tasks not necessarily because they lack the ability to succeed, but because they lack belief in their capability.

Bandura (1997) described self-efficacy beliefs are different with different individuals, they vary under different circumstances, undergo transformations with time, and increase the academic achievements as

determined by the following factors: mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states. An individual's sense of self-efficacy is determined by a multitude of personal, social, and environmental factors. Under the social-cognitive perspective of Bandura (1997) and Pajares (1996) these factors can be altered not only to influence the individual's level of self-efficacy, but also his future performance.

Normative goal theory suggests that self-efficacy beliefs have a moderating effect on the performance goals. It is worth posing a question on the essence of self-efficacy and how it is related to the students' academic performance. According to Bandura (1997), an essential factor in a human activity is the belief in personal efficacy. As Bandura describes self-efficacy, it is argued that beliefs influence human functioning by motivational, decision-making, and affective processes. Based on Bandura (1977), the more an individual believes in his self-efficacy, the more willing he is, which in itself makes it possible for the individual to be fully accomplished.

## **H. Review of Previous Study about Self Efficacy and Academic Achievement**

Previously, the writer reviews some previous studies which have a correlation with this study in order to avoid unnecessarily replication. They

are useful for the reference and comparison to the researcher's study since they have similar topic with the study.

Chemers, Hu and Garcia (2001) and Lent, Brown, and Larkin (1984) reported that there is a positive relationship between higher level of self efficacy and increased academic achievement. Researchers found that students with higher levels of academic self-efficacy achieved higher grades and persisted in their academic major longer than those with lower perceived academic self-efficacy (Lent, 1984) as cited in olani (2009). Lent and colleagues' study also revealed that there is a relationship among academic self-efficacy and standardized tests and high school rankings; they also found a significant correlation among levels of academic self-concept, self-efficacy and achievement.

The previous study is "*Hubungan Self Efficacy dengan Prestasi Belajar Siswa Akselerasi*" by Handayani and Nurwidawati (2013). This study aimed to determine the relationship between self-efficacy and student achievement on acceleration. The population in this study are students SMP 1 Surabaya. Subjects were students SMP 1 Surabaya which was characterized by 11-15 years old and studying in class acceleration. The number of subjects in this study were 24 students. Self efficacy was measured by a scale based on the theory of Bandura's self efficacy. This research resulted in the correlation coefficient ( $r = 0.657$ ) with  $p = 0.000$  for significance value is less than the error rate ( $p < 0.05$ ) then the hypothesis is

accepted. This means that there is a relationship between self efficacy by accelerating student achievement.

Another previous study is “*The Relationship between Self-Efficacy and Academic Achievement in Adults’ Learners*” By Maria. The study examines the relationship between the academic self-efficacy of an adult learners group in an online learning context with their actual performance. Data were collected from 63 students of both genders, with average age of 42 years old, selected from the first years of their undergraduate studies. The analysis of the data indicated that students’ level of self-efficacy is high (average=45) and a significant relationship exists between self-efficacy and academic achievement ( $r=0.286$ , at 0.05 level).

Another study conducted by 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.

Referring to the previous study above, the writer used Islamic Senior High School students as sample of the study. The focus of this study is on their english achievement. Furthermore, this research is different from the previous studies above because that researcher used college students, adult students, and also Junior High School students as sample, meanwhile

the writer use Islamic Senior High School students as sample. Another difference is this investigation focuses on the value of Academic Self Efficacy factor in English achievement context.