

## Abstract

Self-efficacy is an internal factor that leads students to gain the best academic performance in the learning process. Students will believe in themselves to do something when they have good self-efficacy. This study aims to know (1) the students self-efficacy at EED UMY, (2) the students' achievement at EED UMY, and (3) the correlation between self-efficacy and students' achievement at EED UMY. Data were collected from 82 students of batch 2012, selected from the third years of the EED undergraduate students. The researcher used the modified questionnaire from Ningtyas (2014) to measure self-efficacy with the number of reliability ( $\alpha=.811$ ).

Furthermore, the students' CGPA data is taken from the EED administration. The data gathering was analyzed using descriptive statistic and descriptive correlation processed in SPSS 20.0. The Pearson Product Moment correlation coefficient was used to see the correlation between self-efficacy and academic performance. The findings show that students' self-efficacy is in the middle level (37.3- 67.6) and students' achievement is in the good level (2.76 -3.50 ). The finding also see that p-value is 0.003 and a significant correlation between self-efficacy and academic achievement  $r=0.327$  (at 0.01 level, sig 2-tailed) meaning there is correlation between self-efficacy and students' achievement. To sum up, the positive correlation indicates the level of self-efficacy is directly proportional to students' achievement. When the students have high self-efficacy, they will gain high academic performance.

**Keyword: Self-efficacy, Students' achievement**

## **Chapter One**

### **Introduction**

This chapter presents background of the research, statement of the problem, objective of the research, and research questions. The significance of the research is also presented in this chapter.

### **Research Background**

Students' achievement can be used to see how qualified the students are. Being qualified means that students are capable in mastering a certain knowledge, skill, and attitude in the learning process. Achievement is a maximum result that is achieved by someone in their learning process (Winkel, 2007). It is in line with Arikunto (2010a) who said that academic achievement is learning outcomes during learning process. Additionally, students' achievement is important for themselves to see their capability and identify which knowledge and skill that should be improved, in order to get their best in learning process.

In college, students' academic achievement is reflected in their Grades Point Average (GPA). It consists of the score calculation of the students' knowledge and skill for a certain period. GPA is the average score of the all courses that students take and it shows how well the students learn in college. Robert (2003) defined GPA as the average grade obtained by dividing the total quality points earned by the total quality hours for courses. Low and high achievement of students can be influenced by many factors. According to Slameto (2010), there are two factors that influence academic achievement, namely

internal and external factors. The internal factors come from the inside part of an individual, which is related to health, psychological, spiritual and physical condition. The external factors come from the outside part of an individual, which is related to family, social environment either in school or society.

There are many sub internal factors affecting how students get their achievement in learning process, especially from psychological side. Tenaw (2013) mentioned that there are many psychological factors that influence academic achievement, such as attitude, motivation, aptitude, and self-efficacy. Furthermore, one of the crucial aspects that leads students to be qualified and have high achievement is self-efficacy (Mahardikawati, 2011). The researcher is interested in investigating the correlation between self-efficacy and students' achievement in the college. Generally, self-efficacy is someone's belief that he/she is capable in doing some actions to achieve a certain goal (Bandura, 1997). He further defined self-efficacy as a person's confidence in his/her capacity to organize and implement actions to achieve the goals set, and to try to assess the level and strength in all activities and contexts. By having self-efficacy, students find the actions that they need to do in achieving their expectation based on their capacity. Moreover, someone does something to achieve their goal when they think their action works to that goal (Baron & Bryne, 2004). This idea is related to Mahardikawati (2011) who stated that if someone does not have self-efficacy to achieve their expectation, they do not move and act to achieve their expectation.

In classrooms, self-efficacy influences the students to act, to have a goal, and to be persistent in doing their activity (Ormod, 2008). Having self-efficacy

assists students to know how they can optimize their own strengths in any activities they do. It also helps the students in making decision in their expectation of learning process. Zulkosky (2009) stated that self-efficacy belief influences how people think, feel, and motivate themselves. From these points, it can be said that self-efficacy is potential to affect the students' achievement.

Multon, Brown, and Lent as cited in Witt-Rose (2003) reported that self-efficacy was statistically correlated significantly with academic performance/achievement. This finding has raised a question whether the correlation of self-efficacy and students' achievement in English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) is also statistically significant. This question is based on the researcher's observation during studying in EED that not all EED students have expectation in gaining achievement. Some students who do not have good spirit to get high achievement just follow the learning process without an expectation or prediction on the task performance they get. They also feel afraid when facing the difficult assignment. They are not persistent in doing the assignment, giving up easily when facing difficult assignment. The researcher also found that there were students who chatted during classroom activity. They were not interested in getting involved in the classroom activity because they might not have good self-efficacy. Ormod (2008) mentioned that people will have more interest to join a certain activity when they believe that they can do it, or in other words when they have self-efficacy.

Based on the above background, the researcher is interested in carrying out the study on the correlation between the students' self-efficacy and students' achievements at EED UMY.

### **Problem Statement**

Bandura (1997) said that self-efficacy beliefs lead to a person's ability to organize and implement a series of actions to achieve specified outcomes. Based on the depth informal interview to the students of 2012 through 'What's up' ® group, the researcher found that many students only undergo the learning process without an expectation of high achievement. Furthermore, the students are not persistent in doing the assignment because they gave up easily, even when it is not too difficult. Some of the students also see that their assignment as a burden. These general pictures of self-efficacy might become a factor that influences their achievement.

### **Research Objectives**

The objectives of this paper are:

1. To find out the students' self-efficacy of English Education Department Batch 2012
2. To find out the students' achievement of English Education Department Batch 2012
3. To find if there is a correlation between student's self-efficacy and achievement at English Education Department Batch 2012

## **Research Questions**

The research questions of this study are:

1. How is the EED UMY Batch 2012 students' self-efficacy?
2. How is the EED UMY Batch 2012 students' achievement?
3. Is there a correlation between students' self-efficacy and achievement at EED UMY Batch 2012?

## **Research Significance**

**For the Researcher.** The result of this research will be helpful for researcher to be aware of self-efficacy, so can help her in accelerating the achievement.

**For the Students.** The results will give the understanding on how important self-efficacy is, so the student will be aware their self-efficacy. By having self-efficacy, the students will know what their action in gaining high achievement.

**For the Lecturers.** This research encourages the lectures to provide support for the students in order to have self-efficacy. Moreover, the lectures provide the best way to accelerate students' self-efficacy and students' competence in their teaching.

**For the next researcher.** This research provides a literature and discourse related to self-efficacy that might help them in the next research.