Chapter One

Introduction

This chapter discusses some of the concepts underlying the study. It serves as a research introduction that contains research background information and the formulation of the problems addressed to determine the motivations behind the research. This chapter also covers research questions that help identify study goals. At the conclusion of this chapter, the benefits of this research are distributed to those who can benefit from it.

Background of the Research

A person's self-efficacy can be described as his belief in his ability to perform a particular task. Self-efficacy in language learning is related to students' abilities to understand and use the target language fluently. Bandura (2006) argues that self-efficacy beliefs correlate with a person's decisions regarding their actions, the tasks and goals they set as targets for themselves and their commitment to achieving them, the amount of effort they put into certain endeavors, and the outcomes they target. Therefore, one aspect that correlates with self-efficacy is the academic aspect. Previous research shows the importance of the relationship between self-efficacy and students' academic success, including language learning outcomes. According to Al-Abyadh et al. (2022), they also found that self-efficacy had a positive effect on students' academic performance. Academic self-efficacy is considered the strongest predictor of student achievement (Jiang, 2006; Lee et al., 2013; Anam et al., 2019). Apart from that, Rustika (2012) also concluded that the level of self-efficacy is related to academic achievement because individuals will have certain beliefs in their abilities so that they can prepare themselves to face the tasks given.

When a student has a high level of self-efficacy, and his interactions with poor environments or test materials have not been covered in class, he may lower his goal. In

short, student self-efficacy ultimately declines due to intra-individual and contextual variations. According to Murtiningsih (2018), knowing what to do and how to do it is not enough to achieve a certain level of efficacy. Although everyone learns foreign languages differently and at different levels (Chen, 2020), students experience a lot of stress as the challenges of learning English and foreign languages increase difficult, and it is important for them to develop their talents to learn certain theories and skills and achieve the desired results. "Self-efficacy" reflects a student's self-confidence in handling challenging scenarios and achieving set goals.

A student's self-efficacy regarding his ability to learn English appears as a belief in this skill. As previously explained, students with high self-efficacy tend to be positive and enthusiastic in learning despite the obstacles and difficulties they face during the learning process. Meanwhile, students with low self-efficacy feel less confident and worry about difficulties in learning. English students' behavior, habits, and attitudes can be controlled by increasing self-efficacy, which can also improve English performance overall and in the long term (Chen, 2020). Through self-reflection, humans can analyze, understand, and evaluate themselves regarding their motivations, ideas, and behavior. Self-efficacy is one of the most important factors in determining self-reflection, according to Bandura (1986). Psychological self-regulation that supports the effects of cognitive techniques in learning English is one of several important components of self-efficacy.

Self-efficacy has been studied not only in the context of English as a first language, but also in the context of English as a foreign language. Studies show a positive correlation between self-efficacy and language skills. Other supporting research was conducted by Nguyen et al. (2022) regarding the level of self-efficacy in English language performance between genders and found that there was a positive relationship between self-efficacy and English language speaking performance. Therefore, the researcher is interested in studying

the relationship between self-efficacy and academic achievement at one of the private Islamic universities in Yogyakarta because, based on the observations made, the phenomenon was found that active students had low academics while quiet students had high academics. So, it is concluded that students do not yet know their self-efficacy. Therefore, the researcher are interested in knowing the level of student self-efficacy and the relationship between student self-efficacy and student academic achievement. Researcher classify not only one skill but also a whole. In this study, the researcher aims to determine students' self-efficacy beliefs and the relationship between self-efficacy and their academic achievement in learning English and their achievements.

Identification of the Problem

This research aims to determine the self-efficacy level and level of academic achievement and the relationship between self-efficacy and academic achievement. Self-efficacy determines how much confidence everyone has in carrying out the learning process to achieve optimal learning outcomes. In this study, the researcher is interested in examining the relationship between self-efficacy and academic achievement in EFL students, especially at private Islamic universities. Based on the phenomena found, the researcher found that many students were not active in class but had high levels of academic achievement, and students who were active in the class had low academic achievement. Hence, the researcher were interested in knowing the level of student self-efficacy. Looking at their level of self-efficacy at the start and end of the intervention would be helpful to see whether the intervention was genuinely practical. This can be an effective means of course evaluation.

Delimitation of the Problem

Therefore, the researcher focuses on knowing the level of self-efficacy in learning English, students' academic achievement level (GPA), and the correlation between self-efficacy in learning English and EFL students' academic achievement. Given these limitations, the researcher is interested in focusing on the correlation between self-efficacy and academic achievement in EFL students. This research took place at the English Language Education Department (ELED) at a private Islamic university in Yogyakarta. The research findings only focused on students majoring in English at one of the private Islamic universities in Yogyakarta.

Research Question

The focus point of this research focuses on students of the English Language Education department at a private university in Yogyakarta. Based on the problem

identification above, the researcher has formulated three research questions. The following are the research questions:

1. What is the level of self-efficacy in EFL learning in the English language education department at a private Islamic university in Yogyakarta?
2. What is the level of academic achievement in EFL learning in the English education department of a private Islamic university in Yogyakarta?
3. How is the correlation between self-efficacy in learning English and EFL students' academic achievement in the English language education department of a private Islamic university in Yogyakarta?

Objectives of the Research

After formulating the problem in the form of a research question, the researcher started this research, which aims to:

1. To analyze students' level of self-efficacy in EFL learning in the English language education department at a private Islamic university in Yogyakarta.

2. To analyze students' level of academic achievement in EFL learning in the English language education department at a private Islamic university in Yogyakarta.

3. To investigate the correlation between self-efficacy in learning English and EFL students' academic achievement at a private Islamic university in Yogyakarta.

Significance of the research

This research has several significances. The following are the categories of the significance of this research: students, teachers, and other researchers.

For Students

Conclusions from the research provide information about the relationship between self-efficiency and academic achievement in EFL students. By knowing the relationship between self-efficacy and academic achievement in EFL students, they can find out their level of confidence before and after the test, and from these results it can be an effective means of evaluation for students. Because of that it can be so important for students.

For Teacher

Able to understand students' views on an activity. Therefore, this research can help teachers increase students' self-efficacy by providing teaching methods, teaching independent learning strategies, creating a supportive environment, and assuring students' abilities so that they have the confidence to carry out tasks. So, learning is more effective and focused.

For Future Researchers

This study will help other researchers who wish to learn more about and examine the usage of self-efficacy and academic achievement. The outcomes of this study also become a reference from a different point of view for individuals who would research the same subject. This research will provide an explanation that is appropriate for future research.

Organization of the Research

This study is divided into five chapters. Chapter one serves as an introduction. This chapter focuses on describing the relationship between self-efficacy and academic achievement among EFL students at the English language education department of a private Islamic university in Yogyakarta. This chapter has six parts: The first describes the research background, statement of problem, delimitation, research question, objective, and significance.

Chapter two is a literature review. This chapter presents various hypotheses and previous research findings that are relevant to this research, such as the definition of self-efficacy, dimensions of self-efficacy, factors of self-efficacy. Especially discussing academic achievement, academic achievement level (GPA), factors that affect academic achievement, and looking for the relationship between self-efficacy and academic achievement. This chapter explains theories related to this topic.

Chapter three is about methodology. This chapter outlines the researcher's plan for conducting the research. Methodology, tools, participants, settings, and data collection producers are discussed. The research also explains how to analysis in this chapter.

Chapter four is about findings and discussion. This chapter explains result level of self-efficacy, level of academic achievement, and the correlation between self-efficacy and academic achievement. Also, giving the discussion about the result.

Chapter five contains conclusions and suggestions. This chapter talks about the conclusion of the results. After discussing the conclusion this chapter provides suggestions.