CHAPTER I
INTRODUCTION

A. Research Background

English is an international language that has an important role in communication. This is necessary to face the global era, where students get a lot of information from all over the world. English is one of the determinants and assessments of competition in this global era. Therefore, students need to know how to speak, write, listen, and read in English. These skills must be developed by students because they benefit from mastering English language skills. The higher the level of education, the more complicated English will be learned. Thus, to master English skills, students must practice English skills more often. To master English skills, students need to regularly practice their English skills students also need to have confidence. This is where the importance of self-efficacy attitudes for students because if they have the attitude then they are committed to learning English subjects even though it is not easy for them.

Learning English as a foreign language cannot be separated from difficulties and obstacles. One of the problems of Indonesian students in learning English is students' self-confidence in their ability to speak English, thus making students passive, afraid, and embarrassed to speak in English. According to (Firdausi & Patria, 2019) Self-efficacy in learning English is self-confidence in English language skills which plays an important role in student behavior in the learning process. In addition, there is the role of English self-efficacy in mediating the relationship between mastery goal orientation and students' engagement in learning English. Self-efficacy determines students related to the task of activities in class, namely shown by how much effort students do.

Self-efficacy is an individual's belief about one's abilities himself to organize, perform a task, achieve a goal, produce something and implement actions to display certain skills. Self-efficacy plays a role important in

everyday life someone will be able to use his potential optimally when self-efficacy supports it. According to (Rustika, 2012) one aspect of life that is affected by self-efficacy is achievement. Low self-efficacy will lead to avoidant behavior. The role of thinking skills in the development of self-efficacy is quite large because people with high intelligence will be better able to remember and analyze the events that have been experienced so that the conclusions made will be more precise.

The construct of self-efficacy reflects an optimistic self-belief. That means the belief of an individual that he can perform new or difficult tasks, and can overcome difficulties in the daily life. Self-efficacy is a determinant of a person's ability or effectiveness in carrying out a given task. The level of self-efficacy is undoubtedly a strong influence on the individual. A high level of self-efficacy will make the person a person who works hard and survives. In a dynamic work context, where on going learning and performance improvement is needed, high self-efficacy helps individuals to react less defensively when they receive negative feedback (Ahmad & Safaria, 2013).

Self-efficacy in learning English is found all over the world, including in Indonesia. Students have anxiety in learning English, this is due to the low level of student self-efficacy. Previous research uses by the author is English Learning Motivation and Self-Efficacy of Filipino Senior High School Students (Torres & Alieto, 2018) This research examines how two psychological constructs, namely motivation and self-efficacy in students at ESL Philippines. The relationship between students' academic self-efficacy and language learning motivation (Ersanli, 2015), This study shows the results of students' language learning motivation in terms of the level of parental education. There is a significant difference between students whose parents have higher education and students whose parents have less education. In Indonesia, there are many previous studies on self-efficacy for example Descriptive Analysis of Student's Self Efficacy in The Discovery Learning Processes (Husna Noor Mufida, Suharto Linuwih, and Sugianto, 2018), This

research describes the state of student self-efficacy in the application of the discovery learning model, especially on the topic of harmonic vibrations

Based on pre-observations with English teachers conducted by a researcher at SMA Negeri 2 Sambas, the researcher found that there were several problems faced by students in learning English. Students did not practice the skills, and they are only learning English in class. High school students showed an indication of low self-efficacy when learning English. This can also be seen from the student scores which have decreased from assignment scores to test scores.

Many students did not believe in their ability when solve English tasks or problems. When the teacher asked them to speak English in front of a class, students were not confident. For anticipating that problem, the researcher wants to analyze and survey high school students' self-efficacy in learning English. Meanwhile, limited studies were conducted in senior high schools, especially among eleventh grade. Therefore, this study will examine the self-efficacy of students in learning English with eleventh-grade students of SMAN 2 Sambas in the academic year of 2021/2022.

B. Research Question

Based on the background above, the formulation of the problem in this research is "How is students' self-efficacy in learning English at the Eleventh Grade Students of SMAN 2 Sambas?"

C. Research Purpose

This research aims to explain the level of students' self-efficacy in high school students in learning English subjects at the Eleventh Grade Students of SMAN 2 Sambas.

D. Scope of the Research

The scope of research consists of two-part, they are research variable and terminology. They explained below:

1. **Research Variable**

   The research variable of this research is self-efficacy so this research only used a single variable. It focused on analysis of the self-efficacy of high school students in learning English subjects. Self-efficacy here is the attitude of self-efficacy or high school students' confidence in their learning in learning English.

2. **Research Terminology**

   The following definitions are provided to ensure the uniformity and understanding of these terms throughout the study:

   a. Self-efficacy

      Self-efficacy is an attitude that refers to a student's belief in his or her capacity or ability to execute behavior. Self-efficacy has a very important role in the daily life of an individual. A person who has good self-efficacy will use his potential optimally. Low self-efficacy will lead to avoidance behavior. An individual who has low self-efficacy will avoid activities if they feel unable. According to (Rustika, 2012) The role of thinking skills in the development of self-efficacy is quite large because people with high intelligence will be better able to remember and analyze the events that have been experienced so that the conclusions made be more precise:

   b. English Learning

      English is an international language that can connect individuals with the world in various aspects, one of which is education. This is evidenced by the existence of government regulations. This rule makes English subjects a compulsory subject for students from elementary to senior high school. Communication between nations requires English an international language so learning English is directed at four skills in English, namely listening, speaking, reading, and writing skills.

c. SMA Negeri 2 Sambas

SMA Negeri 2 Sambas is a senior high school that was founded in 2005. With accreditation A, this school is a good and favorite school. SMA Negri 2 Sambas having its address at JL. Raya Sungai Pinang, Sungai Rambah, Kecamatan Sambas, Kabupaten Sambas, Provinsi West Kalimantan

E. Significant of Research

The researcher hopes this research have some benefits in English learning in school. There are two kinds of benefits of this research as follow:

1. Theoretical Significance

This research is expected to be a reference for other English teachers to find out the level of students' self-efficacy in learning English. Authors often include specific sections that describe the importance of research for specific audiences to convey the importance of the problem to different groups who can benefit from reading and using research (Creswell, 2013). Therefore, the researcher believes that this research can provide more benefits for teachers and students can use the results of this study as a reference for designing learning that helps students improve their self-efficacy. The results of this research can be references and information for readers in improving English learning so that the readers can consider self-efficacy as a significant attitude to investigate and improve.

2. Practical Significances

a. Another Researcher

The researcher hopes that this research can help other researchers to explore more ideas, expand the variables and help others in finding self-efficacy in learning English.

b. Teacher

This research can give an overview for teachers about the learning process of students especially the self-efficacy of students in learning

English subjects. Teachers who know study results can give solutions in the learning process to improve their self-efficacy.

c. Students

This research can give self-efficacy in learning English. This is a suggestion to improve or enhance its self-efficacy. Students also know their belief in English subjects.