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## CHAPTER I INTRODUCTION

### 1.1. Background of the Study

English has internationally been recognized as the most frequently used language by people worldwide for different purposes as in the area of politics, economy, business, technology, tourism and education. Therefore, mastering English is a challenge for most people especially students for better life after they graduate from their schools or universities. According to Bacon and Allyn (2004), the world today stands on the bring of an opportunity which is never available before, the use of a world language, English that can sustain intercultural contact between individuals who would other wise have no mutual means of communication.

English becomes one of the biggest influences for some divisions to build up their products quality. For example, in Indonesia, when someone wants to get a job in a national or international company, he needs to have the ability to use English either written or spoken. Usually, the company tests the applicants both writing and speaking. Because the opportunities for better jobs are very competitive, educational institutions try to build up their students' ability in English. The students are taught and educated to be able to compete in the job markets after they graduate where they develop their careers. Bacon and Allyn (2004) argue that English teaching is an attractive international career through

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which teachers can educate students in their own disciplines and develop their careers in teaching.

It is understood that English is one of the compulsory lessons being taught in Indonesian schools where students study for better learning achievement. Academic achievement is defined as academic performance which includes both curricular and co-curricular performance of the students, It indicates the learning outcome of the the students (Phye, 1997). Another definition offered by Brown (2006) reads ‘academic achievement is a final rating of the students determined by teacher through point system, expressed by a letter of grades’. On the other sides, academic achievement can be defined as excellence in all academic disciplines in class as well as co-curricular activities.

To achieve a successful English achievement, an institution is responsible for providing facilities and supporting instruments, such as qualified educators, language laboratory, multimedia etc. By combining all these elements in teaching and learning process, an educator will be able to improve his/her teaching and be able to make the students successful to achieve the learning goal. In this case, the students’ behavior factors need to be noted. According to Brown (2007), language is a fundamental part of human total behavior and behavioral. Psychologist examined it as such and sought to formulate consistent theories of first language acquisition. Behavior and emotional aspects give a significant influence to the students’ ability to achieve the goals of learning English.

Self-efficacy is one of the psychology aspects that should be noticed (Bandura, 1997). Self-efficacy refers to beliefs about one's capabilities to learn or



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perform behaviours at designated levels. Bandura (1997) explained that self-efficacy refers to the way people judge their capabilities to organize and execute the courses of action required to attain designated types of performance. In another opinion, he said that self-efficacy refers to beliefs in one's capabilities to organize and execute courses of action required to achieve certain performance outcomes (Bandura, 1997). On the whole, self-efficacy is how someone judges his/her belief on one's capability to do course of action, performance and accomplish the tasks or works.

Hence, students' self-efficacy is also influenced by family and their environment at home. Teti and Gelfand (1991) stated that parents who have a firm believes in their parenting efficacy are quite resourceful in raising their children's self-efficacy and promoting their children's competencies (cited in Bendura, 1995). In a study by McDowell and Parke (2009), parents' instruction directed toward social problem-solving was related to positive peer outcomes, particularly among younger children. Additionally, the literature suggests that parents' provision of social opportunities may influence child social competence. Specifically, children who participate in formal extracurricular activities have better perspective-taking skills (McDowell & Parke, 2009).

Bandura (1993) said self-efficacy beliefs affect college outcomes by increasing students' motivation and persistence to master challenging academic tasks and by fostering the efficient use of acquired knowledge and skills. In addition, Schunk (1995) explained, students with high levels of self-efficacy are more likely to challenge themselves and be more motivated to succeed when



faced with potential failure. The opposite is true that students who have low self-efficacy fail in completing tasks; they find it more difficult to summon the motivation to try to overcome their difficulties. It is also supported by Bandura (1997) said that the stronger the perceived self-efficacy, the higher the goal aspirations people adopt and the firmer their commitment is to them. At last Bandura (1998) said people with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. That is to say, if the students are confidence with their capabilities, as the result they will succeed to achieve the learning goal.

Another behavioral aspect that needs to be considered is self-esteem. According to Coopersmith (1981), self-esteem is a set of attitudes and beliefs that a person brings with him or herself when he or she faces the world. Blascovich & Tomaka (1991) explained that self-esteem refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. Rubio (2007) stated that self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states. Moreover, Edmond (2011) said self-esteem is defined as the complication of feelings about self that guides behavior, influences attitudes, and drives motivation. All in self-esteem is a person belief or disbelief of one's self, or it is about how someone judge about their value or worth in his/her live, it covers emotions, desires, values etc, as the result it creates his/her attitude.





Skager and Kerst (1989) in Rubio (2007) explained that there exist thousands of studies that report the influence of self-esteem on human behavior. Furthermore, feelings of inadequacy, a sense of unworthiness, increased anxiety, depression, suicide, child abuse, mental disorders and other negative phenomena have been closely related to lack of self-esteem. Erickson (1968) specifically identified academic achievement as a vital component in forming a healthy self-esteem. Baumeister (2011) said that students with high self-esteem usually set higher goals for themselves and become more willing to continue in the case of failure. The statements clearly said that, self-esteem give a significant influence on the students' learning achievement

Moreover, the success in learning process does not depend on materials, techniques, and linguistic analysis, but more on what goes on inside and between the people in the classroom. Indeed, success is not measured of how much one gains but of how satisfied he is with his work (Daniel & King, 1995). Hence, a person should put a high value for his performance and be confident in his achievement because those judgments he makes are the drive for mastering proficiency (Scott, 2001), and Branden (1994) indicated that the biggest barrier to success is not lack of ability or talent but it is lack of self-esteem. In order to improve the students' English achievement, an educator needs to take more concern about the students' self-esteem.

Based on a preliminary study conducted at Sekolah Tinggi Teknologi Dumai on Tuesday 15 July 2017, it was found that students found it difficult to achieve good English achievement. The lecturer said there were two crucial

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problems in learning English. The first problem was the students' English achievement in that majority of the students got low scores in English, while the institution stated that the students should be able to achieve the score of 65 or grade B, but, the fact was that majority of the students got the scores below 65 or grade C, and grade C is considered as a low grade. It means that the students failed to achieve the minimum score in English.

The second problem was students' behavior broken into two behavioral problems. The first problem was how the students faced the lessons. He said the students' worried about their capabilities; however, sometimes they obtained good exercises scores. They avoided difficult tasks, in spite of believing they were capable of complete the task. They complained and said that the tasks and exercises were too difficult. In fact, they were able to complete the task and exercises and sometimes they got good scores. The second problem was how the students interacted in the classroom, the lecturer explained that it was difficult for the students to be creative and involved in a social interaction in the classroom, although they had many friends and enjoyed spending time with other students outside of the class. They were unable to adequately express themselves when interacting with others although they were brave enough to participate in a conversation and enjoyed it. They were pessimistic towards people and groups within society, even though their friends enjoyed studying with them.

Based on the problem mentioned above, the lecturer had tried to overcome the problems. He had applied some strategies in teaching and learning process using Cooperative Learning technique. According to Motaei (2014), Cooperative

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the influencing factors and not to mistreat them so the students are helped to overcome their problem in language learning. This is because academic achievement is as a vital component in forming success of learning language (Erickson, 1968).

As mentioned before that majority of the third semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai faced problematic English achievement. This could be identified through the students' doubt about their capabilities, but sometimes they could have good exercises scores, they avoided difficult tasks, although they believed they were capable of completing the task. They complained and said that the tasks and exercises were too difficult, but in fact they were able to complete the task and exercises and got good score. That means they had a problem with self-efficacy and self-esteem.

Furthermore, the findings in the area of English achievement in relation to self-esteem and self-efficacy as factors that are mostly influencing are not conclusive enough and controversial. According to Teo & Hettong (2013), self-efficacy is elaborated with writing performance. They proved that the highly efficacious students achieve good scores in a writing test and the lowly efficacious students achieved lower scores in the same test. It indicated a positive correlation between overall writing self-efficacy and overall writing performance as part of English academic achievement. On the other hands, Ghorbandordinejad & Afshar (2017) examined the relationship between self-efficacy, perfectionism and English language achievement among Iranian English Foreign Language Learner. They reported that there is no any relationship among learners' self-efficacy. On





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Based on the statement above, it is very important to take more attention on the issue of how to treat the influencing factors (self-efficacy and self-esteem), in order to improve the students' English achievement and also to find out the categories of students' self-efficacy and self-esteem. Most of the previous research only focused on investigating how strong the relation between self-esteem, self-efficacy and English achievement is, there was less research focused on investigating how big the contribution of self-efficacy and self-esteem to English achievement, so the factors can be treated better in supporting the language learning process in the classroom.

At last, by investigating and examining the issue of the influence of self-efficacy and self-esteem on English achievement, the reasons behind the failure of English achievement could be more understood. The teachers can find and adjust the teaching techniques, strategies or methods with the students' self-efficacy and self-esteem categories and the students become easier to achieve a good English achievement. Researchers can widen the research about these issues by exploring and figuring out another related variables and creating new solution of the problems.

### **1.3. Limitation of Problem**

This research merely focused on finding out the single and multiple relationships between the variables (self-efficacy, self-esteem, English achievement) at Sekolah Tinggi Teknologi Dumai.

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#### 1.4. The Purpose and the Objectives of the Study

The purpose of this study was to find out the influence of self-efficacy and self-esteem on students' English achievement at Sekolah Tinggi Teknologi Dumai. Specifically, the study was done to fulfil the objectives that can be stated as follows:

- 1.4.1. To find out the influence of self-efficacy on the English achievement of the 3<sup>rd</sup> semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai
- 1.4.2. To find out the influence of self-esteem on the English achievement of the 3<sup>rd</sup> semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai.
- 1.4.3. To find out the influence of students' self-efficacy and self-esteem on the English achievement of the 3<sup>rd</sup> semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai

#### 1.5. Research Questions.

Based on the limitation of the problems, the research questions are formulated in the following questions:

- 1.5.1. Is there any significant influence of self-efficacy on the English achievement of the 3<sup>rd</sup> semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai?



- 1.5.2. Is there any significant influence of self-esteem on the English achievement of the 3<sup>rd</sup> semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai?
- 1.5.3. Is there any significant influence of self-efficacy and self-esteem on the English achievement of the 3<sup>rd</sup> semester students of Teknik
- 1.5.4. Industri study program at Sekolah Tinggi Teknologi Dumai?

## 1.6. Significance of the Study

The results of this study are expected to give some advantages to the lecturers to be concerned more with the students' self-efficacy and self-esteem so that they are able to arrange and prepare better teaching strategies on how to treat and deal with the students who have different types of self-efficacy and self-esteem and at the same time, the learning process will run as it is expected and the students are successful in achieving the maximum scores in English.

On the other sides, the students will learn to recognize themselves, to know about their capabilities, strengths, weaknesses, know how to deal and manage the difficult tasks and exercises. The students will also be ready for a challenge, they will feel comfort to study in the class, they will be easy to adapt with the others in social life, and they will be brave to express ideas in discussions.

At last, the success of the students' in English achievement will also give good impacts to the institution where they are studying. It means that, the quality





of educations is improving, the outputs of college graduation are high and the students are ready for a competition in the world of business and etc.

### 1.7. Rationale of the Study

The goal and objective of educations can be measured from students' achievement in learning. It is not an easy work for the students and lecturers as it needs a process where a lecturer must be able to apply appropriate teaching strategies to improve student's ability to comprehend and to master English subject. Meanwhile, in learning process, a lecturer and the students deal with some obstacles. If lecturers are not aware of the abnormal condition in learning process, the students will fail to achieve the maximal and standard score or grade of English. In this cases, the lecturer has a big responsibility to make the students successful in achieving the goal of learning.

The lecturer's functions in the classroom activities are not transporters anymore but they are facilitators in class. In addition, as we know that academic achievement is a standard of the students' success in learning. When the students get high achievement, it is a sign that the lecturer and students succeed; on other hand, when the students gain low scores in their learning, it means that both lecturers and students cannot reach their goals.

Students behaviour in learning process is a thing that can gives a significant influence of their succesfull in English achievment, especially the students' self-efficacy in learning process, according to Bandura (2005), Self-efficacy is important because individuals with high self-efficacy for a task tend to

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try harder at the task and experience more positive emotions relating to the task. Branden (2001) stated, A man who has chosen or accepted irrational standards by which to judge himself, can be driven all his life to pursue flagrantly self-destructive goals—in order to assure himself that he possesses a self-esteem which in fact he does not have. Based on the statements above, it can concluded, the students psychology aspect and the students behaviour in learning process are important issue for the Institution and the researcher to conduct the research. In order, the result of this research will be able to give contributions on developing students' English achievement at Sekolah Tinggi Teknologi Dumai.

### 1.8. Definition of the Key terms

To avoid misunderstand to happen, the key terms are given in the form of definitions.

a. Influence

Creswell (2008) defines influence is the strength of the conclusion about group difference or about relationship among variable in a quantitative study.

b. Achievement

Academic achievement is a final rating of the students determined by teacher through point system, expressed by a letter grade" (Brown 1994).

c. Self-efficacy

Bandura, A. (1997). Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise

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influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

## d. Self-esteem

Harter, (1999).Self-esteem is a student's overall evaluation of him- or herself, including feelings of general happiness and satisfaction. Scott G. (2001) Self-esteem is appreciating one's own worth and importance and having the character to be accountable for one self and to act responsibly toward others. Definitions b, c, and d refer to the students of Teknik Industri study program, Sekolah Tinggi Teknologi, Dumai.