

CHAPTER 1

INTRODUCTION

This chapter presents a description of the study. It consists of the background of the study, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background of the Study

English language learning is considered one of the important lessons in achieving goals and knowledge because English has become an international language used in various fields, such as business, technology, tourism and global communications (Ilyosovna, 2020). Learning English can help in the development of critical and creative thinking skills. As students learn to understand and use English, they must also learn to analyze, interpret, and express ideas effectively. This process involves critical thinking skills to solve problems, make strong arguments, and develop creative thinking in English.

The success of achieving educational goals can be seen from the process experienced by students as learners and from their academic performance in school. One of the successes of student education can be seen in their learning achievements. Achievement is the result attained by an individual when completing specific tasks or activities. Learning achievement is an outcome of measuring the changes in a learner's behavior during the learning process, typically represented by grades or statements that reflect the level of mastery in the study material. Learning achievement is used as the final process in teaching and learning which can be used as a measuring tool to what extent students can master the material provided by a teacher. Every effort made in learning activities as a student aims to achieve good achievement. Learning achievement is a description of the mastery of student abilities determined for a particular lesson. Learning achievement is usually indicated by test scores or grades given by the teacher. It is necessary to make efforts to improve learning achievement.

In terms of education, the existence of self-efficacy is very important. Self-efficacy refers to an individual's belief in their capacity to effectively organize

and carry out the tasks necessary to achieve specific goals (Bandura,1997). Students' beliefs about their ability to follow the learning process affect the amount of effort done to do the tasks given by teachers including how to deal with obstacles and failures in the learning process. Students with high self-efficacy tend to participate relatively actively, complete tasks, pursue future goals, and expend great effort to achieve a set goal (Fadilah & Rafsanjani, 2021). Meanwhile, students who have low self-efficacy are characterized by considering the problems faced too difficult to solve, narrow-minded in solving problems, lack of strong commitment, and inability to think creatively and others (Jasra, 2021).

Based on the results of interviews and observations during teaching practice at one of the junior high schools in Tasikmalaya, some students have doubts about their learning achievement, they feel less confident in their abilities and feel less competent in facing challenges that arise in the learning process. They have experienced a decrease in grades that they consider difficult, they also complain because English lessons are too difficult, and cannot do the assignments. So, they are not confident in every study or exam. However, they are still not sure about their learning, their attitude is quiet and shy when the teacher asks them questions, and their English grades have decreased and are still less than the minimum criteria standardization. Meanwhile, some other students have high confidence in their abilities and learning achievement so far with scores above the minimum completion criteria of 80.

Several studies have been conducted on the relationship between self-efficacy and learning achievement (Noorollahi, 2021; Kabebe, 2020; Mulyani et al., 2021). Noorollahi (2021) has found that self-efficacy is a significant positive predictor of academic achievement. In line with the research conducted by Kabebe (2020) showed that self-efficacy was significantly and positively correlated with academic achievement. In addition, Majidah et al. (2013) found that there is a strong and positive relationship between self-efficacy and learning achievement.

Even though more studies have been conducted on the relationship between self-efficacy and learning achievement, most of these studies focused on non-English language learning contexts and were conducted at the university level. Therefore, to fill the gap based on previous studies, this study attempts to investigate the correlation between students' self-efficacy and students' English learning achievement in junior high school.

1.2 Formulation of the Problem

This research focuses on answering “Is there any correlation between students' self-efficacy and students' English learning achievement?”

1.3 Operational Definitions

Self-efficacy	Self-efficacy is a person's belief in their ability to overcome various situations that arise in the learning process. In this research, self-efficacy means junior high school students' self-efficacy in learning English.
English Learning Achievement	English learning achievement is the final test results obtained by students after they learn English in the first semester.

1.4 Aims of the Research

This research aims to find out whether there is a correlation between students' self-efficacy and students' English learning achievement in junior high school.

1.5 Significance of the Study

1.5.1 Theoretical use

This research provides some knowledge about self-efficacy and learning achievement.

1.5.2 Practical use

For students : This research is expected to provide input to students regarding things that can improve learning achievement.

For teachers : This research is expected to provide input for teachers to understand the correlation between students' self-efficacy and students' learning achievement so that teachers can facilitate in developing self-efficacy and learning achievement.