SELF-EFFICACY IN LEARNING ENGLISH AT SMA NASIONAL 3 BAHASA PUTERA HARAPAN, PURWOKERTO

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree

By

MIFLICHA ULIYANTI PEBRIANI

(1917404058)

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023**

STATEMENT OF ORINIGALITY

Herewith I,

Name   : Miflicha Uliyanti Pebriani

Student Number   : 1917404058

Grade   : Undergraduate

Faculty   : Tarbiyah and Teacher Training

Study Program   : English Education Study Program

Declaire that the thesis I have complied with the tittle "Self-Efficacy in Learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto" is truly my original work and it is not a plagiarism of someone else's thesis. If later of my statement is not true, then I am willing to accept the applicable academic sanctions.

Purwokerto, 3 November 2023

I who declaire

Miflicha Uliyanti Pebriani

SN. 1917404058

i

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon
(0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled:

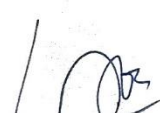### SELF-EFFICACY IN LEARNING ENGLISH AT SMA NASIONAL 3 BAHASA PUTERA HARAPAN, PURWOKERTO

Written by Miflicha Uliyanti Febriani (Student Number 1917404058) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on 10 November 2023 and declared qualified for achieving the Sarjana Pendidikan (S.Pd) Degree.
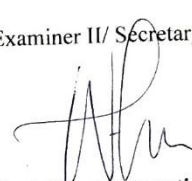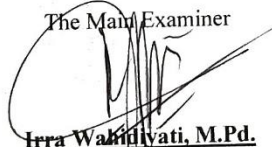
Purwokerto, 21 November 2023

Approved by:

Examiner I/ Head of Examiners/ Supervisor,

Examiner II/ Secretary,

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Windhariyati Dyah Kusumawanti, M.A., M.Pd.
NIDN. 2001049001

The Main Examiner

Irra Wahidiyati, M.Pd.
NIP. 198811302019082001

Legalized by:
The Head of Education Department,

Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

ii

OFFICIAL NOTE OF SUPERVISOR

To :
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
in
　Purwokerto

Assalamu'alaikum Wr.Wb.

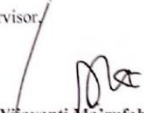After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name	: Miflicha Uliyanti Pberiani
Student Number	: 1917404058
Department	: Education
Study Program	: English Education
Faculty	: Tarbiyah and Teacher Training
Title	: **Self-Efficacy in Learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto.**

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, 3 November 2023
Supervisor,

Desi Wijayanti Ma'rufah, M. Pd.
NIP. 199212152018012003

MOTTO

"Never stop learning because life never stops teaching".

DEDICATION

I dedicate my thesis for myself, my teachers, my family and all the people who have supported me.

ACKNOWLEDGEMENT

Alhamdulillah all praises be to Allah SWT, who always gives happiness, mercies, blessings, sensuous delight which one of them is this thesis was able to be accomplished. Sholawat and Sallam poured out to prophet Muhammad *Sallawlahu Alaihi* the last prophet and rasul of God who always guided us from the darkness to the brightness, and because of him, we will get welfare in the world and hereafter.

It is a precious thing that researcher finally accomplished my thesis entitled "***Self-Efficacy in Learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto***". It is presented to the faculty of Tarbiyah and Teacher Training (FTIK) in partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd).

This is the thesis that has been proposed to the Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto as fulfilment of the requirement for obtaining the Bachelor Degree of Education (S.Pd). In the process of accomplishing the thesis, there are parties have provided helps, motivations, supports, and suggestion in the process of completing this thesis. The deep gratitude and appreciation are expressed to:

1. Prof. Dr. H. Fauzi M. Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

2. Dr. Suparjo, M. A., as the 1st Vice Dean I of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

3. Dr. Nurfuadi, M. Ag., as the 2nd Vice Dean II of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

4. Prof. Dr. H. Subur, M. Ag., As the 3rd Vice Dean III of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

5. Dr. Maria Ulpah, M. Si., as the Head of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

6. Desi Wijayanti Ma'rufah, M. Pd., as my supervisor and the Head of the English Tadris Study Program of UIN Prof. K.H Saifuddin Zuhri Purwokerto. Who has given all her time and guidance sincerely so that I can complete this thesis. Thank you very much for patience, attention and advice in guiding me in completing this thesis.

7. All lectures of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto especially lectures of English Education Study Program, who always patiently convey the knowledge and open up the insights of provisions for the future.

8. All of the staffs and officials of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

9. Irra Wahidiyati, M.Pd., as the expert validation who has mastered and help finishing this thesis.

10. My great mother Istiqomah and my great father Musaeri who always gives love in my life. Thanks for prayers, supports and strength.

11. My beloved brother Fardan Aziza, my beloved sisters Ulfa Rizqi F, Sugiarti S. Pd, and Kusmiati who always give me strength and support.

12. My beloved nephew Catur Bumi Pamungkas, Attariz Muhammad Fajril Aziza, Banyu Sanskara, Abbad Abyasa Runako, Ahmad Bahril Mukasif Afin.

13. My beloved family in Purwokerto Rizka Noor Awaly, Viona Rahayu Noor Manggaly, Winda Gustiani and Arfadiansyah Samudra.

14. All of my friends TBI B 2019 Islamic State University of Prof. K. H. Saifuddin Zuhri Purwokerto.

15. My beloved best friend Rose Zalina Nurul Aisyah, Diya Naswa Salma, Nur Asfiani Mia Miladiah, Harnes Septy Andini, Aghisna Daroina, Amalia Auliannisa, Widy Esa Febriani, Syifa Nahdiyatul Uyun, Wahyu Guntara who always supported me.

16. All of the people who helped and supported me in every single situation, thank you so much.

There are no sentences that are more appropriate than the deepest thanks for all helps, supports, and suggestion. Only Allah SWT who can reply with better replies. Hopefully, this thesis can be useful for the writer and all reader.

Puwokerto, 4 November 2023

Mflicha Uliyanti Pebriani
SN. 1917404058

SELF-EFFICACY IN LEARNING ENGLISH AT SMA NASIONAL 3 BAHASA PUTERA HARAPAN, PURWOKERTO
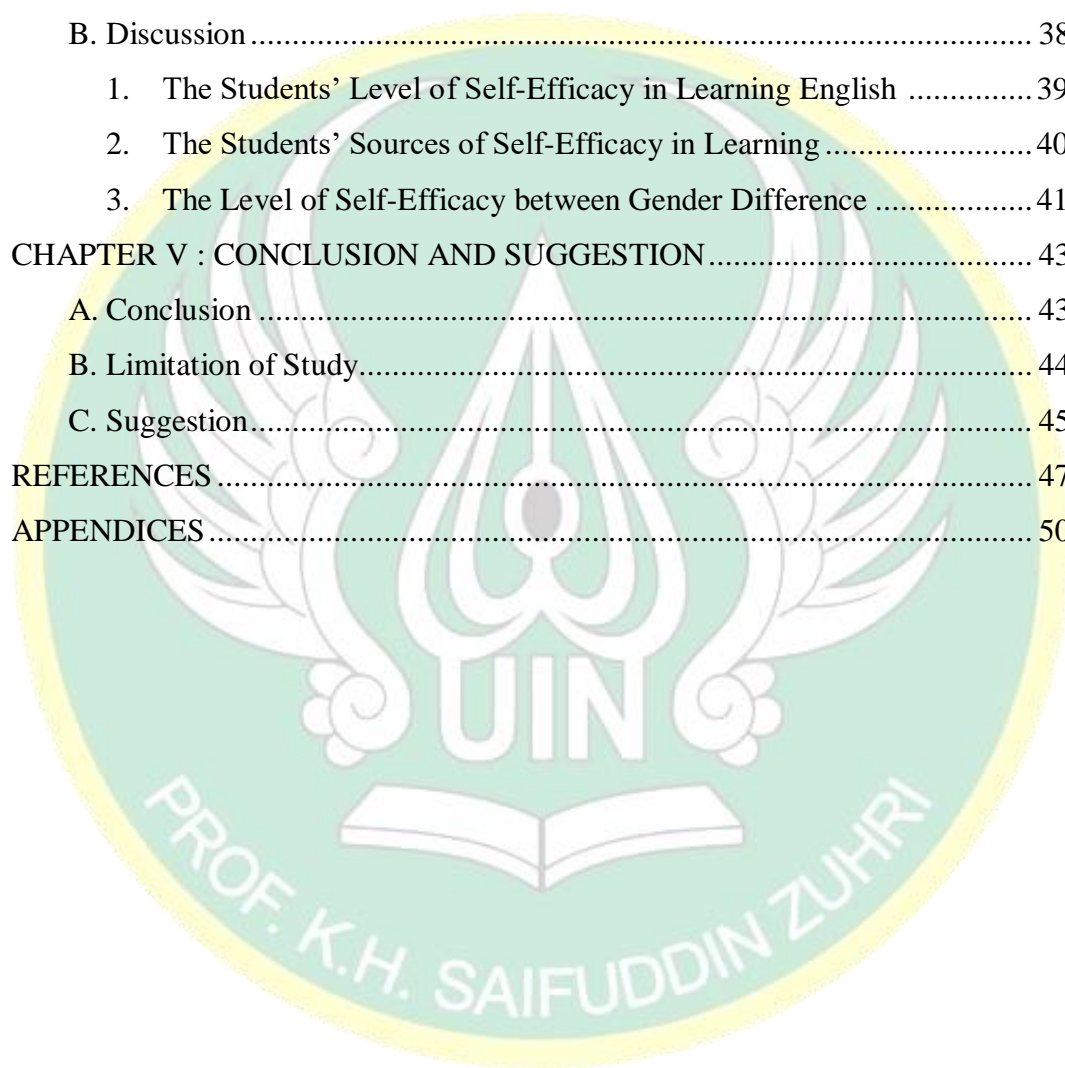
MIFLICHA ULIYANTI FEBRIANI

S.N 1917404058

Abstract: Sellf-efficacy is one of the factors that influence students' performance in learning English. This research aimed to identify students' level of self-efficacy and what is the most important factor of their self-efficacy in learning English, as well as to know the level of self-efficacy between students of different genders. This research used descriptive-quantitative survey design. This research was conducted at 10th grade students of SMA Nasional 3 Bahasa Putera Harapan Purwokerto with a total 45 students as respondents selected by purposive sampling. The data in this research were gathered from questionnaire. The data were calculated by Microsoft Excel 2019 and SPSS 26.0. Based on the result, it was concluded that the overall self-efficacy 5.07 were categorized as having a high level of self-efficacy in learning English, with 5.11 in listening efficacy, 5.31 in speaking efficacy, 5.16 in reading efficacy and 5.09 in writing efficacy. Then, Almost 50% of the students were at a high level in terms of their self-efficacy in learning English. Then, 16 students were very high (35%), and 7 students were mediocre (15.56%). The sources of vicarious experiences, social persuasion, and physiological and emotional factors contributed to self-efficacy in learning English. Therefore, mastery experience has a high percentage for students' self-efficacy sources at SMA Nasional 3 Bahasa Putera Harapan Purwokerto. Then, there is not significant difference in self-efficacy between gender differences in learning English with a value of 0.212 (p > 0.05).

Keywords: *Sellf-Efficacy; Learning English; Gender Differences*

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, clarification of key terms, research questions, aims and significances of the study, and organization of the paper.

A. Background of the Study

In the field of learning foreign languages, a significant corpus of study has been done on individual differences. Personality traits, learning styles, learner beliefs, learner strategies, aptitude, age, motivation are just a few of the many areas in which individual differences. According to research, individual differences affect language learning success. There are significant disparities between people learning a foreign language in terms of their pace of learning and the methods they use to further their abilities (Dörnyei, 2005; Dörnyei & Skehan, 2003; Sawyer & Ranta, 2001). The longstanding issue of how to motivate students is not new. Motivation includes the elements that motivate a person to pursue an objective. Self-efficacy is the confidence in one's ability to plan, execute, and complete a task successfully.

Theorists view self-efficacy as the driver of how much people feel they can accomplish a goal under several circumtances (Bandura, 1997). This construct becomes an eye opener at the time of understanding the myriad of reasons that can drives the students' performance in the language learning classroom Bandura (1997). Both are what motivate people to work toward a goal and overcome challenges. According to Elmotaleb and Sahalof (2013), students with high senses of efficacy have the capacity to accept more difficult assignments, have better time management skills, are more persistent when faced with challenges, display lower levels of anxiety, are flexible with their use of learning strategies, and are highly adaptable to various learning environments.

The amount of effort put forth and the extent to which a student will persevere through a challenging activity depend on the efficacy of the student (Hibbs, 2013). People with higher self-efficacy and motivation do not easily give up when confronted with difficulties (Ersanla, 2015). According to Wernersbach, Crowley, and Bates (2014), people who have self-doubt are more readily discouraged by problems and failures, whereas people who have greater confidence keep going in the face of challenges until they succeed. Self-efficacy beliefs are a component of Bandura's (1977, 1986) Social Cognitive Theory and are derived from a variety of sources. Self-efficacy was described by Bandura (1986) as an individual's assessment of their capacity to plan and carry out the actions necessary to achieve specific sorts of performances. According to the self-efficacy theory, people derive their knowledge for evaluating their efficacy beliefs from four main sources: (a) enactive mastery experiences (actual performances); (b) observation of others (vicarious experiences); (c) verbal and nonverbal persuasion; and (d)physiological and affective states from which people partially judge theircapability, strength, and susceptibility to dysfunction (Bandura, 1997). Bandura's theory will be utilized as a central component of the framework of this research.

When students are motivated, they learn the target language more effectively. The students' sense of self-efficacy in the classroom is one of the factors that inspires them. This is in line with what was stated by Shi (2017) the term self-efficacy is part of a paradigm called the expectancy value theory, which proposes that learners' motivation is influenced greatly by their expected success in a task and the value they give it. Some of the studies this professor presents, refer to the research done by Teng (2005), Tilfalioglu and Cinkara (2009), Rahimi and Abedini (2009), Naseri and Zaferanieh (2012),and Idrus and Sivapalan (2010). These authors whose studies were conducted in Taiwan, Turkey and Iran, found a correlation between the participants' self-efficacy and their self-directed learning, as well as their reading and listening comprehension skills. Besides, the researchers also pointed that the individuals

proficiency level, their writing and speaking performance and the ability to acquire new vocabulary, could be successful or not depending on their self-efficacy beliefs. These studies document how the subject of self- efficacy has been explored in the ELT field, which supports the nature of this study and suggest the exploration of the language learners' self-efficacy beliefs in light of theory.

Based on the results of preliminary observations on April 10, 2023, SMA Nasional 3 Bahasa Putera Harapan is a good institution. This school is located on Jl. S. Parman, Purwokerto Kulon, Purwokerto, Central Java. This school is noted as a national language school because this school has three languages program those are Indonesia, Mandarin, and English. The teacher and students always apply those three languages at school. They have an obligation to communicate with those three languages. The students therehave high motivation in learning languages because this schools apply devotion activity everydays before the lesson. Based on the interview from pre-observation with the English teacher named Mr.G stated that slowly internal factors, particularly students' motivation influenced English academic performance indirectly. This devotion also impacts students to develop themselves because they participated in many English contests, as follows: storytelling and speak English.

From the background above, it is known that student have motivation in learning English. Therefore, it is interesting to know more about the level of Self-Efficacy and the factors that influence it also. This research can be identified as well as helpful insight to improve better services for another schools. Based on the explanation above, the researcher found that the level and factors of students' self-efficacy in English learning must be explored. the researcher will investigate a study entitled **"Self-Efficacy in English Learning at SMA Nasional 3 Bahasa Putera Harapan, Purwokerto".**

B. Clarification of Key Terms

To avoid ambiguity or misunderstanding and also to make the readers have the same understanding and perception of this research, there are some terms used in this research which have two key terms, they are:

1. Self-Efficacy

There have been various definitions of self-efficacy. Self-efficacy is defined by Bandura (1977) as people's beliefs about their own abilities. Goals are easier to achieve when people believe they can achieve them. Similarly, Bernhardt (1997) defines self-efficacy as learners' beliefs about their ability to complete tasks. Ehrman (1996) defines this concept as the extent to which students believe they are capable of dealing with learning challenges. People who learn a foreign language well believe they have the capacity or ability to learn the language successfully (Arnold & Brown, 1999). People with low self-efficacy, on the other hand, tend to fail.

2. Learning English

Learning is a change in behavior that results from the experience in a predictable environment. The act of learning by comprehending and changing new experiences can cause behavioral changes in people. One of the most common languages in the world and a so-called "global lingua franca" is English. Because it is not used for daily communication, English is taught as a foreign language (EFL) in Indonesia. Additionally, learning English is the process of acquiring information or a skill that includes speaking, reading, and writing in the English language.

3. Gender Differences

Gender is a division of male and female who are socially and culturally constructed. Gender is also defined men and women are different in genes, hormones, and brain structure (Chen, 2012). In interdisciplinary academic filed, Gender differences in social interaction become comparison between female language learner and male language learner.

C. Research Questions

Based on the background of the study above, the following question are raised:

1. What is the level of self-efficacy of students in learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto?
2. What are the most important factors influencing students' self efficacy in learning English?
3. Is there any difference in terms of the level of self-efficacy between students of different gender at SMA Nasional 3 Bahasa Putera Harapan Purwokerto?

D. Aims and Significances of the Study

a. Aims of the Study

The aims of this study based on the research questions are:

1. To investigate the level of self-efficacy of students in learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto.
2. To investigate the factors of students' self-efficacy in learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto.
3. To identify the difference in terms of the level of self-efficacy between students of different gender at SMA Nasional 3 Bahasa Putera Harapan Purwokerto.

b. Significances of the Study

This research significances have several advantages that are expected to contribute for the academic field, such as:

a. Theoretical significances

The researcher hopes that through an understanding of students' self-efficacy, this research can help people who are involved in teaching and learning foreign languages. The results of this study will add to the literature on EFL instruction. The findings of this study are expected to be revealed the importance of revisiting the concept of self-efficacy in the language learning processes, since it can be a foremost alternative to expand the view of teachers with respect to the need of creating safer learning environments and opportunities for students´ improvement, and

the decisive role of the educators in students' willingness or unwillingness to learn.

b. Practical significances

1) Students

The findings of this study should be helpful in order to increase students' motivation and provide them the endurance needed to complete activities in English learning. It may be advantageous to incorporate academic self-efficacy support into courses and other programming that is designed to increase students' retention, especially in English subject.

2) Teachers

The findings will add to the literature to enhance teaching strategies and program planning for students, provides guidance for teachers who are struggling to increase their students' self-efficacy for language study. Moreover, the results of this study revealed the importance of revisiting the concept of self-efficacy in the language learning processes, since it can be a foremost alternative to expand the view of teachers with respect to the need of creating safer learning environments and opportunities for students´ improvement, and the decisive role of the educators in students' willingness or unwillingness to learn. Since exploring new avenues to understand how emotional competence unfolds becomes at the core of language teaching and learning scenarios.

3) School

With regard to counseling, resources, and other services that students may require when learning a foreign language, this research is anticipated to offer some insightful advice for schools. As a consequence, students learn more effectively. This study also shows how the concept of self-efficacy regains relevance, and becomes a magnifying glass to see teaching and learning through a new lens for school.

4) Further researchers

The researcher hopes that this research can be useful directions and reference materials for future researchers related to the different level of self-efficacy in learning English. This research might be able to help future researchers to obtain basic data from this research.

E. Organization of the Research

The structure of this research consists of five chapters. Each chapter explained different parts of the research as follow:

Chapter I begins with an introduction. This chapter define the background of study, clarification of key terms, research questions, aims of the research, significance of the research, and organization of the research.

Chapter II presents the literature review of self-efficacy and Learning English.

Chapter III describes the research method which consists of design the research, time and location of the research, Subject and Object of the research, data collection techniques, and analyzing data techniques.

Chapter IV reports the research findings, which consist of the results of discussing data analysis.

Chapter V discusses the research conclusions and suggestions for further research related to this topic.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents theoretical framework, previous studies and conceptual framework.

A. Theoritical Framework

1. Self-Efficacy

a. The Definition of Self-efficacy

There are two words in self-efficacy which are self and efficacy. Self-efficacy defined as the identity of individual and efficacy in the srength to produce an effect. According to Bandura (1977), self efficacy refers to thought and feelings of individual about on his or her own ability to carry out an action. Self efficacy operates as a crucial component of a generative system that produces human sompetence or performances. Students' self-efficacy is a belief in their ability to succed in certain situation. Then, in learning context, this belief influes the action in learning process pursued by students. It refers how much effort they put into a given endeavor, and how long they will perseivere in the face of failure (Muslikan, 2017). Self-efficacy is also defined to the a person judgment of their capabilities to held certain specific tasks (Dwinalida, 2021).

Self-efficacy beliefs are more specific and situational judgments of ability. For example, if a students during the grammar exam believes in his or abilities, such as "I'm sure I can get an A". In other words, it an be defined as the self-beliefs that people have in their capability in doing the things that they do, such as achieve the goal and finish tasks competently. Self-efficacy is also determined as the trust that someone has and the ability to drive the life and to achieve the goal (Desmaliza & Septiani, 2018).

b. The Aspects of Self-efficacy

Bandura (1977) investigated that the concept of self-efficacy has three aspects, i.e. magnitude (level), strength, and generality.

1. Magnitude (Level)

Magnitude refers to the extent of an individual's self-confidence in overcoming a particular task or situation. It refers how much confidence an individual has in his or her ability to achieve success in a specific matter. Self-confident that has a higher magnitude will make individuals feel more confident and capable in dealing with certain situations. In conclusion, magnitude refers to how difficult individual finds it to adopt specific behavior.

2. Strength

Strength refers to the extent to which an individual's self-beliefs influence their behavior and actions. This reflects the power of self-belief in motivating individuals to act. Self-confidence that has high strength will encourage individuals to take action in accordance with the goals or challenges they face. In closing, strength refers to how certain individual is of being able to perfom specifick task.

3. Generality

Generality relates to the extent to which an individual's self-beliefs apply generally to various situations or contexts. It reflects whether an individual's self-confidence is limited to a particular situation or whether he or she self-beliefs that are more general and can be applied to various aspects of life. Self-confidence that has high generality will have a positive impact on many aspects of an individual's life. In summary, generality refers the feeling of aniliy showh by a person in different task context through their behaviour, cognitive, and affective. It refers to the degree to which self-efficacy are positively.

c. The Basic Sources to Build Self-efficacy

Based on Gutiérrez & Narváez (2018) there are four important sources to build self-efficacy as follows:

1. Enactive mastery experiences

An individual's direct experience in overcoming certain tasks or challenges is the main source of self-efficacy. This sources refers to the different individual successful or unsuccessful experience individual has had. Severally, this experience seems to be strongly related to the cognitive, behavioral, and self-regulatory strategies people employ to deal with and get over various situations without losing faith in their own abilities. (Gutiérrez & Narváez, 2018). In brief, when someone successfully achieves a goal or overcomes an obstacle, it strengthens their self-confidence in their ability to overcome similar tasks in the future. Experiences of success increase self-efficacy, while experiences of failure can lower it, especially if individuals attribute the failure to their lack of ability. Enactive experience reflects the importance of individuals' interactions with their environment and the experiences they experience in forming their self-confidence.

2. Vicarious experiences

Bandura (1997) claimed that "Social comparison operates as a primary factor in the self-appraisal of capabilities". This social comparison refers to the vicarious experiences a person can have, or the second-hand experiences that model people's level of perceived self-efficacy, in the sense that other people's accomplishments are useful to make them aware of their own capabilities to succeed and get the same or even better results, and this can help to increase their self-efficacy beliefs. When individuals see others who are similar to them socially or in relevant context succeeding at something, this can help increase the individual's self-belief that they also capable of

doing it. In brief, observing other people's success can influence self-efficacy.

3. Verbal persuasion

This source discusses the support offered by others to acknowledge one's ability and efforts to complete specific accomplishments. According to Bandura (1997), individuals who are vocally convinced of their capacity to do a task effectively are better able to mobilise significant effort and sustain it even under challenging conditions. Thus, verbal persuasion may be used to promote self-efficacy beliefs. In conclusion, this source involves support, encouragement, and positive feedback from other people. When individuals receive praise, encouragement, or positive feedback from others after achieving success, it can help strengthen their confidence in their abilities. Conversely, negative feedback or excessive criticism can lower self-efficacy.

4. Physiological and emotional

This concept relates to how people assess their own skills by observing the somatic cues that their bodies give off when they are exposed to vulnerable or unpleasant situations. Therefore, it is our responsibility as educators to "enhance physical status, reduce stress levels and negative emotional proclivities, and correct misinterpretations of the material in order to ensure that students receive the correct information from this source." In brief, the ability to control these physical and emotional factors plays role in forming self-efficacy.

d. The Process of Self-efficacy

Bandura (1977) stated that self-efficacy have an influence in the human behavior through a variety of processess, such as the cognitive process, the motivational process, the affective process, and the selection process. These components interact and influence each other in shaping

an individual's self-efficacy beliefs and behaviors. Here is an overview of the self-efficacy process according to Bandura's theory:

1) The Cognitive Process

A series of actions that human beings originally constructed in his mind. Individual beliefs with self-efficacy influences how a person interepts the situatiom of the environment, the anticipation of who will be taken and the planning that will be constructed. Through the proccess of cognitive this self-efficacy affect his actions. It follows:

a.) Self-Appraisal: Individuals engage in self-assessment to evaluate their own abilities and competence in a specific task or situation.

b.) Self-Monitoring: They continuously monitor their own performance and progress to gauge their level of efficacy.

c.) Attribution: Individuals attribute their successes or failures to specific factors, which can influence their self-efficacy. If they attribute success to their own abilities, it can boost efficacy, while attributing failure to a lack of ability can lower it.

2) The Motivational Process

Human motivation are raised in the cognitive. Through individual cognitive, someone motivates and directs the actions based on information that they have before. Through belieg that they can do something will motivates them to do something. It follows:

a.) Goal Setting: Setting challenging but attainable goals can motivate individuals to exert effort and enhance their self-efficacy.

b.) Task Value: The perceived importance and value of a task or goal can influence motivation and, in turn, self-efficacy. If a task is seen as valuable, individuals may be more motivated to achieve it.

c.) Outcome Expectancy: Expectations regarding the outcomes of their actions can affect motivation. High self-efficacy often leads to positive outcome expectations, which, in turn, can boost motivation.

3) The Affective Process

People who believe that they can overcome with the situation will feel calm and not anxious. On the other hand, people who are not sure will be its ability to overcome with the situation will experience anxiety. People who have the efficacy to overcome the problem using a strategy and designing a series of activities to change the situation. Someone will be anxious when facing something beyond control of himself. Individual that have high will assume something can be overcome, so that reducing her anxiety. It follows:

a.) Emotional Responses: Emotions play a significant role in self-efficacy. Positive emotional responses, such as confidence and enthusiasm, can enhance self-efficacy, while negative emotions like anxiety and self-doubt can undermine it.

b.) Stress Management: The ability to manage stress and anxiety is a key affective process. Effective stress management can bolster self-efficacy, as individuals feel more capable of handling challenging situations.

4) The Selection Process

A selection effected by person's belief in their capability. Someone who has low self-efficacy will choose actions to avoid or give up on a task that exceeds their ability, but on the other hand, they will take action and face a task if they have the belief that they was able to handle it. The process of self-efficacy affect each other so that people who have high self-efficacy will easily cope with all the problems that confront them. While, who have low self-efficacy they will more easily to give up and anxious. It follows:

a.) Behavioral Choices: Individuals may make choices and engage in behaviors based on their self-efficacy beliefs. For example, high self-efficacy may lead to a willingness to take on challenges, while low self-efficacy may result in avoidance behaviors.

b.) Environmental Influences: People may select or avoid certain environments or situations based on their self-efficacy. They may choose settings where they feel more confident in their abilities and avoid situations that challenge their self-efficacy beliefs.

2. English Learning

Learning is a process of individual acquires knowledge, attitude, and skill that are necessary to meet the demands of life. In the English learning. Students have responsibility to provide language for learning in classroom activity. According to Ozden (2018) language learning is a communication process obtained through physical, psychological and mental development, with the influence of the surrounding environment. Therefore, this is a deliberate procedure that takes place in individuals acquiring language skills. The optimal period for language acquisition is during early childhood, in smaller groups of novice learners, with support from family members, within educational settings, and by assimilating new information. Successful language acquisition is strongly associated with cooperation, cognitive guidance, and immersing oneself in the linguistic community of the target language (Shih & Yang, 2008). Being part of a community where the target language is spoken in real-life situations is a potent method for language learning. In such a communal setting, novices with little prior experience in the new language can engage in activities alongside other learners. They can be encouraged to converse, write, and think in the target language. Consequently, language learners can analyze meaningful contexts clearly and spontaneously. Therefore, for language learning to be effective,

language practice should be integrated into authentic and meaningful conversations rather than isolated linguistic environments.

Language acquisition commences at birth and endures throughout one's lifetime. The process of acquiring a language is universally applicable, serving as a vital means of communication for all. Language acquisition is a demanding process, necessitating close monitoring. Furthermore, language learning can be effectively attained through formal education or independent study. An individual's attitude toward the language and culture of the community where the language is spoken plays a crucial role in motivating the acquisition and mastery of a second language Kholid (2017). The key point is that language instruction and learning are interconnected, with the language learning process involving aspects that extend beyond observable activities alone.

English has emerged as a globally prevalent language. Numerous countries, each with its own native language, have adopted English as a secondary or foreign language. According to Harmer, a second language is a widely accepted means of communication between speakers whose native languages differ, and where one or both speakers use it as their "second" language (Harmer, 2001). This underscores the international utility of English for communication. As a global language, the demand for English has grown across various facets of human life, encompassing education, economics, politics, leisure, technology, and business. Pandey and Pandey contend that enhancing English language proficiency can lead to an enriched social life and increased future job prospects. Consequently, the contemporary populace in modern society expresses a strong inclination to learn English to pursue their academic and professional aspirations.

3. **Self Efficacy in Learning English**

Bandura (1977) stated that self efficacy as a key element of social cognitive theory. It refers to belief in one's capabilities to organize and excute the courses of action required to produce given attainments. Learners' beliefs in their capabilities influent performance. The belief in

self-efficacy refers to the ability of a student in carrying out an academic task given at a specific level. Self-efficacy is a motivational variable in learning and it seems almost impossible to examine some aspect of human functions such as learning, motivation and academic performance regardlrss of the role of self-efficacy beliefs of the learners (Raoofi et al., 2012).

Self-efficacy in English language learning refers to an individual's belief in their ability to succeed in understanding, speaking, reading, and writing in English. This concept is based on the self-efficacy theory developed by Albert Bandura, which suggests that individual self confidence plays an important role in motivation, behavior and achievement.

The following is a more detailed explanation of self-efficacy in learning English:

1. Confidence in English Language Ability

    Self-efficacy in learning English includes an individual's belief in their ability to communicate well in English. This includes confidence in the ability to speak, listen, read and write in English.

2. Influence on Motivation

    Self-efficacy in learning English has a big impact on motivation. Individuals who have high self-efficacy in English tend to be more motivated to learn and practice. They feel confident that they can succeed in mastering English.

3. Influence on Learning Behavior

    Self-confidence in English language abilities also influences learning behavior. Individuals with high self-efficacy tend to be more active in seeking opportunities to practice, taking risks speaking English, and seeking resources to improve their skills.

4. Influence on Learning Outcomes

    Self-efficacy in English also has an impact on learning outcomes. Individuals who are confident in their abilities in English tend to achieve

higher levels of achievement. They are better able to overcome barriers and obstacles in learning English.

5. The Role of Support and Feedback

Support from teachers, peers, or family, as well as positive feedback about English language skills, can increase self-efficacy. Someone who receives support and feedback that inspires self-confidence will tend to have higher self-efficacy.

Self-efficacy in learning English is an important factor in achieving success in mastering this language. Increased self-efficacy can be achieved through effective education, consistent practice, social support, and positive experiences in using English. The higher a person's level of self-efficacy, the more likely they will be successful in learning English.

B. Previous Studies

Based on a large number of sources such as journal and previous studies related to this research that have relevance with the research topic, the following are the comparison result among the previous researchers:

The research by Ismail & Shah, 2015, entitled "*Self-efficacy in learning English among from four students in Malaysia*". The research is action from 2 secondary schools which was Sekolah Menengah Kebangsaan Cochrane Perkasa and Sekolah Menengah Kebangsaan Bandar Sri Damansara in Kuala Lumpur. This research used survey method with case study. The sample choosen in this research were 100 from Four students from Four students from 2 secondary school. This reseacrh indicated that students' level of self-efficacy in learning English was moderated and there were significant differences in term of students' self efficacy with regards to ethnicity. These study have similarity to this present study i.e identify students' level self efficacy in learning English. However, there is difference between the previous studies with this study which was these study focused on the level of students' self efficacy in learning English and students' self efficacy based on ethnic difference. Meanwhile, this current study concerned on the level of students'

self efficacy in learning English and students' self efficacy based on gender difference.

The thesis was conducted by Afifah, (2019), with the title "*Students' Self- Efficacy in Learning English (A Research on the Tenth Grade Students of Madrasah Aliyah Negeri Purbalingga in the Academic Year 2018-2019)"*. This research analyzed the level of students' self-efficacy and the sources of students' self-efficacy in learning English. This study used quantitative approach and survei design to collect the data. The respondents of this study was 315 students. The result of this study presented that the level of self-efficacy in learning English of students on tenth grade of Madrasah Aliyah Negeri Purbalingga in academic year 2018-2019 was medium which was 37,14% students got medium level of self-efficacy in learning English. However, there is difference between the previous studies with this study which was these study focused on the level of students' self-efficacy and the sources of students' self-efficacy in learning English. Meanwhile, this present research study focused on the level of students' self efficacy in learning English and students' self efficacy based on gender difference.

In addition, a thesis entitled *"The Relationship Between English Self-Efficacy and English Language Performance Among Chinese University Students"*. Written by Yongjin Zhu Faculty of Business, Information and Human Science Infrastructure University Kuala Lumpur Malaysia in 2020 (Zhu, 2020). This quantitative study investigated the relationship between Chinese university students' English self-efficacy and English language performance. All the data were collected from a questionnaire of English Self-Efficacy (QESE) and National College English Test (CET) among 387 university students in China. Principal component analyses showed that the QESE included four sub-dimensions, English self-efficacy in listening, speaking, reading, and writing. Confirmatory factor analysis (CFA) was used to test the validity of the scale. The descriptive analysis showed Chinese university students have a moderate level in English self-efficacy. Female students were more self-efficacious than male students by Independent Samples t-test.

Pearson product-moment correlation coefficient analysis showed that Chinese university students' English self-efficacy was significantly correlated with their English language performances. The similarity this thesis explained self-efficacy in English. Meanwhile, the distinctive of that research author focused on the level students' self-efficacy in learning English and students' self efficacy based on gender difference.

The research conducted in Journal of Jeltal which *entitled "The Relationship between Students' Self-Efficacy Beliefs and Their English Language Achievement".* This article was written by Nguyen et al., (2022). This research aims to find out the influences of self-efficacy beliefs in English learning between male and female university students. This study is categorized as mix method research using a sample of 128 university non-english majors from Dong Nai Technology University in Bien Hoa city. The quantitative component used a questionnaire asking about students' background and their self-efficacy beliefs in learning English. Ten students were individually interviewed to be able to clarify the reasons that affected their self-efficacy beliefs and their English performance. T-test was used to find out the gender differences in self-efficacy level and English achievement degree. The findings showed that there was a positive relationship between self-efficacy and achievement. Differences between male and female students in their confidence levels and English learning performance were found. The thesis finishes with a set of recommendations for teachers to pay attention to the importance of self-efficacy because it influences learning English achievement. The similarity this thesis discussed about the importance self-eficcacy in english learning between male and female students. Meanwhile, the distinctive of that research author focused on the level of students' self-efficacy in English learning between male and female students.

CHAPTER III

METHODOLOGY

This chapter describes the research design, research time and location, population and sample, data collection techniques, and data analysis.

A. Research Design

This research employed a quantitative approach, particularly descriptive-quantitative with survey design method, to examine the level of self-efficacy among students in English language learning. Descriptive quantitative research is the type of research that provides data in the form of word and numbers. This research focused on identifying level of self-efficacy among students in English language learning and the differences in terms of the level of self-efficacy between students of different genders. The instrument in this research used questionnaire which constructed by Wang et al., (2012).

B. Time and Location of the Research

The research was conducted on October at SMA Nasional 3 Bahasa Putera Harapan Purwokerto which is located in S.Parman Street, Purwokerto Kulon, Purwokerto, Central Java. This research conducted on the first semester in academic year 2023/2024. In this current research, there were several points reasons that conducted in this school, such below:

1. SMA Nasional 3 Bahasa Putera Harapan Purwokerto is one of international educational institutions in Indonesia which was located at Purwokerto, Banyumas Regency. This institution applied 3 curriculum, namely *Nasional* curriculum, pearson curriculum from England, and Mandarin curriculum from Hebei university (Tiongkok).

2. In addition, this school is also implemented three languages program such as Indonesia, Mandarin, and English. Then, it applied as obligation communication on daily activities in the class and an other activity in this school. especially in English.

3. The institution was chosen because applied devotion in daily activity before the lesson as the strategy to build self-efficacy and improve students' motivation.

C. Population and Sample of the Research

1. Population

Population is a collecting of data that has the same characteristics and becomes the object of inference (Harsojuwono & Arnata, 2020). The population of this research was 10th grade students SMA Nasional 3 Bahasa Putera Harapan Purwokerto. The total number of the students is 71. The following table describes the total population of the research:

Table 1. The Total of Population

Class	Participants		Total
	Female	Male	
X S	19	6	25
X M	15	7	22
X A	11	13	24
Total	45	26	71

2. Sample

In this research, sample refers to a small group that is observed or a portion of the population. Researcher used a purposive sampling method with selection based on several points, such as involvement in discussions, active participation in class, and interest in English subjects, to show students with strong motivation in learning English and knowing the level of Self-Efficacy and the factors that influence it. The number of samples taken was 45 students, consisting of 15 male students and 30 female students. This research aims to understand more deeply the level of Self-Efficacy and the variables that play a role in forming it, with the hope that the results of this research can provide deeper insight regarding motivation and other factors that influence students' abilities in learning English.

D. Data Collection Techniques

1. Questionnaire

The instrument to collect the data was used questionnaire. Quetionnaire is data collection technique that is carried out by giving respondents a set of questions to answer (Sugiyono, 2016). Questionnaire of English self-efficacy was adopted from Wang et al., (2012). In this questionnaire constructed 32 items asking students their judgment about their own ability in English language learning, in this section, the respondents were asked to indicate how frequently they beliefs with their ability in learning English.

Table 2. Blueprint of Students' Self-Efficacy

No	Aspects	The Indicators of students' Self-Efficacy	Items
1.	Listening Efficacy	• Self-Confidence in Comprehension • Active Listening Engagement • Persistence in Challenging Listening Tasks	1,3, 9, 10, 15, 22, 24, 27
2.	Speaking Efficacy	• Speaking Confidence • Participation in Speaking Activities • Risk-Taking and Error Tolerance	4, 6, 8, 17, 19, 20, 23, 30
3.	Reading Efficacy	• Reading Comprehension Self-Efficacy • Reading Motivation • Effective Reading Strategies	2, 12, 16, 21, 25, 26, 29, 32
4.	Writing Efficacy	• Writing Competence • Motivation to Write • Revision and Feedback Acceptance	5, 7, 11, 13, 14, 18, 28, 31

The questionnaire was written in English version, and distributed through google form or online form. In this section, the type of questions used close ended question, the respondents only answer some options to following rating scale which is rated by using 7 subscales measuring which is used likert scale.

Table 3. Likert Scale Scores

No	Scale	Scores
1	I can do it well	7
2	I can do it	6
3	Basically I can do it	5
4	Maybe I can do it	4
5	Maybe I can't do it	3
6	I can't do it	2
7	I can't it at all	1

The categories of student's self-efficacy score from (Alrabai, 2018) as follow:

Table 4. The Categories of Students' Self-Efficacy Questionnaire

Score	Category Level
Above 6.30 (> 90%)	Very High
5.60 - 6.30 (80 - 90%)	High
4.90 - 5.60 (70% - 80%)	Mediocre
4.20 - 4.90 60% - 70%)	Low
Below 4.20 (< 60%)	Very Low

The second instrument to collected the data was used questionnaire. Questionnaire is data collection technique that is carried out by giving respondents a set of questions to answer (Sugiyono, 2016). In this questionnaire constructed 20 items asking asking about the source of self-efficacy in learning English. To be able to answer the research objectives, the questionnaire grouped into four sources of self-efficacy proposed by Bandura (1997). There are four sources of self-efficacy. Those sources are an active mastery experience, social persuasion, vicarious experience, and physiological experience (Bandura 1997).

Table 5. Blueprint of Students' Self-Efficacy Sources

No.	Aspect	The Indicators of Students' Self-Efficacy Sources	Items
1.	Mastery Experience	Personal Experience: Students' past achievements and confidence in their ability to master English.	1,2,3,4,5
2.	Vicarious Experience	Observational Learning: Gained through observing successful peers or role models in English learning.	6,7,8,9,10
3.	Social Persuasion	Encouragement and Feedback: The impact of encouragement, feedback, and support from teachers, peers, and family members.	11,12,13,14,15
4.	Physiological Experience	Physiological and Emotional States:	16,17,18,19,20

		How students manage emotions and physiological reactions during English learning.	

The questionnaire was written in English version, and distributed through google form or online form. In this section, the type of questions used closes ended question, the respondents only answer some options to following rating scale which is rated by using 4 subscales measuring which is used likert scale.

Table 6. Likert Scale Scores

No	Scale	Scores
1	Very Agree	4
2	Agree	3
3	Disagree	2
4	Very Disagree	1

E. **Data Analysis**

In this resrach, data were collected and synthesized using Excel software and analyzed by SPSS. It was collected through Microsoft Excel 2019 version. To analyze the data using SPSS 26.0, the researcher calculated the frequency of respondents choosing 7 subscales for the level of students' self-efficacy and 4 likert scale for the students' self-efficacy sources. To answer the question about the level of self-efficacy and the sources of self-efficacy in learning English of students at SMA Nasional 3 Bahasa Putera Harapan Purwokerto, the Mean and Standard Deviation values of "self-efficacy" and "performance in learning English" were calculated to get a rough view of the mean and standard deviation of self-efficacy and the English performance of

the students. To analysis the sources of students' self-efficacy in this study use Microsoft excel 2019 to find the percentage of self-efficacy.

Therefore, frequency calculate the mean score of answer used following formula from (Sugiyono, 2010):

$$X = \frac{\sum Xi}{\sum Fi}$$

Descriptions:

X = Mean Score

Fi = The total of sample

Xi = The total of Score

The categories of student's self-efficacy score from (Sugiyono, 2010) as follow:

Score	Category Level
85-100	Very High
69-84	High
51-68	Mediocre
36-50	Low
20-35	Very Low

To determine the level of self-efficacy between gender difference, the technique of analysis data used one way ANOVA. The one-way ANOVA test (1-way ANOVA) is analysis of variance that have aim to test the ability to generalize data samples that are considered representative of the population (Riduwan & Sunarto, 2011).

CHAPTER IV

FINDING AND DISCUSSION

The explanations provided in chapters I-III cover the research introduction, methodology, research subjects and objects, as well as discussions on self-efficacy in English language learning. Chapter IV now presents the research findings and discussions that address the three research questions raised in the previous chapters I, those were "*What is the level of self-efficacy of students in learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto, in general?", What are the most important factors influencing students' self efficacy in learning English?" and "Is there any difference in terms of the level of self-efficacy between students of diffent gender at SMA Nasional 3 Bahasa Putera Harapan Purwokerto?".* The participants in this study consisted of class 10th (XS, XM, XA) at SMA Nasional 3 Bahasa Purwokerto, which spread in Banyumas regency. All the participants took part in the questionnaire, distributed using Google Forms. Fourty-five students' completed the questionnaire distributed.

This research used 32 items questionnaires about students' self-efficacy was adopted Wang et al., (2012)., and 20 items questionnaires about students' self-efficacy sources was adapted Bandura (1997). The Questionnaire of English Self-Efficacy (QESE) consists of 32 items. There are four aspects of self-efficacy: Listening Efficacy, Speaking Efficacy, Reading Efficacy and Writing. Each aspect was measured with eight questions. The answer to each question was based on a seven-point rating scale from 1 ("I cannot do it at all") to 7 ("I can do it very well"). The Questionnaire of Students' Self-efficacy Sources consist of 20 items. There are four aspects of self-efficacy sources: Mastery Experience, Vicarious Experience, Verbal Persuasion and Physiological Experience. The answer to each question was based on a four-point rating scale from 1 ("Very agree") to 4 ("Very disagree"). To prevent the

awareness of the subjects towards each aspect that was explored, questions were randomly ordered. Then, the findings and discussion were analyzed below:

A. FINDINGS

1. The Students' Level of Self-Efficacy in Learning English

Some items have been asked to the students to identify their level self of efficacy in learning English. The detailed information is presented on the table below:

Tabel 7. Classification of Students' Self-efficacy Level

No.	Classification	Range	Frequency	Percentage
1.	Very High	85-100	16	35%
2.	High	69-84	22	48.89%
3.	Mediocre	51-68	**7**	15.56%

Based on the table above, it indicated that the students' level of self-efficacy in learning Englis is high level. Almost 50% of the students were at a high level in terms of their self-efficacy in learning English. Then, 16 students were very high (35%), and 7 students were mediocre (15.56%).

Tabel 8. Students' Level of Self-Efficacy in Learning English

Efficacy Skills	N	Mean	Std. Deviation
Listening Efficacy	45	5.11	1.071
Speaking Efficacy	45	5.31	1.221
Reading Efficacy	45	5.16	1.043
Writing Efficacy	45	5.09	1.062
Overall Self-efficacy	45	5.07	1.053
Valid N (listwise)	45		

Based on the table above, it shows the high level of self-efficacy for all 4 language skills: listening, speaking, reading, and writing (all in words 5.60 to 6.30 out of 7). In particular, efficacy for speaking was the highest with 5.31 points, and the lowest was efficacy for writing, reaching 5.09 points. Each question was considered in detail to get a better understanding of the effectiveness of English learners themselves in Puhua School with each skill. The first one is writing. The level of confidence in writing was the lowest of the four skills. The highest level was for question 28 (Can you write past experience in English?). This indicates that students had the ability to write and competence at a basic level of past experience narrative. Most students underestimated their ability to write about they dreams, but it still at the mediocre level of writing efficacy (M = 4.8), because it was more difficult to make up story or use students imagination rather than when students relate the past experience and already remembered and have a lot of detail. They know what happened, where, when, who was involved and how they felt about it. However, leave written message, write email, compose message, write a description and make a sentence in a lesson achieved a higher confidence score.

The second skill, which is speaking, displayed the highest level of self-efficacy among the four language skills, with an overall average rating of 5.32. This suggests that students had significant confidence in their ability to communicate effectively in English. Notably, the average scores for all the speaking-related questions exceeded 5.6, indicating a high level of self-assuredness in tackling daily content they had been learning. However, there was a slight dip in confidence when it came to question Q17, "Can you ask your teachers questions in English?" The average rating for this question was 5.03. This may be attributed to the active involvement of English teachers at Puhua School, who often initiate questions during classes, leaving students with fewer

opportunities to inquire in English. On the other hand, question 30, which pertained to self-introductions, received the highest level of confidence with an average rating of 5.6. This suggests that students felt particularly well-prepared and self-assured when introducing themselves in English.

Thirdly, it is worth noting that reading emerged as a skill with the most balanced average index among the participants. The item that garnered the highest average score pertained to the usability of dictionaries (Q26), with an average rating of 5.24, indicating that students felt most confident in their ability to use dictionaries effectively. On the other hand, the question (Q25) assessing their aptitude for comprehending new lessons in their English textbooks solely through reading recorded the lowest average value at 4.8. This suggests that students found it relatively challenging to grasp new lesson content purely through reading. It's also interesting to observe that the content-related questions, which entailed simpler learning requirements, received nearly identical scores across the board.

In the context of listening skills, the initial five questions (Q1, 3, 9, 10, 15, 22, 24, 27) involving the interpretation of numbers spoken in English indicated a high level of confidence among the students, with an average rating of 5.6. This implies that students felt relatively at ease when dealing with numerical information in an English-speaking context. Conversely, the students' confidence levels dropped when it came to their ability to comprehend radio or podcast programs in English-speaking countries, with an average rating of 4.6. Notably, the confidence levels for questions Q3 and Q10 were lower compared to Q1, suggesting that as the difficulty level of the topics increased, the students' confidence in their ability to complete them decreased.

In general, the Standard Deviation coefficient for each question in the QESE table is mostly high (SD> 1). When represented by the scatter graph, the points of value will be scattered far away. This indicates that the data fluctuates around the narrowmean, meaning that there is a small difference in the students' responses to the questions in the QESE table to measure English learning confidence. This reflects the current situation of students' belief in English; depending on interests, learning dynamics, and academic achievements, each student has a different degree of belief; some students are very confident, and some students have mediocre, but the students that has the mediocre only 7 students from 45 total participants. This difference in English beliefs is not too far for the Standard Deviation. In addition to the difference in English belief of each student in each question, there is also the difference in English confidence of students when answering different QESE questions. This is the reason for the very high Standard Deviation question and the mediocre. For example, the question "Can you understand English songs?" (Q24, SD = 1.531), the students' answers are quite equal, most of the students listen to English music, and therefore, most of the students are confident that they can hear and understand of English songs.

2. **The Students' Factors of Self-Efficacy in Learning English**
   a. **Mastery Experience**

   This sources of self-efficacy is related to an experience that students get in the past, the students can learn about their past experience. The responses by the students about this part are presented on the table 9. In this section, the questionnaire was specifically administered to a select group of participants who exhibited different classifications compared to the results presented in Table 5.

Table 9. The Students Responses about Mastery Experience

Self-Efficacy Sources	Classification	Items	Percentage
Mastery Experience	Very High	1,2,3,4,5	100%
	High		100%
	Mediocre		85%

The focus of these statements relates to enactive mastery experience, shedding light on students' experiences while learning English. Enactive mastery experiences serve as authentic evidence of whether students believe they possess the necessary attributes to succeed in their learning journey. The students' responses to these questions are as follows:

In the context of mastery experience, the initial five questions (Q1, 2, 3, 4, 5) Students with a very high level of self-efficacy (100%) expressed strong confidence in their personal experiences. Studentswith a high level of self-efficacy (100%) also indicated a high degree of confidence in their mastery experiences. However, there was a slight dip in sources of Students' Self-efficacy when it came to question Q2 "When I make mistakes or encounter difficulties in English learning, I see these as opportunities to learn and improve", Q3 " I feel more confident in my English language skills when I successfully complete assignments or exams in English classes", Q4 "Successfully mastering new vocabulary or grammar rules in English boosts my self-efficacy in language learning". Students with a moderate level of self-efficacy (85%) provided responses indicating varying levels of self-efficacy concerning their mastery experiences.

The table presented above provides an overview of the responses obtained from the students regarding their self-efficacy in

mastering English. These responses are crucial in understanding how students perceive and evaluate their own experiences in the process of learning English. It's worth noting that the students' self-efficacy levels, as reflected in their responses, can significantly influence their motivation, performance, and learning outcomes. Therefore, gaining insights into their self-efficacy beliefs and experiences is valuable for educators and researchers in enhancing the effectiveness of English language learning strategies.

b. Vicarious Experience

This sources of self-efficacy is related to get through observing successful peers or role models in English learning. The responses by the students about this part are presented on the table 10.

Table 10. The Students Responses about Vicarious Experience

Self-Efficacy Sources	Classification	Items	Percentage
Vicarious Experience	Very High	6,7,8,9,10	100%
	High		90%
	Mediocre		67.5%

The questionnaire included several statements aimed at assessing students' vicarious experiences in their English language learning. In addition to enactive experiences, self-efficacy is also influenced by one's observations of the learning experiences of others and their ability to emulate successful individuals in specific areas. According to Bandura (1997), modeling, or observing others' successes, serves as an effective method for enhancing one's sense of personal efficacy. The questionnaire presented questions related to whether students looked up to and learned from their peers who

had excelled in their English lessons. The responses from students with varying levels of self-efficacy were as follows:

Students with a very high level of self-efficacy (100%) confirmed that they took good examples from friends who had achieved high grades in their English lessons. Students with a high level of self-efficacy (90%) also agreed that they learned from observing successful peers or role models in English learning. Students with a moderate level of self-efficacy (67.5%) indicated that they had some level of confidence in observing and learning from successful peers or role models in their English learning journey. These findings highlight the importance of vicarious experiences and the influence of observing successful peers in shaping students' self-efficacy beliefs. Having positive role models and learning from the successes of others can significantly impact students' confidence and motivation in their English language learning endeavors.

c. **Social Persuasion**

This sources of self-efficacy is related the impact of encouragement, feedback, and support from teachers, peers, and family members. The responses by the students about this part are presented on the table 11.

Table 11. The Students Responses about Social Persuasion

Self-Efficacy Sources	Classification	Items	Percentage
Social Persuasion	Very High	11,12,13,14,15	100%
	High		77.5%
	Mediocre		67.5%

In this section, the questionnaire included several statements related to social persuasion, which align with Bandura's (1997) theory. According to Bandura, verbal persuasion is a significant means of strengthening individuals' beliefs in their capabilities to achieve their goals. The statements in the questionnaire were designed to assess the impact of verbal persuasion on students' self-efficacy. The students' responses to questions about verbal persuasion and feedback were as follows:

Students with very high level of self-efficacy, constituting 100% of these participants, strongly agreed with statements indicating that their teachers had praised their excellent English skills, provided affirmation, and offered positive feedback. 77.5% students with high level of self-efficacy also agree. Students with a moderate level of self-efficacy, comprising 80% of the participants, also agreed with these statements related to verbal persuasion.

These findings underscore the influence of verbal persuasion on students' self-efficacy beliefs. Positive feedback, encouragement, and affirmations from teachers have a substantial impact on boosting students' confidence in their English language skills. The results indicate that the majority of students, regardless of their self-efficacy levels, acknowledged the importance of supportive language and feedback in enhancing their self-efficacy in learning English.

d. **Physiological Experience**

This sources of self-efficacy is related how the students manage emotions and physiological reactions during English learning. The responses by the students about this part are presented on the table 12.

Table 12. The Students Responses about Physiological Experience

Self-Efficacy Sources	Classification	Items	Percentage
Physiological Experience	Very High	16,17,18,19,20	52.5%
	High		65%
	Mediocre		100%

In the section focusing on the source of self-efficacy related to physiological experiences, students were presented with a set of questionnaire items to assess their responses. Among the questions, the following statements were included: "Feeling nervous negatively impacts self-efficacy in English language learning." The responses from students were as follows:

Students with very high levels of self-efficacy, accounting for 52.5% of the participants, agreed with this statement. Students with high levels of self-efficacy, constituting 65% of the participants, also agreed with the statement. Students with a moderate level of self-efficacy showed a stronger agreement, with a significant percentage indicating that they strongly agreed with the statement. These responses highlight the significant role of physiological experiences, particularly feelings of nervousness, in influencing students' self-efficacy in learning English. It suggests that students across different self-efficacy levels recognize the impact of their emotional states on their self-efficacy beliefs in English language learning.

Based on the responses provided by the students, it is evident that the most influential source of self-efficacy in learning English is their mastery experiences. Students place great confidence in their ability to successfully accomplish assigned tasks and reach their

internal goals in the process of learning English. These internal goals may include achieving proficiency in English language skills. Specifically, students expressed that their previous experiences in mastering English, such as their experiences during elementary school, middle school, or participation in English language courses, have a significant impact on their self-efficacy. These prior learning experiences contribute to their overall confidence. This confidence, in turn, enables them to actively engage in the process of learning English, fostering a positive learning environment.

In summary, the students' responses indicate that previous experiences in mastering the English language play a pivotal role in enhancing their self-efficacy, ultimately empowering them to actively and confidently participate in English language learning.

3. **The level of Self Efficacy between Gender Difference**

In this section, the researcher is presented about students' self-efficacy between gender difference. The result of self efficacy between gende difference in learning English could be seen on the table below:

Tabel 13. One Way ANOVA of Self-efficacy between gender difference in learning English

Gender	N	Mean	Standar Deviation	F	*p-value*
Female	30	161.70	32.987	13.329	0.212
Male	15	167.67	34.928		

The data presented above reveals interesting insights into self-efficacy among male and female students in learning English. Male students exhibited a higher mean score for self-efficacy, with an average of 167.67 and a standard deviation of 34.928. In contrast, female students had a mean score of 161.70 and a standard deviation of 32.987.

This suggests that, on average, male students reported higher levels of self-efficacy in their English language learning compared to their female counterparts. However, it's essential to consider the statistical significance of these findings. The p-value, a commonly used statistical measure, was calculated to determine whether the differences in self-efficacy between male and female students in learning English are statistically significant. The p-value was found to be 0.212, which exceeds the significance threshold ($p > 0.05$). In practical terms, this means that the observed gender differences in self-efficacy in learning English are not statistically significant.

In other words, the study did not find compelling evidence to support the notion that there is a significant disparity in self-efficacy levels between male and female students in the context of learning English. The data suggests that, although there may be variations in self-efficacy between genders, these differences do not reach a level of statistical significance. Therefore, the self-efficacy of male and female students in learning English appears to be relatively similar in this study. It's important to note that the absence of statistical significance does not negate the practical significance of these findings. Individual variations, teaching methodologies, and other contextual factors can still play a role in shaping students' self-efficacy beliefs. Further research and exploration may be needed to gain a deeper understanding of the complexities of self-efficacy in language learning among male and female students.

B. DISCUSSION

After the data were collected, this research discussed those finding by reflecting with number of theories. As per Bandura's theory (Bandura, 1977), individuals with high self-efficacy tend to be more likely to attain success in life compared to those with low self-efficacy. The current study aims to assess the level of self-efficacy in learning English among 10th-grade students and explore the sources of self-efficacy they rely on. Additionally, the research endeavors to examine potential differences in self-efficacy between male and female students in the context of learning English.

To gather data for this research, a survey was conducted using a questionnaire, which was designed to elicit students' self-efficacy beliefs concerning their English language learning capabilities and identify the sources of self-efficacy. The survey findings revealed that the respondents demonstrated a relatively high level of self-efficacy, particularly in the domain of speaking skills. Additionally, the results indicated that students' self-efficacy was drawn from the four sources proposed by Bandura (1997). Moreover, the research uncovered some gender-based variations in student self-efficacy, although these differences were found to be statistically insignificant.

In summary, this study highlights the importance of self-efficacy in English language learning. The sources of self-efficacy, as identified by Bandura, play a significant role in shaping students' beliefs in their English language proficiency. While there are gender differences in self-efficacy, they do not reach statistical significance, implying that both male and female students share similar levels of confidence in their English language learning endeavors.

1. The Students' Level of Self-Efficacy in Learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto

The results of this study indicate that students have a high level of self-confidence in learning English. These students, who have high levels of self-efficacy, are in 10th grade, so their self-efficacy tends to remain very good. This is because most of the students surveyed are active students, and Puhua School also applied as obligation communication on daily activities in the class and an other activity in this school. especially in English, as well as providing motivation before learning. In addition, in this study, almost 50% of students said that English was easy for them to master. These students have positive beliefs and hopes regarding language learning as cited Rubin, (1975) who stated that one of the keys to success in language learning is having good motivation and believe with own capability, especially when facing learning challenges. Students like this usually have beliefs high opinion of themselves and believe that they are able to complete learning tasks efficiently Lightbown & Spada, (1997) in his book he states that positive motivation will make students motivated to learn (Noran et al., 1993). This is in line with the theory Bandura stated that people who have high self-performance will believe that a task is easy and therefore have a broad view of how to tackle learning English. (Ma'rufah, 2021) Teachers should use the strategies to promote student questioning intensively; therefore, the problem of students' participation can be resolved. In summary, the key factor here is the belief they have in themselves and it supported by the school that applied devotion as a strategy to boost students' self-efficacy, especially in learning English.

2. The Students' Sources of Self-Efficacy in Learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto

The results of this study indicate that students draw from four sources of self-efficacy in their English language learning journey. The research outcomes align with the insights provided by Bryant, (2017), who underscored the development of self-efficacy sources in individual students' lives, with a particular focus on mastery experiences. Additionally, Ghanizadeh & Moafian, (2010) highlighted the potent influence of mastery experiences, as they lead to enhanced self-efficacy for specific behaviors. The perception of success in one's performance not only bolsters self-efficacy but also secures future competence and success. Furthermore, the study acknowledges the crucial role of constructive feedback from teachers in boosting students' self-efficacy. As emphasized by (Nguyen et al., 2010), teachers' constructive feedback is a pivotal factor in the mentoring process. This feedback is expected to enhance students' self-efficacy levels, contributing to the achievement of learning objectives and fostering a positive learning experience in English.

Regarding the primary research objective, the findings emphasize the significant influence of prior learning experiences, encompassing both formal and informal educational settings, on students' capacity to complete assignments and attain their goals. This underscores the pivotal role of previous learning encounters in shaping students' self-efficacy. However, it is important to note that the significance of other self-efficacy sources should not be understated In summary, while prior learning experiences emerged as the most influential factor, the study recognizes the multifaceted nature of self-efficacy sources, encompassing role models, social support, and physiological and emotional factors, all of which significantly contribute to students' self-efficacy beliefs. These findings underscore the

necessity of adopting a comprehensive approach to fully comprehend the factors influencing self-efficacy in the context of English language learning.

3. The level of Self Efficacy between Gender Difference at SMA Nasional 3 Bahasa Putera Harapan Purwokerto

The research findings indicate that male and female students interpret their accumulated experiences differently. In this study, it was observed that male students exhibited higher levels of self-efficacy in learning English compared to their female counterparts. Male students tended to approach their language learning logically, pragmatically, and with a sense of relaxation (As Sabiq et al., 2021). On the other hand, female students more frequently emphasized the role of mastery experiences, social persuasion, and psychological state in enhancing their self-efficacy beliefs related to learning and performance. Particularly, female students highlighted the influence of social persuasion on their self-efficacy beliefs concerning learning and performance.

These findings may contrast with other studies, such as Nguyen et al. (2022), which found differences in confidence levels and English learning performance between male and female students, with female students exhibiting higher confidence levels. Similar results were reported by Li (2018) and Wang (2014), indicating that girls had higher self-efficacy than boys across various aspects of language learning, including listening, speaking, reading, and writing skills. It is worth noting that Bandura (1977) argues that individuals with high self-efficacy tend to engage in more activities and achieve greater success compared to those with lower self-efficacy levels.

However, the present study revealed a somewhat different pattern, with male students showing higher self-efficacy in learning English (with a standard deviation of 34.928) compared to their female counterparts (with a standard deviation of 32.987). The quantitative results indicated that there were no statistically significant differences

between male and female students in terms of self-efficacy, as the p-value (0.212) exceeded the significance threshold (p > 0.05). In other words, male students scored higher in terms of self-efficacy, but the gender difference was not statistically significant.

These findings suggest that gender may not be a decisive factor in determining self-efficacy in English language learning. The study participants displayed variations in their self-efficacy, emphasizing the importance of considering individual differences and contextual factors. It's important to note that Bandura's theory does not attribute self-efficacy to genetic traits or sexual characteristics (Bussey & Bandura, 1999). Therefore, the results of this study may not necessarily generalize to all contexts, as the effects of various factors can vary in different settings.
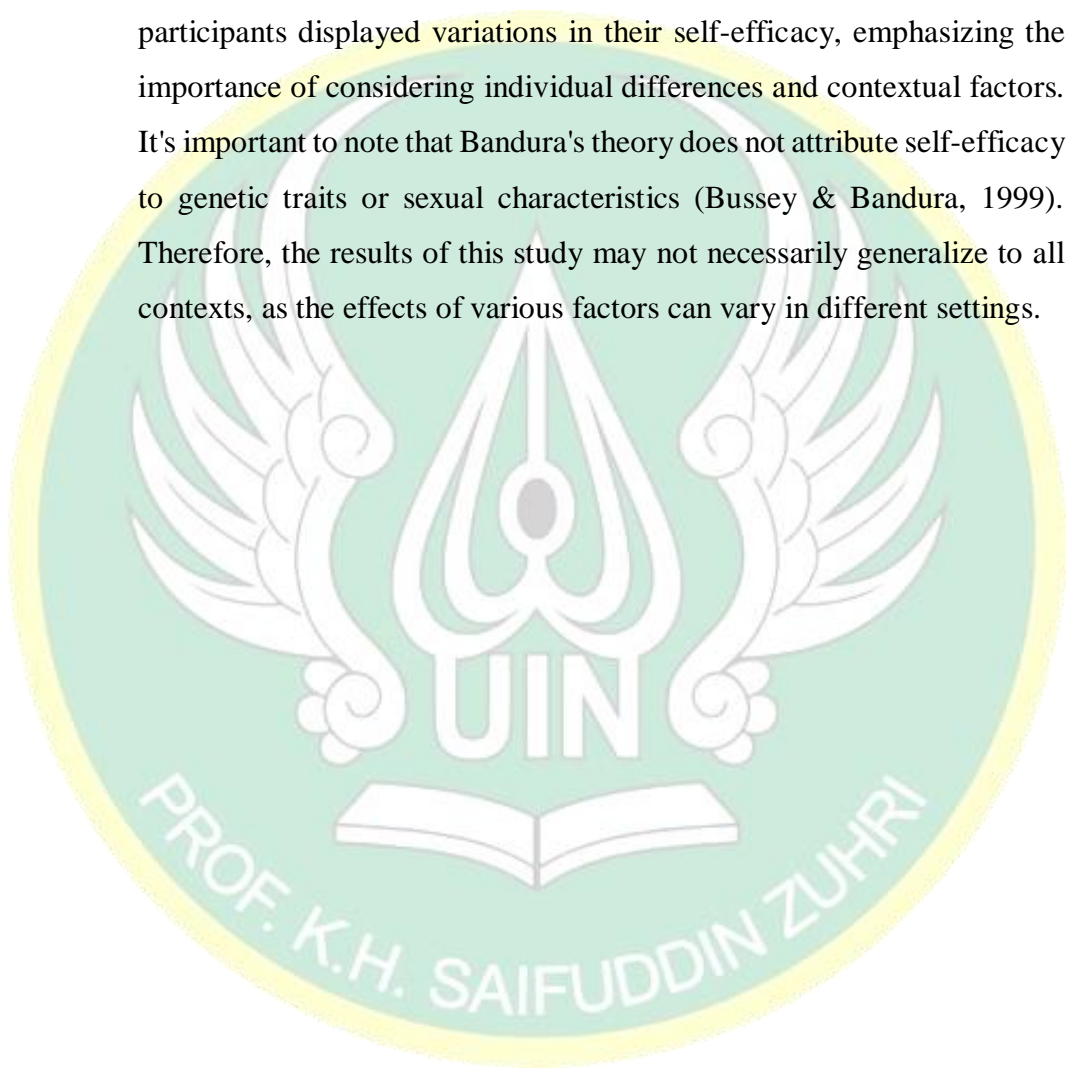
CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of this research, this chapter reports on conclusion, limitation of study, and suggestion.

A. Conclusion

The findings and discussions lead to the conclusion that students at SMA Nasional 3 Bahasa Putera Harapan Purwokerto exhibit a high level of self-efficacy. Among the language skills, speaking efficacy had the highest mean score of 5.31, while writing efficacy had the lowest mean of 5.09. Reading efficacy followed with a mean of 5.16, and listening efficacy had a mean of 5.11. Overall, the self-efficacy in learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto was high, with an average score of 5.07. In terms of the Standard Deviation (SD) coefficient, most questions in the QESE table had high values (SD > 1). When represented in a scatter graph, the data points were widely dispersed, indicating minor variations in students' responses to the questionnaire, measuring their confidence in learning English.

Regarding the first research objective, it can be concluded that prior learning experiences, both formal and informal, significantly impact students' ability to complete assignments and achieve their goals. However, it is important to note that other sources such as vicarious experiences, social persuasion, and physiological and emotional factors also contribute to self-efficacy in different aspects. This aligns with Bandura's theory, emphasizing the motivational aspect of strong self-efficacy in learning. Conversely, individuals with low self-efficacy are more likely to experience frustration. The statistical analysis, conducted using SPSS 26.00 Version, found no significant difference in self-efficacy between genders. Male students displayed higher self-efficacy in learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto. The

p-value exceeded the significance threshold, with a value of 0.212 (p > 0.05), indicating that the observed gender differences in self-efficacy related to learning English are not statistically significant.

B. Limitation of Study

This research, like any study, comes with its share of limitations that warrant consideration. By acknowledging these limitations, we can gain a more comprehensive understanding of the scope and implications of this research. Here are some of the key limitations identified:

1. Limited Participant Scope: The study focused on tenth-grade students at SMA Nasional 3 Bahasa Putera Harapan Purwokerto. Future research should include a broader range of educational levels to enhance generalizability.

2. Limited Referencing: The study's reference base may lack depth and breadth. Future research should aim for a more comprehensive range of references to strengthen the theoretical foundation.

3. Predominantly Quantitative Approach: This research mainly used quantitative methods, which provide broad insights but may lack depth. Future studies should incorporate qualitative components, such as interviews or focus groups, to gain richer insights.

4. Single Educational Setting: The research was conducted in one school, limiting generalizability. Future research should explore different educational settings for broader applicability.

5. Self-Report Bias: Survey-based research carries the risk of self-report bias. Employing methods like direct observations or qualitative interviews can enhance data accuracy.

6. Resource and Time Constraints: Resource and time limitations influenced the research design. Allocating more resources and time in future studies could lead to more comprehensive investigations.

Acknowledging these limitations will guide researchers in refining methodologies and expanding the scope for a better understanding of self-efficacy in English language learning.

C. Suggestion

Based on the results and conclusions, it is evident that students at SMA Nasional 3 Bahasa Putera Harapan, Purwokerto, have a high level of self-efficacy in learning English. Therefore, the following recommendations are provided for teachers and other researchers:

1. For Teachers: Self-efficacy is a critical factor that can significantly influence students' achievement and performance in assigned tasks. It directly and indirectly affects students' motivation and confidence in learning English. Teachers should be aware of this and strive to nurture and enhance their students' self-efficacy. Encouraging a positive learning environment and providing constructive feedback can contribute to boosting students' self-efficacy.
2. For Other Researchers: This research offers valuable insights into self-efficacy in the context of learning English. It is advisable for future researchers to delve deeper into this topic. Employing a mixed-method approach can provide a more comprehensive understanding of students' self-efficacy in learning English. Furthermore, investigating self-efficacy across diverse educational settings and student demographics can yield a broader perspective on this subject.

By implementing these recommendations, educators and researchers can contribute to the development of effective strategies and interventions to enhance students' self-efficacy in learning English.

REFERENCES

Admadi Harsojuwono, B., & Arnata, I. W. (2020). *Statistika Penelitian*. Madani Media.

Afifah, F. N. (2019). STUDENTS' SELF-EFFICACY IN LEARNING ENGLISH (A Research on the Tenth Grade Students of Madrasah Aliyah Negeri Purbalingga in the Academic Year 2018-2019). *Repository UMP*.

Arnold, J., & Brown, H. D. (1999). *A map of the terrain. In J. Arnold (Ed.), Affect in language learning*. Cambridge University Press.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*(2).

Bernhardt, S. (1997). Self-efficacy and second language learning. *The NCLRC Language Resources*, *1*(5).

Bryant, S. (2017). *Self-Efficacy Sources and Academic Motivation: A Qualitative Study of 10th Graders. A dissertation. East Tennessee State University.*

Chen, A. (2012). Application of Gender Difference and Topic Preference to Promote Students' Motivation for Online EFL Learning. *The EuroCALL Review*, *20*(1), 47. https://doi.org/10.4995/eurocall.2012.16040

Desmaliza, D., & Septiani, T. (2018). Students Self-Efficacy and Their Speaking Skill at Lower Secondary School. *Icems*, 122–127.

Dwinalida, K. (2021). Exploring an English Learner's Motivation. *Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, *7*(1), 11–23. https://doi.org/10.35569

Ehrman, M. (1996). *Second language learning difficulties: Looking beneath the surface*. Thousand Oaks, CA.

García Gutiérrez, C. A., & Durán Narváez, N. C. (2018). Revisiting the Concept of Self-efficacy as a Language Learning Enhancer. *GiST Education and Learning Research Journal*, *15*, 68–95. https://doi.org/10.26817/16925777.391

Ghanizadeh, A., & Moafian, F. (2010). The Relationship between Iranian EFL Teachers' Sense of Self- Efficacy and their Pedagogical Success in Language Institutes. *AsianEFLJournal.*, *13*(2).

Harmer, J. (2001). *The Practice of English Language Teaching 3rd Edition*. Pearson Education Limited.

Ismail, I. B., & Shah, P. M. (2015). Self-Efficacy in Learning English Among form Four Students in Malaysia. *Proceedings of Academics World 2nd International Conference, Kuala Lumpur, Malaysia*.

Kholid, I. (2017). Motivasi Dalam Pembelajaran Bahasa Asing", English Education. *Jurnal Tadris Bahasa Inggris*, *10*(1), 62.

Lightbown, P. M., & Spada, N. (1997). How Languages are Learned (7th Impression. *Oxford University Press*.

Ma'rufah, D. W. (2021). Promoting Student Questioning in EFL Classroom: Teacher's Strategies in 2013 Curriculum Context. OKARA: Jurnal Bahasa Dan Sastra, 15(2), 170-184. https://doi.org/10.19105/ojbs.v15i2.4284

Muslikan, M. (2017). EXPLORING EFL LEARNER'S SELF-EFFICACY, BELIEFS AND METACOGNITIVE STRATEGIES USE TO ENHANCE THE ENGLISH PROFICIENCY IN INDONESIA. *LUNAR*, *1*(1), 2541–6804.

Nguyen, Hoa Thi Mai, Hudson, & Peter. (2010). *Preservice EFL Teachers' Attitudes, Needs, and Experiences aboutTeaching Writing and Learning to Teach Writing before their Practicum: A Case Study in Vietnam. 12*(2), 43–42.

Nguyen, Tran, Hong, & Ha. (2022). The Relationship between Students' Self-Efficacy Beliefs and Their English Language Achievement. *Journal of English Language Teaching and Applied Linguistics*, 1–11.

Noran, F. Y., Habibah, E., & Mahyuddin, R. (1993). *Psychological Factors Influencing English Language Learning among University Students*. Research Report, Faculty of Educational Studies.

Ozden, M. (2018). A language learning adventure of a person succeeded the language training. *Journal of Language and Linguistic Studies, 14*(3), 233.

Raoofi, S., Tan, B., & Chan, S. W. (2012). Self-efficacy in second/foreign language learning Contexts. *Canadian Center of Science and Education, 5*(11).

Riduwan, & Sunarto, S. (2011). *Pengantar Statistika untuk Penelitian Pendidikan, Sosial, Ekonomi Komunikasi, dan Bisnis*. ALFABETA.

Rubin, J. (1975). What the Good Language Learner can Teach us. *TESOL Quarterly*, *9*, 41–51.

Shih, Y.-C., & Yang, M.-T. (2008). A Collaborative Virtual Environment for Situated Language Learning Using VEC3D. *Educational Technology & Society*, *11*(1), 59.

Sugiyono. (2010). *Metode Penelitian Pendidikan*. ALFABETA.

Sugiyono, S. (2016). *Research Method Quantitative, Qualitative and R&B*. Alfabeta CV.

Wang, C., Hu, J., & Xu, Y. (2012). Chinese College Students' Self Regulated Learning Strategies and Self-Efficacy Beliefs in Learning English as a Foreign Language. *Associate Professor of Educational Research.*

Zhu, Y. (2020). *The Relationship Between English Self-Efiicacy and English Language Performance Among Chinese University Students. Faculty of Business,*. Information and Human Science Infrastructure University Kuala Lumpur Malaysia.

APPENDICES

Appendix 1.

Questionnaire of English Self-Efficacy

Perkenalkan saya Miflicha Uliyanti Febriani, Mahasiswi akhir jurusan Tadris Bahasa Inggris, sedang melakukan penelitian mengenai Self-Efficacy in learning English di SMA Nasional 3 Bahasa Putera Harapan Purwokerto. Oleh karena itu, dengan segala kerendahan hati meminta adik-adik berpartisipasi menjawab kuesioner ini.

Atas perhatiannya diucapkan terima kasih.

Hormat Saya,

Miflicha Uliyanti Febriani

NIM: 1917404058

Name   :

Class   :

Gender   :

Instructions :

No.	Scale	Scores
1.	I can do it well	7
2.	I can do it	6
3.	Basically, I can do it	5
4.	Maybe I can do it	4
5.	Maybe I can't do it	3
6.	I can't do it	2
7.	I can't do it at all	1

No.	Statements	1	2	3	4	5	6	7
1	Can you understand stories told in English?							
2	can you finish your homework of English reading independently?							
3	can you understand American English YouTube channels??							
4	Can you introduce your school in English?							
5	Can you compose messages in English?							
6	can you give directions from your classroom to your home in English?							
7	can you write English compositions assigned by your teachers?							
8	can you tell a strory in English?							
9	can you understand radio programs in English speaking countries?							
10	can you understand English podcast?							
11	can you leave a written message to you classmates in English?							
12	when you read English text, can you guest the meaning of uknown words?							

13	can you make new sentences with the words just learned?							
14	can you write email in English?							
15	if your teacher gives you a an audio recorder English dialogue about school life, can you understand it?							
16	can you understand the English news on the internet?							
17	can you ask question to your teachers in English?							
18	Can you write past experience in English?							
19	can you introduce your English teacher in English?							
20	can you discuss in English with your classmates some topics in which all of you are interested?							
21	can you read English short story?							
22	can you understand English movie without Indonesian subtitles?							
23	can you answer your teachers' questions in English?							
24	can you understand English song?							
25	can you read English newspapers?							
26	can you find the meaning of new words by using English dictionaries?							
27	can you understand numbers spoken in English?							
28	Can you write a description about your English teacher in English?							
29	can you understand English articles about Indonesian culture?							
30	can you introduce yourself in English?							
31	Can you make a sentence about your dreams in English?							
32	Can you understand new lessons in your English book only by reading it?							

The Questionnaire of students' source of self-efficacy in learning English

No	Scale	Scores
1	Very Agree	4
2	Agree	3
3	Disagree	2
4	Very Disagree	1

No.	Statement	1	2	3	4
1	I believe that consistent effort and hard work in learning English lead to improved self-efficacy and language skills.				
2	When I make mistakes or encounter difficulties in English learning, I see these as opportunities to learn and improve.				
3	I feel more confident in my English language skills when I successfully complete assignments or exams in English classes.				
4	Successfully mastering new vocabulary or grammar rules in English boosts my self-efficacy in language learning.				
5	I tend to be more confident in my English language abilities when I receive positive feedback from teachers on my assignments and language proficiency.				
6	When I see peers who are proficient in English, I feel more confident in my own abilities to learn English.				
7	I find that observing others who are fluent in English motivates me to improve my language skills.				
8	Seeing my classmates excel in English language assignments and discussions makes me more confident about my own abilities.				
9	I believe that the success of others in learning English is evidence that I can also achieve the same.				

10	Sharing language learning experiences and tips with friends who are also learning English positively affects my self-efficacy.				
11	Encouragement and positive feedback from teachers have a positive impact on my self-efficacy in English language learning.				
12	Receiving praise and affirmations from those around me about my English language skills enhances my self-confidence.				
13	Constructive feedback from my English teacher regarding my assignments or language skills improves my self-confidence.				
14	I find that encouragement from friends and family about my English language learning journey boosts my self-efficacy.				
15	I feel more self-efficacious in English language learning when I am surrounded by a positive and supportive learning environment.				
16	Feeling anxious or nervous negatively affects my self-efficacy in English language learning.				
17	My self-efficacy improves when I practice relaxation techniques or mindfulness in my English language learning journey.				
18	My emotional state, such as feeling motivated and enthusiastic, affects my self-efficacy in English language learning.				
19	Feeling positive emotions, such as confidence and excitement, enhances my self-efficacy in language learning.				
20	Negative emotions, such as self-doubt or frustration, negatively impact my self-efficacy in English language learning.				

Appendix II

The Result Questionnaire of students' source of self-efficacy in learning English

Gender	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Score Total	Score Level
Female	4	5	4	5	4	5	5	6	4	3	6	5	6	5	5	4	4	3	5	6	6	5	5	6	7	5	5	5	5	7	4	4	158	71
Female	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	4	130	81
Female	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	124	97
Male	7	6	7	7	7	5	6	7	7	7	7	7	7	7	6	7	7	6	7	7	7	7	7	7	7	6	7	7	7	7	6	1	210	94
Female	4	6	3	5	4	4	2	4	3	4	4	5	5	4	4	4	4	2	4	3	5	5	4	5	3	4	4	6	4	6	4	4	132	69
Male	6	6	7	6	6	7	6	6	6	7	6	6	6	6	6	7	6	6	6	6	7	7	6	6	7	7	7	6	6	6	6	6	201	90
Female	6	6	6	7	6	7	6	6	5	6	7	6	6	6	6	6	7	5	5	6	7	6	6	5	6	6	7	6	6	7	6	6	195	87
Female	4	4	2	4	3	4	2	4	1	1	4	4	3	3	3	3	4	4	3	4	4	2	3	4	3	5	4	4	2	5	2	2	104	65
Male	5	6	5	4	5	4	4	2	4	5	5	6	5	4	4	3	4	3	3	2	3	7	5	2	3	2	5	1	5	5	1	5	127	57
Female	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	3	4	4	3	4	4	4	4	4	4	4	4	4	4	124	97
Female	4	4	3	3	3	4	2	1	2	4	2	3	4	2	2	2	2	3	4	1	3	1	3	1	3	4	4	1	2	3	4	1	85	66
Male	7	5	6	7	7	5	5	7	6	7	7	5	7	6	6	7	6	7	6	7	7	5	5	7	7	7	7	7	6	7	7	6	203	91
Female	5	6	4	4	5	4	4	4	5	6	7	5	6	5	7	6	5	7	5	4	5	5	5	6	5	7	7	7	6	7	4	5	173	77
Male	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	224	100
Female	5	5	6	5	4	3	6	3	3	3	4	5	7	5	6	7	7	7	6	3	7	6	6	7	7	7	7	4	7	5	4	5	172	77
Female	7	7	7	7	7	1	7	7	7	7	7	7	7	6	6	7	7	7	7	7	7	7	7	7	7	6	7	7	7	7	5	7	213	95
Female	4	5	6	4	4	5	6	5	4	6	6	2	6	4	4	6	6	2	6	6	6	6	6	6	4	6	6	4	4	7	4	6	162	72
Male	5	5	5	6	5	6	5	6	5	6	6	6	6	7	5	5	5	5	5	5	6	7	5	6	6	5	5	5	5	5	5	5	174	78
Female	4	4	3	2	4	3	4	4	4	4	4	5	6	4	4	4	5	5	4	6	6	2	4	5	4	6	7	4	3	5	3	4	136	61
Female	4	4	4	4	4	4	4	2	3	3	4	4	3	3	4	4	3	3	4	3	3	3	4	3	3	4	4	3	4	3	4	4	111	87
Female	5	5	6	7	6	6	5	6	4	6	6	5	5	6	5	7	7	6	7	6	6	6	6	7	5	7	7	6	6	7	6	6	191	85
Male	5	4	4	4	3	3	4	4	4	4	3	4	4	4	3	3	4	3	4	4	3	3	4	4	3	3	4	3	3	4	4	4	113	71
Male	4	5	2	5	4	2	3	4	4	3	5	6	5	4	6	3	4	4	3	3	5	4	4	4	2	4	5	5	5	3	4	4	128	67
Male	4	6	3	4	3	4	4	5	3	4	5	4	3	3	6	3	3	3	3	3	4	3	4	3	4	5	3	4	3	3	3	3	119	62
Male	5	5	5	5	5	5	5	4	5	5	4	4	5	4	4	4	5	4	4	5	4	4	5	4	4	4	5	4	4	4	4	4	146	76
Female	4	4	5	6	3	4	3	3	2	2	4	4	3	4	3	4	5	4	4	4	5	4	4	4	3	4	4	4	3	4	3	3	120	63
Female	4	7	5	6	4	4	5	6	6	4	4	4	6	6	7	4	7	4	4	7	6	4	7	4	4	6	7	6	7	6	6	6	175	78
Female	4	4	4	5	4	5	5	5	4	4	6	4	5	5	5	4	6	5	6	7	7	6	6	7	5	7	7	6	6	7	6	6	173	77
Male	5	5	5	5	5	5	5	6	4	4	6	4	5	5	4	4	6	6	6	7	7	6	6	6	6	6	6	6	4	6	4	4	158	82
Male	5	5	4	6	6	5	6	6	5	6	3	5	4	6	5	6	6	5	6	5	5	6	6	6	5	6	3	6	5	5	5	6	169	88
Female	5	4	6	5	7	5	4	7	6	5	6	4	5	6	4	5	6	4	6	4	7	4	5	6	6	5	4	5	6	7	6	5	171	76
Male	6	6	5	4	5	5	7	6	6	5	7	5	7	6	5	5	4	7	6	6	5	5	4	4	7	6	7	5	5	4	5	7	177	79
Male	6	5	6	4	5	6	6	6	6	6	6	6	6	4	6	7	7	6	6	5	5	5	5	7	6	6	6	5	5	5	6	5	181	81
Male	5	4	6	7	5	6	6	7	5	6	6	5	5	6	6	6	6	6	6	6	6	6	6	6	5	6	3	6	6	6	6	6	185	83
Female	7	6	7	7	6	6	7	7	6	7	6	5	6	5	6	7	7	6	7	7	7	6	7	7	5	5	7	6	7	6	6	6	204	91
Female	6	6	6	5	5	5	6	7	6	5	5	7	6	5	7	5	6	5	7	4	5	5	7	7	5	6	6	5	5	5	7	6	183	82
Female	5	4	4	7	6	7	6	6	5	6	4	4	5	6	5	7	5	4	6	6	5	5	5	6	5	5	6	6	6	5	6	5	172	77
Female	6	5	6	5	5	4	5	6	5	6	6	5	6	5	5	6	6	5	5	5	5	6	6	6	4	6	5	5	5	6	6	5	172	90
Female	7	7	6	7	5	5	5	6	7	7	7	7	7	7	7	6	6	7	7	7	7	7	5	7	5	6	7	7	7	6	7	7	211	94
Female	4	5	4	6	5	6	4	3	3	3	5	4	5	6	4	4	6	5	7	4	5	5	5	5	7	5	7	6	5	7	5	6	161	72
Female	5	6	5	4	5	6	5	6	4	5	6	6	4	4	4	6	5	5	6	5	5	6	6	5	5	4	5	5	5	6	6	6	166	86
Female	6	7	6	7	6	7	6	7	7	7	6	7	7	5	6	7	7	5	7	5	7	5	7	7	5	7	7	5	7	6	5	7	205	92
Female	5	6	4	5	5	5	5	5	4	5	6	6	5	7	6	6	6	6	7	5	4	4	6	7	6	7	7	6	5	7	6	5	179	80
Female	3	5	4	6	6	5	5	6	4	6	7	5	5	6	6	7	5	5	7	5	5	4	5	7	5	5	7	5	6	7	6	5	175	78
Total																																	7366	

The Result Questionnaire of students' source of self-efficacy in learning English

No.	Mastery Experience					Vicarious Experience				Social Persuasion					Physiological Experience					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2
2	3	2	2	2	3	2	2	2	3	3	3	4	4	4	4	2	2	2	2	2
3	3	3	3	3	3	3	4	3	3	3	4	4	4	4	4	2	2	2	2	2
4	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3
5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Appendix III

Descriptive Statistic

Descriptive Statistics

	N	Mean	Std. Deviation
Listening	45	5.11	1.071
Speaking	45	5.31	1.221
Reading	45	5.16	1.043
Writing	45	5.09	1.062
Valid N (listwise)	45		

Gender	N	Mean	Standar Deviation	F	*p-value*
Female	30	161.70	32.987	13.329	0.212
Male	15	167.67	34.928		

Appendix IV

Expert Validation I

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Irra Wahidiyati, M. Pd

Jabatan : Dosen

Instansi : UIN Prof K.H Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa kuesioner yang akan digunakan untuk penelitian berjudul **"Self-Efficacy in Learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto"** yang dibuat oleh:

Nama : Miflicha Uliyanti Pebriani

NIM : 1917404058

Prodi : Tadris Bahasa Inggris
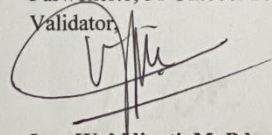
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

☐ Layak digunakan

☑ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

- Diurutkan soal angket dari yang termudah ke yang tersulit
- Menyesuaikan dengan level kemampuan anak SMA.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 31 Oktober 2023
Validator

Irra Wahidiyati, M. Pd

Expert Validation II

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Desi Wijayanti Ma'rufah, M. Pd

Jabatan   : Dosen

Instansi   : UIN Prof K.H Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa kuesioner yang akan digunakan untuk penelitian berjudul **"Self-Efficacy in Learning English at SMA Nasional 3 Bahasa Putera Harapan Purwokerto"** yang dibuat oleh:
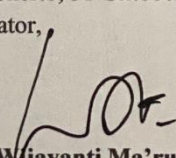
Nama   : Miflicha Uliyanti Pebriani

NIM   : 1917404058

Prodi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

☑ Layak digunakan

☐ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

Sesvai.

....

....

....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 31 Oktober 2023

Validator,

Desi Wijayanti Ma'rufah, M. Pd

Appendix V

Certificate of having research conducted.

YAYASAN PUTERA HARAPAN BANYUMAS
SMA NASIONAL 3 BAHASA PUTERA HARAPAN
普华三语国民学校高中部
Terakreditasi A
Jalan S. Parman, Kompleks Stadion Mini, Purwokerto 53141 Telp : 0281 – 640927, 0852 2902 4405
Email : sma.puhua@gmail.com   Website : www.puhua.sch.id

SURAT KETERANGAN
No. 154/SKET/SMA3BPH/XI/2023

Yang bertanda tangan di bawah ini Kepala SMA Nasional 3 Bahasa Putera Harapan, menerangkan

bahwa:

Nama   : Miflicha Uliyanti Pebriani

NIM   : 1917404058

Semester   : 9 (Sembilan)

Program Studi   : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa tersebut telah melaksanakan riset individu di SMA Nasional

3 Bahasa Putera Harapan, dengan Judul "SELF-EFFICACY IN LEARNING ENGLISH AT SMA NASIONAL 3

BAHASA PUTERA HARAPAN" pada tanggal 26 September – 16 Oktober 2023.

Demikian Surat Keterangan ini kami buat dengan sebenar-benarnya untuk dipergunakan

dengan sebagaimana mestinya.

Purwokerto, 6 November 2023
Kepala Sekolah

Arinta Dewi, S.Si.

Appendix VI

Documentation of filling out questionnaire in the classroom. (XS, XM, XA)