

Students' Self Efficacy on *Bahasa Inggris 2* at Teacher Education of Islamic Primary School Study Program of IAI DDI Polewali Mandar

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Abstract: This study is a report of an investigation into how various sources of self-efficacy information influence of students' perceptions of self-efficacy at Bahasa Inggris 2 Course. Design of this research is a case study, especially observational case study. Three students of forty-six from Teacher Education of Islamic Primary School Study Program of IAI DDI Polewali Mandar in participated in this research. From this study we determined that students individually displayed consistent experiences of efficacy change in their responses to the questionnaire and interviews. Mastery experiences were the most powerful efficacy source in Bahasa Inggris 2 course.

Keywords: self- efficacy, belief, freshman student, *bahasa Inggris*

Students' self-efficacy and beliefs on English language learning are important issues in education for the last of three decades. Some Recent research studies conducted in relation to the language learning have indicated that, learners' beliefs about foreign language learning show various depending on students' individual differences.

An interview has been conducted to perform the phenomenon about students' self efficacy in Teacher Education of Islamic Primary School Study Program of IAI DDI Polewali Mandar. The interviewees were 5 students, named A, B, C, D, and E. All of them are second grade students. Every interviewee was required to score themselves from 1 to 10 for their capability in learning English. Student A scored herself 3, it's quite surprising because she was known as a smart student and always ranked first in her class. She felt that she was not good enough compared to other students. Student B scored himself 5. He said that his capability in English is just standard or moderate that's why he couldn't place himself in higher or lower. Student C ranked himself 3 same with student A but had different reason because he said he didn't like English. Student D and E ranked themselves 6. They have similar answer which they felt that

they still didn't know English very well and doubt their capability.

Students' beliefs, is about students potential and known as self-efficacy, is a term used to refer to a students' beliefs concerning their completion of a task and their perceived competency level with performing the task (Bandura, 1977). Self-efficacy has the potential to play a key role in the learning process by helping or hindering learner's progress (Bandura, 1984).

Bandura further proposes that a students attitudes, abilities, and cognitive skills comprise what is known as the self-system. The system has an important role in how we perceive situations and how we behave in response to demanding situations. A person's belief in his or her ability to succeed in a particular situation holds an essential part in this self-system. Self-efficacy can have an impact on everything from psychological states to behavior to motivation. Self-efficacy is a theory that was developed by Bandura, he is one of a Social cognitive theory. In 1977, Bandura published a seminal work "Self-Efficacy: Toward a Unifying Theory of Behavioral Change", many studies in the fields of psychology and education have examined the concept of self-efficacy. Considering the psychological and pedagogical implications, it is

not surprising that there have been many studies in these fields.

Self-efficacy beliefs serve as a key motivational force in the cognitive system. Bandura (1986) considered it to be the central mediator of effort. In other words, self-efficacy mediates the relationship between knowledge and action. This highlighted the importance of a students' beliefs and motivation in the learning process, such that learning the "what" and "how" of learning does not ensure a successful learning experience. That is, having the knowledge and skills needed to perform actions does not guarantee that a learner will proficiently perform the task. In this conceptualization, the movement from having adequate knowledge to superior performance in a task is mediated by the efficacy beliefs of the students.

According to self-efficacy theorists, Bandura (people develop their self - perceptions of efficacy from four major sources of experiences (that are listed in this context, following the theory, on the basis of their order of importance): 1) *Mastery experience*: Known also as "performance accomplishments" (Brown, 1999) or "enactive attainment" (Zimmerman, 2000), refers to the way people assess their own personal attainment in a given arena. Students who judge their own past academic results as being successful often develop a high sense of confidence about their abilities while those who view their academic outcomes as unsuccessful are likely to experience feelings of doubts and uncertainty about their own effectiveness; 2) *Vicarious experience (observational)*: It relates to the self-evaluation that individuals derive from observing and comparing themselves with a given „social model“ (classmate, a friend etc). When students observe a given model- that they view as compatible with them- in terms of traits and skills – succeed at handling a certain situation or solving a given task, they are likely to feel able too to meet a similar challenge. By the same token, watching a similar model fail in accomplishing the task at hand might undermine theirself-confidence, 3) *Verbal persuasions*: The conceptions that people develop about their capacities in a given field are likely to be influenced by the verbal and „tacit“ output they receive from others. Note, yet, that verbal and non-verbal messages (like a facial expression, for instance) become particularly influential when they are emitted by persons that are regarded as "credible persuaders" (Zimmerman, 2000) and

"believable evaluators" in their own environment such as parents, teachers, experts...etc. Physiological states: self-efficacy estimates might also be affected by "somatic and emotional states" (Bandura, 1993). Yet, it is not always the negative emotions such as stress, anxiety or fear per se that negatively affect performance but it is rather the faulty interpretations that students make about the purported causes of those psychological states. For example, students might develop a low opinion about their competence in a given field when they judge (wrongly) the "normal" states of tension that usually accompany certain important academic events (like exams) as an indicant of incompetence and inefficiency.

In connection with the theory, self-efficacy beliefs affect students' academic attainment due to the effects they produce through four psychological processes (Bandura, 1993). They are: 1) the *cognitive*; the nature of beliefs students hold about their abilities in relation to a given task influences the way they perceive their prospective future academic results. Students who believe in their abilities visualize successful positive outcomes while those who do not trust their capacities are likely to suffer from what Bandura (1997) names cognitive negativity (A state where they become somewhat obsessed by their shortcomings and too skeptic about their capacity to succeed in the face of challenging learning situations) 2) *motivational*, a high sense of self –efficacy increases students' readiness to invest efforts in their learning, serves them well to persist when facing difficulties and helps them to recover more quickly after a negative attainment. Conversely, a perceived sense of inefficacy diminishes students interest in their learning, lessens from their capacity to resist when facing impediments and undermines their commitment to achieving their goals. and 3) *affective*; a strong perceived sense of competence is likely to reduce the amount of stress students might experience in the course of their learning whereas a low selfestimation of capacity might result in high levels of anxiety and agitation that often lead to in irrational thinking that ultimately impair their cognitive and intellectual effectiveness; and 4) *selection* processes; the conceptions that students develop about their academic abilities are likely to influence the type of decisions they take, the environment they opt for and the kind of choices they select. It is often the case that students often engage in activities

in which they feel efficacious while they avoid those in which they feel less competent.

Sururi cited in Wijayanti (2008) stated that sometimes student perceive themselves not capable of doing things which is actually not true. Other judgment, like "I can't," "I doubt," and "I don't know," can often make people unable to perform more effectively in their tasks or works which is actually he is able to do.

Asakareh and Dehghannezhad (2015) investigated the relationship of student satisfaction with speaking classes, speaking skills self-efficacy beliefs, and speaking skills achievement. One hundred Iranian EFL Undergraduate students filled out two questionnaires; a research-made and pilot-tested questionnaire for student satisfaction with speaking classes, and a questionnaire for speaking skills self-efficacy beliefs. The results analyzed in Pearson correlation proved that both student satisfaction with speaking classes and speaking skills self-efficacy beliefs had significant positive correlations with speaking skills achievement. Furthermore, It was indicated that the existence of a significant positive correlation between student satisfaction with speaking classes and speaking skills self-efficacy beliefs. Multiple regression analyses showed that between the independent variables of the study, speaking self-efficacy beliefs was a significantly stronger predictor of Iranian EFL students' speaking skills achievement.

Inceçay (2011) identified five main categories of language learning beliefs in the end of her study; namely: (1) ideal English learner, (2) ideal English teacher, (3) ideal English classroom, (4) difficulties in language learning process, (5) strategies of learners to overcome difficulties. She found in the the observation checklist and reflection papers written by the participants reveal some significant effects of the language learning beliefs of preservice teachers on their practice teaching. The results of her study revealed that both participants' teachings are greatly affected by their foreign language learning beliefs.

Anyadubalu (2010) investigated students' perception of self efficacy and anxiety in acquiring English language, and consequently examined the relationship existing among the independent variables, confounding variables and students' performances in the English language.

There was a significant moderate negative relationship between English language anxiety and self-efficacy. It was discovered that general self-efficacy and English language anxiety represented a significantly more powerful set of predictors than the set of confounding variables. The study concluded that English language anxiety and general self-efficacy were significant predictors of English language performance among middle-school students in Satri Si Suriyothai School.

Mahyuddin et,al (2006) conducted a research to find out the relationship between students' self efficacy and their English language achievement. In Malaysia, English is a second language but since 2003, English is the medium of instruction for mathematic and science subjects for year one, form one and form six students. Based on this scenario, its is therefore to find out whether performance in the English language is largely determined by their percieve English language efficacy. In conclusion, achievement in English language will improve when students have high self efficacy in the language. The implications are discussed in in relation to teaching and learning with in the school setting.

The concept about learner's self beliefs has gained much attention in education in. recent years. There are many researches has revealed that self-beliefs are strong influential factors on academic achievements. Pajares (2003) stated that "Of all beliefs, self-efficacy is the most influential one which plays a powerful role in determining the choices people make, the effort they will preserve in the face of challenge, and the degree of anxiety or confidence they will bring to the task at hand". Self efficacy according to Bandura (1977) is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation.

In self efficacy, it is a student's "I can" or "I cannot" belief. Self efficacy reflects how confident students are about performing specific task. An English language learner may have a higher level of self-efficacy in one skill but a

lower level in the other. For example, many English language learners would judge themselves to be more confident in their speaking ability than in writing skills because they can do some improvisation to communicate with other people, while in writing, they have to deal with grammar and spelling or another example high self-efficacy in English does not necessarily accompany high self-efficacy in English because the skills needed to learn English are different from those needed for languages (Siegle, 2000).

People's conceptions of their self-efficacy, whether accurate or faulty, are developed and verified through various sources of self-efficacy information. These include enactive attainments, vicarious experiences, verbal persuasions, and physiological states or emotional arousal (Bandura, 1986). Researchers (Bandura, Adams, and Beyer, 1977) have found that enactive attainment or actual experience is the most influential source from which individuals develop self-efficacy beliefs. This is because enactive attainments provide the most authentic evidence of whether one can muster what it takes to succeed (Bandura, 1997). Success raises self-efficacy and failure lowers it, especially if failures occur before a sense of efficacy is firmly established. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort.

Another source of self-efficacy information is vicarious experiences. Vicarious experience is second hand experience produced through observing the actions of others. Vicarious experience is weaker than enactive attainment, but when people are uncertain about their own abilities or when they have limited prior experience, they are more sensitive to it (Bandura, 1997). The strength of the effect of vicarious experiences on a person's self-efficacy appraisal depends on social comparison processes. Studies on social comparative modeling have found that comparison among peers is an influential and vicarious source of one's perceived self-efficacy. As Bandura (1997) observed, seeing similar others succeed or fail at a task can affect such individual's self-efficacy

beliefs. Seeing a skilled person fail by the use of insufficient strategies can boost self-efficacy in observers who believe they have more suitable strategies at their command. Conversely, observing a similar person barely succeed despite the most adroit tactics may lead observers to reevaluate the task more much more difficult than they had previously assumed it to be.

Verbal persuasions also play an important part in the development of self-efficacy beliefs. Bandura (1997) noted that it is widely used to get people to believe they possess capabilities that will enable them to achieve what they seek. According to Bandura (1997), precursory efficacy information is usually conveyed in evaluative feedback. For example, evaluative feedback highlighting personal capabilities raises efficacy beliefs, and feedback that children have improved through effort enhances perceived efficacy. Just as positive persuasions may work to encourage and empower, negative persuasions may work to defeat and weaken self-beliefs. As Pajares (1996) observed, it is usually easier to weaken self-efficacy beliefs through negative appraisals than to strengthen such beliefs through positive encouragement.

A fourth source of self-efficacy information is emotional arousal or physiological states. According to Bandura (1997), somatic indicants (such as sweating, tension, and shakes), physiological indicants (such as fatigue, windedness, aches and pains) and mood states also provide information about self-efficacy beliefs. Such emotional arousal affects a person's self-efficacy beliefs and hence their performance at tasks. The efficacy value of the arousal depends on the individual's judgment of the situation. It is not the sheer intensity of emotional or physical reactions that is important but rather how they are perceived or interpreted by the person concerned. As Bandura (1997) observed, those who are inclined to perceive their arousal as stemming from personal inadequacies are more likely to lower their self-efficacy than those who regard their emotional arousal as a common transitory reaction that even the most competent persons experience.

Research on the relative impact of these four sources of self-efficacy information on students' self-efficacy beliefs has yielded some interesting findings. For example, Lopez and Lent (1992) found that 9th grade students' English self-efficacy beliefs were influenced by performance accomplishments (i.e., enactive attainments) and emotional arousal, but not vicarious learning or verbal persuasions. Meanwhile, Hampton (1998) found that performance accomplishments and vicarious experiences predicted students' academic self-efficacy beliefs for both students with learning and non-learning disabilities. Researchers who studied the relation between self-efficacy perceptions and selection of English-related majors and careers also reported similar findings. For example, Matsui, Matsui, and Ohnishi (1990) reported that performance accomplishment, vicarious learning and physiological state, but not social persuasions, predicted students' English self-efficacy perceptions. Lent, Lopez, and Bieschke (1991) found that compared to the other three sources of self-efficacy information, students' performance accomplishments were a more important source of self-efficacy information for English self-efficacy. In general, the findings of the above studies support the views of Bandura (1997), that performance accomplishment or enactive attainment is the most influential source of self-efficacy beliefs. As the above review shows, studies in this area have focused mainly on students' English self-efficacy. There have been hardly any documented reports of similar studies that focused on self-efficacy beliefs in science. The present study therefore aimed to explore how the various sources of self-efficacy information influenced students' self-efficacy beliefs in science.

Researcher sees that factor of self plays really a great role in someone mind of what he can or cannot do. In psychology concept which is said by Bandura (1977) that self efficacy influences the choice students make and the courses of choice they pursue. Most students engage in task in which they feel competent or confident and avoid those in which they do not.

According to Graham and Weiner (1996), self-efficacy has been proven as a consistent predictor of behavioral outcomes, particularly in psychology and education.

In this mini research, it was inspired from the previous study who conducted a study about the correlation between self efficacy and learning participation in speaking class (Wijayanti, 2008) which was the result of her study there is high association between self efficacy and their learning participation which means the higher student's self efficacy has, the better learning that one does. In her suggestion sheet she suggested for the next researchers who were interested in doing self efficacy study to correlates self efficacy and other variables. But, in this case was interested to see students self efficacy related to their grade on Listening 1 course.

Rahemi (2007) has conducted English self efficacy links to EFL achievement which the result that there is a strong positive correlation was found between their EFL achievement and self-efficacy. However, as Siegle (2000) stated that students with high self-efficacy exert more effort when approaching challenges and consider challenges as goals to be mastered rather than threats to be avoided.

For this reason, how students behave can often be better by the beliefs they hold their capability. Thus, based on the some studies above, it was clear that a number of studies had been investigated self efficacy and its relation to the students' academic achievement. Most of them, however, investigated self efficacy and academic achievement in general, that is why the researcher was interested to conduct a study that is more specific about self efficacy in term of students' grade.

The basic analytic of this mini research is how is the self efficacy of the second semester students related to their score on Bahasa Inggris 2 course in Teacher Education of Islamic Primary School Study Program of IAI DDI Polewali Mandar. This analytic question might aim to find out students' self efficacy relevant with success in getting highest grade.

METHOD

This mini research is a case study, especially observational case study. The setting where the activities of collecting data was the second semester students in academic year of 2015/2016 with the total population are 122 which consist of 3 parallel classes of Bahasa Inggris 2 course at Teacher Education of Islamic Primary School Study Program of IAI DDI Polewali Mandar campus. The subject of this mini research was the students who got highest, middle, and low grade for Listening 1 course. There were 11 of 42 participants got "A" (highest) grade, 26 students got in middle (B and C) grade, and 5 students who got low grade (D and E). The subject who concerned with the appointment in getting data, only three students, they were DP who got score B in 76.3 labeled as student 1, RNH got D in 60.3 labeled as student 2, and WOSA got A in 91.7 labeled as student 3.

Data collecting was conducted in Teacher Education of Islamic Primary School Study Program of IAI DDI Polewali Mandar in the beginning of March from 1st to 4th March 2016. The data collecting were students of Bahasa Inggris 2 score, English self efficacy questionnaire, and interview. Day 1 and 2, obtained informed consent, distributed and collected questionnaire; and day 3 and 4, followed by interviews. The documents of Bahasa Inggris 2 course score based on the students' marks were got from Lecturer of Bahasa Inggris 2 Teacher Education of Islamic Primary School Study Program of IAI DDI Polewali Mandar. Questionnaire and interview was delivered in same time as students were in campus as subject and researcher appointments.

Data analysis process involved was inductive analysis descriptively.

This research used two instruments in collecting the data. The first instrument is the English self efficacy questionnaire and the second one is structured interview. The first instrument used is closes-ended questionnaire consisting of 10 items which is adapted from Rahemi (2007) that measures students' belief in his/her ability. The score which is given to each items is in ordinal scale, means that every answer shows different intensity so that it can be ranked. It consists of 10 statements targeting students' English self-efficacy. The students were asked to read and decide if they: (5) strongly agree, (4) agree, (3) undecided, (2) disagree, (1) strongly disagree.

The second instrument used is a open-ended interview format by engaging students in questions that were fashioned to yield responses about the students' English self efficacy were not designed to limit or lead the students' answers in any way. The interview were conducted to gain insight into selected students self efficacy in English. It was focused on students' English backgrounds and expectations for Listening course.

FINDINGS AND DISCUSSION

Since this study is focused on Bahasa Inggris 2 course self efficacy, a more individualistic means of understanding is also required. Reliance on individual before and after aggregate quantitative scores was not a dependable means of analysis because the questionnaire measurement was done using a Likert scale as can be seen at the Table 1.

Table 1 Raw Score of Three Students' Self Efficacy Questionnaire

Student	Items										Total	%
	1	2	3	4	5	6	7	8	9	10		
1	4	3	5	4	3	5	4	3	2	5	38	76
2	3	4	1	3	1	3	3	5	1	2	26	52
3	5	5	5	5	4	5	5	3	4	5	46	92

Based on the Table 1, following the result of raw score of each student, then the next step is classifying score of each subjects into three category: high, moderate and low. It can be

conclude that student 3 got high category as 46 score, student 2 got moderate category as 38 score, and students 2 got low category as 26 score. The listening course self-efficacy above is

the total score of variable that comes by adding up all score from each subject through self-efficacy questionnaire.

During this stage of analysis, special attention was paid to two types of responses: statements of current efficacy prompted by the “current state of efficacy” interview questions and any such statement made as part of a response to any other question. A special note must be made regarding the post interviews: only “unbiased” questions were deemed acceptable; in other words, questions that were not associated with class experiences.

Students’ self-efficacy in the class may not accurately represent their “unbiased”, general English self-efficacy; thus, only statements depicting general Bahasa Inggris 2 course efficacy and questions addressing general English efficacy were accepted to satisfy the conditions of an unbiased response. Although any statement regarding current efficacy was sought after, likely due to the nature of the interview questions, in every case students’ responses remained limited to current efficacy in terms of feelings toward English Listening ability (“I am good at English”) and feelings toward college English course performance (“I feel I will be successful in my future English courses”).

Table 2 Types of Current Efficacy Responses

	High Efficacy	Medium Efficacy	Low Efficacy
English Ability	“I am good at English”	“I am Ok at English”	“I am not that good at English”
English Courses Performance	“I feel I will do well in future English” classes”	“I am unsure, but I think I will do alright in future English classes”	“I am nervous for how I will do in future English classes”

These responses were analogous to the topics addressed on the survey, which further justifies our decision to revise the survey to include only the specific components associated with this study. Each single student response was categorized as “high efficacy,” “medium

efficacy,” and “low efficacy” and tabulated similar to the Table 2. All three students interviewed were pleasant with their responses. These students welcomed the invitation to participate and made certain that they had a clear understanding of each question prior to giving their response.

Participants responded to the first interview question, “In what way does your perception of self-efficacy affects your learning behavior?” Students from the low efficacy made the correlation between the belief in their ability to lead students to making academic gains, while students from high efficacy schools expressed the need for confidence in what they are doing in the classroom as well as a responsibility to students. One student of a low efficacy school stated:

“My judgment of my ability to succeed often comes into play when I’m ready to learn.” (S-3)

Another responded:

“If I believe I can do it and I possess the skills, then there is a high correlation between ability to do and having it be done. The desire pushes to continue and be confident.” (S-2)

One the high efficacy student focused on a confidence in self that by modeling would show student that hard work and persistence can help to achieve a goal. One student believed that the perception that the students have regarding how the student feels about himself or herself impacts how the students will feel about themselves. The student states:

“The better I feel about myself, the more that I’m going to portray to my exercise of the course.” (S-1)

While the respondent did not address self-efficacy directly, he/she indirectly acknowledged the belief in one’s own ability and the impact that this belief will have in the classroom.

Question two related to how students’ perception of self efficacy affected students

achievement in the classrooms. Specifically, “How do you think your perceptions of self efficacy influence your achievement?” Responses were mixed throughout high efficacy and low efficacy, with the three students directly addressing the impact that their perception of self-efficacy would have on them. One low efficacy students, stated:

“If believe that a strong efficacy allows me to realize that I’m able to increase the achievement. I hope that my style would get it to achieve at my own level of success.” (S-2)

Students from high efficacy had similar responses:

“I think it has a great effect. My goal is always to believe that I can help each of my classmate those who don’t obtain it the first time through instruction.” (S-3)

A student also responded:

“The perception of me comes across in how I learn. The way that I learn affects how the other students learn.” (S-1)

The respondents realized the importance and impact that a student’s self-efficacy belief has in the classroom. Some addressed the idea that a positive self-efficacy belief brings about positive experiences for students, while others discussed the diminishing returns that might stem from a negative self efficacy belief. Mixed responses, not directly addressing self-efficacy included being a role model, modeling determination, exhibiting confidence, and conveying to students the need for life-long learning. These responses were elicited from students at both high and low efficacy schools.

Question three asked, “What does your lecture do to support you in your class?” Students of low efficacy believed that lecture provided support to students by bringing in, and making available, various resource people who have potential to improve the class culture. One student cited a specific example:

“It’s a support program for students as well as students. Students don’t have to feel that they are alone with the problems. There are people who are aware and trying to help the situation.” (S-2)

A student identified “Support of students in meetings with other students as an encouragement in their work.” (S-1) as a support offered by the class leader. Of the students encouraged to attend various meeting or seminar, one was from a low efficacy school and two were from different high efficacy. Additionally, students identified “Support in meetings as having a positive impact while one student from each student low efficacy recognized support as having a positive impact on students’ work.” (S-3) as an encouragement in their work. Only one student out of the high efficacy identified support in meetings as having a positive impact while one student from each low efficacy school recognized support as having a positive impact on students’ work.

Based on the result on previous finding, it is known that the second semester students of Bahasa Inggris 2 course has diverse self-efficacy. It showed up that one has the highest. belief of competency that one gains. The highest self efficacy is 92 % got by student 3, moderate self efficacy represents as 76 %, and lowest self efficacy represents as 52%.

It can be concluded that WOSA (students 3) got A in 91.7 in Listening 1 course indicates that students who has highest self efficacy, while DP (students 1) got B in 76.3 indicates students are capable enough to understand and work on the problems from the subject that they have been taught in the Bahasa Inggris 2 course from the easiest to very difficult, and RNH (students 2) got D in 60.3 indicates low self efficacy, means that the low self-efficacy students do not have a strong confidence on what really they are capable of doing.

Pajares (2003) asserted that most of students’ difficulties are due to students’ self-beliefs. Students’ low self-beliefs in themselves,

rather than their lack of ability, in many situations are reason of their low motivation, participation, performance and achievement. It is necessary that teachers and parents pay attention to students' confidence, and don't contribute their failure to their weak knowledge base or inadequate skills. As students believe in themselves and in their abilities to perform tasks, they create greater interest in learning and develop their confidence to sustain focus when encounter difficulties during learning. As indicated, highly self-efficacious learners show more motivation and engagement in the classroom and better academic performance.

High, moderate or low self-efficacy is influenced by several factors, the factors are including self-efficacy itself and the stages themselves, self-efficacy is constructed in a triadic relationship between personal traits, behavioral patterns and environmental factors. It is not true that self-efficacy is an inborn trait. The relationship between those factors is natural, personal, and social in nature. However, it is not an automatically established relationship.

To gain additional insight into students' self efficacy, the qualitative measure of individual student interviews was used. The interview responses were into three categories for analysis. The first category related to students' perceived self efficacy as it relates to their instruction in the classroom. The second category related to the professional development experiences and the impact that these experiences might have on students' self efficacy. The third category of responses relates to school leadership, the characteristics that are exemplified by lecture, and how these characteristics may affect students' self-efficacy.

Interpretation was limited to three different efficacy levels because, as Lent and Hackett (1987) indicate, further increases in specificity would likely lead to corresponding decreases in external validity. In other words, classification into more specific levels relies more heavily on interpretation, and higher degrees of interpretation would increase the difficulty of future researchers to obtain similar results and thus verify the findings from this

study. Furthermore, for the purpose of this study, only relative change was of interest, not the levels between which it occurred.

Following the categorization, the sources identified by students in the coding process were analyzed within each category to identify whether certain mechanisms/sources were more or less prevalent than others; there by shedding light on how efficacy sources in Bahasa Inggris 2 course potentially led student's efficacy to respond in the way that was indicated.

As was mentioned previously, one of the important affective factors is self-efficacy which was introduced by Bandura (1986) as one of social cognitive theory components. He mentions that peoples' motivation, actions, and emotions are all based on their belief systems than their behaviors. Self-efficacy is a factor that can differentiate successful from unsuccessful language learners. Self efficacy indicates how strongly students believe that they skill to do well. Therefore, it is important for students to realize what they are capable of or what actually they can do. Eventhough having high self efficacy does not always mean that they will be successfull. Besides, to have a high belief of self, the students may actually put extra effort to something correctly although they meet obstacles.

CONCLUSIONS

This mini research determined Bahasa Inggris 2 course on students' English self-efficacy. This construct was established Bahasa Indonesia 2 course self-efficacy. From this study we determined that students individually displayed consistent experiences of efficacy change in their responses to the questionnaire and interviews. Analysis of these responses illustrate that students' efficacy was largely either increased or maintained in Bahasa Inggris 2 course.

Mastery experiences were the most powerful efficacy source in Bahasa Inggris 2 course. The most prevalent mastery experiences aggregated from the collection of responses included: students' feeling prepared for Bahasa Inggris course after having been exposed to

introductory English teaching material, learning that occurred through application of class examples to homework problems, correctly learning material that was misunderstood in previous English classes, and successful performance on the English placement test.

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