THE INFLUENCE OF SELF-EFFICACY ON STUDENTS' ACADEMIC ACHIEVEMENT

THESIS

Submitted by

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The Bachelor Degree of Education in English Language Teaching

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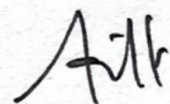Department of English Language Education

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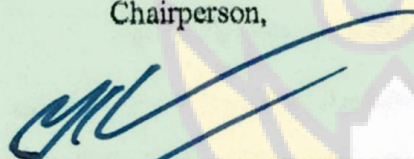
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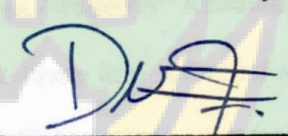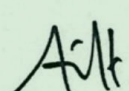In Darussalam, Banda Aceh

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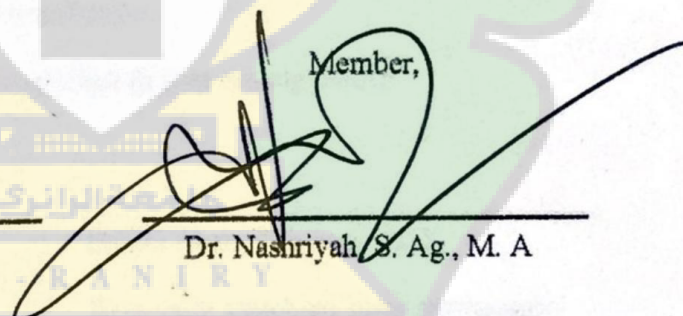Prof. Dr. T. Zulfikar, S. Ag., M. Ed   Dara Fitria Munzaki, M. Pd

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ABSTRACT

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Thesis working title : The Influence of Self-Efficacy on Students' Academic Achievement

Main Supervisor   : Prof. Dr. T. Zulfikar, M. Ed

Co-Supervisor   : Azizah, M.Pd

Keywords   : Self-Efficacy; Academic Achievement

This study was accomplished to explore the students' level of self-efficacy and how self-efficacy influence the students' academic achievement. Two data collection techniques were used in this research: quantitative data obtained from the questionnaire and the qualitative data gained from the semi-structured interview. This study involved 6 students in the fifth semester in the Department of English Language Education of Universitas Islam Negeri Ar-Raniry Banda Aceh. The sample was chosen by using purposive sampling. Furthermore, based on the questionnaire result, it was found that there were 24% students have high self-efficacy, 76% students have moderate self-efficacy, and 0% student has low self-efficacy. Moreover, based on the interview's analysis, most of the students argued that self-efficacy influence on their academic achievement through motivation, confidence, setting and monitoring the academic plan. It was supported by interview result showing that the students realized that self-efficacy played a big role in increasing their academic achievement.

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CHAPTER 1

INTRODUCTION

This chapter provides descriptions on the self-efficacy influences the students' academic achievement and introduces the problem of study. It starts with the background of thinking justifying the need of conducting the study and some previous studies related to this study. It continues with the research questions, the aims, the significance, and the terminologies of study.

A. Background of The Study

Academic excellence is one of the criteria that can demonstrate student excellence in institutions or higher learning including community colleges. It is also the main goal of most students and is the measuring tool for determining a student's academic success (Mesir, 2006). However, achieving high academic grades is not easy. Many factors can influence it, whether inside or outside of the classroom. Sometimes the main factors do not come from the subject, material or lecturer, but it comes from the students itself. One of the problems in the learning process is that there are still many students who have difficulty in planning, monitoring and evaluating learning strategies and awareness of their thinking independently related to their capability to succeed in their learning activities in achieving learning goals. This belief is called self-efficacy.

Self-efficacy refers to the abilities of the students for success in completing a task (Bandura, 1997, as cited in Dwitantyanov, Hidayati, & Sawitri, 2010). Self-efficacy affects the behaviors of a student through how he or she feels,

thinks, motivates himself/herself, and acts. In other words, self-efficacy is a personal belief in one's capability to organize and execute a course of action required to attain mastery and succeed in specific tasks and it has been a key component on theories of motivation and learning in varied contexts (Eccles & Wigfield, 2002).

Students' self-efficacy gives influence on learning. Students with high self-efficacy will give great effort when facing difficulties; they probably say "I can do this." They will have a strong belief in their abilities, thus increasing their motivation and enthusiasm in the learning process. In contrast, students who have low self-efficacy may doubt their ability; they think "It seems hard and difficult." Due to the facts, self-efficacy can affect motivation and choice of activities.

The students who have high self-efficacy beliefs are more likely to invest more effort and perseverance towards goals and use better and more strategies than students with low self-efficacy beliefs (Diseth, 2011). As stated in Diseth (2011) self-efficacy was found to be related to many factors, such as academic achievement, length of study and school level (Tilfalioglu & Cinkara, 2009), and culture (Klassen, 2004).

A previous study carried by Chowdhury & Shahabuddin (2007) about "Self-Efficacy, Motivation and Their Relationship to Academic Performance" concluded that there is positive significant correlation between self-efficacy and students' motivation (both intrinsic and extrinsic) and performance (grade). As expected, motivations have positively correlated to academic achievement.

Another previous study was carried by Warsito (2009) who investigated "The Relationship Between Self-Efficacy with Academic Adjustment and Academic Achievement". The result showed that there is a positive and significant relationship between self-efficacy and academic achievement. Moreover, high confidence in the ability to overcome a problem, try hard, and not give up easily will make students able to achieve high academic achievement as well.

Another study was carried by Ahmad & Safaria (2013) about "Effects of Self-Efficacy on Students' Academic Performance". This research confirmed that student who has high self-efficacy contribute to higher goal than student with low self-efficacy. Furthermore, students with high self-efficacy believe that they can achieve higher grade as compared to students with low self-efficacy. So, it can be concluded that self- efficacy is an excellent factor in determining quality of students' academic achievement.

Previous studies have similarity with this research related to its topic and aim. However, some differences also appear, especially in terms of different research sample, research focus and methodology. In brief, this research is important to do by considering that some differences lead to different result. By considering the importance of self-efficacy for academic achievement, I would like to conduct the research which focuses on students' levels of self-efficacy and the influence of self-efficacy on students' academic achievement.

B. Research Questions

Based on the background above, the problems can be formulated as follows:

1. What are students' levels of self-efficacy?
2. How does self-efficacy influence the students' academic achievement?

C. Research Aims

The aims of this research are stated as follows:

1. To find out the students' levels of self-efficacy.
2. To discover the influence of self-efficacy toward the students' academic achievement.

D. Significance of The Study

This study would like to explore the students' levels of self-efficacy. This research also discovers the influence of self-efficacy in improving the students' academic achievement whether it can increase their academic achievement or not. The result of the study is expected to have advantages for teachers and students.

Hopefully, the study will give students the information to use appropriate methods or strategies in managing themselves. They will know how to transform their motivation into knowledge skills and help students to set the goals and monitor their learning abilities. The outcome of the research is also expected to help teachers in controlling their students in setting the goals of learning and understanding the students' perceptions of self-efficacy. It is important for teachers to be aware of the self-efficacy levels of their students.

E. Research Terminologies

To avoid misinterpreting and misunderstanding of this study, I provide some terms. They are as follows:

1. Self-Efficacy

Self-efficacy is a students' self-assessment which is related to students' belief about their capability to achieve the goals. According to Bandura (1997, as cited in Cherry, 2016), self-efficacy is a personal belief in one's capability to organize and execute a course of action required to attain mastery and succeed in specific tasks and it has been a key component on theories of motivation and learning in varied contexts. If they are positively processing their brain (optimist) so it will give good results in their lives.

Self-efficacy is the beliefs that says "I can perform the behavior that produces the outcome" (Maddux, 2000, p. 4). The beliefs of self-efficacy guide to an individual's ability to organize and implement a series of actions to achieve specified outcomes (Bandura, 1997, as cited in Nurjannah, 2015).

Based on the explanations above, it can be concluded that self-efficacy is an individual's belief and confidence in his or her capabilities to perform or complete tasks and difficulties. It is not expected to measure one's actual capability but rather, the confidence that an individual holds regarding particular abilities. Self-efficacy beliefs can directly influence an individual's efforts and activities in the classroom.

2. Academic Achievement

Academic achievement is defined as a standardized test of scores, grades, and all the academic performances which measured the process and result of students at the end of the course (Bacon, 2011). The standardized test must be valid for over a while to accomplish the objective of the study. Academic achievement exists like a systematical process. Besides, it involves students' motivation toward integrating intellectual ability, learning style, personality, and excitement as the predictors of academic achievement which could take place in some level education. The factors become one of the roles that influence academic achievement and examine the relationship between students' academic motivation and academic achievements. (Kourosh et al., 2011).

Furthermore, as one of the parts of learning outcomes, academic achievement could be assigned as the term of curriculum aspects (Huisheng and Zhichang, 2018). There must be an assessment to establish academic achievement. The objective of curriculum aspects includes knowledge and skill, process and methods, attitudes, and values.

The above explanation shows that there is a comprehensive process to cover students' development because the term of academic achievement implicates factors whether individual and institutional to be such a standardized test at the end of course. Then, academic achievement in this research will refer to GPA (Grade Point Average) as one of the objectives measurable and the most common standardized adopted in university.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the researcher reviews some important theories on self-efficacy and academic achievement. The review covers the definition, classification, aspects, processes, and sources of self-efficacy. In addition, this chapter also reviews the definition of academic achievement and the relationship between self-efficacy and academic achievement.

A. An Overview of Self-Efficacy

1. The Meaning of Self-Efficacy

Self-efficacy is a students' self-assessment which is related to students' belief about their capability to achieve the goals. According to Bandura (1997, as cited in Cherry, 2016, p. 2), self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." Self-efficacy is a person's belief in his or her ability to attain mastery and succeed in specific tasks and it has been a key component on theories of motivation and learning in varied contexts. This belief is what determines how people think, behave and feel.

Self-efficacy is the beliefs that says "I can perform the behavior that produces the outcome" (Maddux, 2000, p. 4). The beliefs of self-efficacy guide to an individual's ability to organize and implement a series of actions to achieve specified outcomes (Bandura, 1997, as cited in Nurjannah, 2015). If they are positively processing their brain (optimist) so it will give good results in their lives.

In the other hand, self-efficacy influences the perceptions of the events that people face, perspectives, and emotional responses. People who have a high level of self-efficacy, they encounter the difficulties and keep going when they are struggling patiently and confident with themselves, while the people who have a low level of self-efficacy, they become stressed by increasing concerns and they make it more difficult (Pajares, 2002).

Based on the understanding above, I conclude that self-efficacy is a people's belief in their ability to carry out and complete the tasks, and master the situation they faced, in this case students are able to overcome obstacles and achieve goals. They are able to direct their motivation, cognitive abilities, and take the necessary actions to support work on assignments and overcome academic challenges.

2. Classification of Self-Efficacy

In general, self-efficacy is classified into two categories which are high self-efficacy and low self-efficacy. People who have high self-efficacy tend to be more involved and motivated in performing a particular task, even a difficult one. While the people who have low self-efficacy prefer to avoid and stay away from the task.

People with high self-efficacy do not see work as a threat that should be avoided. They are not afraid to fail in their task. Instead, they stepped up efforts to prevent possible failures. Usually, those who fail in their work regain their self-efficacy quickly after experiencing failures (Bandura, 1997, as cited in Astrid,

2009). They perceive a failure as the result of lack of efforts, knowledges, and skills.

On the contrary, people with low self-efficacy have low aspiration and low commitment to realize the goals they set. They do not believe the way to be good at handling difficult tasks. Additionally, people with low self-efficacy are slow in correcting their mistakes and regaining their self-efficacy when they get failure.

Based on the description above, it can be concluded that people who have high and low self-efficacy have the following characteristics:

a. High self-efficacy:

-   Believe in their own abilities.

-   Build a stronger sense of commitment to their activities and interests.

-   Recover from disappointments quickly.

-   View the threat as a challenge to be mastered and not to be avoided.

b. Low self-efficacy:

-   Doubt on their abilities and avoid challenging tasks.

-   Assume that difficult situations and tasks are beyond their capabilities

-   Focus on personal failures and negative outcomes

-   Easy to lose confidence in their own abilities

-   The threat is seen as something to be avoided.

3. Aspects of Self-Efficacy

According to Bandura in Zimmerman (2000), Self-Efficacy in the individuals will be different among each other based on three dimensions.

a. Level

This dimension relates to the difficulty magnitude or level of tasks that can be performed by individual. If the tasks imposed on the individual are arranged according to the degree of difficulty, then the difference in individual self-efficacy may be limited to easy, medium and difficult tasks, according to the limits of the perceived ability to meet the demands of the required behavior at each level. To know the reflection of the level of one's self-efficacy in carrying out a task, then there needs to be a measurement of each task demands that must be carried out by a person.

b. Strength

The strength dimension relates to the level of individual beliefs about the competencies they have.

c. Generality

The generality dimension shows whether a person's beliefs will take place in a particular domain or apply in a variety of activities and situations.

4. Efficacy-Activated Processes

Self-efficacy that has been formed will affect and give function to individual activities. Bandura (1994, as cited in Chemers & Garcia, 2001) explains about this function in four major psychological processes.

1. Cognitive processes

The effect of efficacy on cognitive processes has several variations. First, strong self-efficacy will affect individuals' personal goals. The

stronger their self-efficacy, the higher the goals set by them that is strengthened by the commitment of the individuals themselves. Second, individuals with strong self-efficacy will influence how they prepare anticipatory steps if the first attempt fails.

2. Motivational processes

Efficacy takes an important role in the regulation of self-motivation. Most of the human motivation is generated cognitively. Individuals motivate themselves and guide their actions by using thoughts about the future so that they will form beliefs about what they can do. Individuals will also anticipate the results of prospective action, create goals for themselves, and plan parts of actions to realize a valuable future.

Self-efficacy supports motivation in various ways and determines the goals that individuals create for themselves by looking at how much their resilience to failure. When facing difficulties and failures, individuals who have self-doubts about their abilities will be faster in reducing the efforts made or surrender. Individuals who have a strong belief in their abilities will make a greater effort when they fail in facing challenges.

3. Affective processes

Self-efficacy will have the ability to cope with the amount of stress and depression that individuals experience in stressful and depressing situations. It will also affect the motivation level of the individual. Self-efficacy plays an important role in anxiety, which is to control stress with Bandura's statement that self-efficacy regulates behavior to avoid anxiety.

The stronger the self-efficacy, the more courageous the individual is in facing the actions that are pressing and threatening.

4. Selection processes

In a selective process, self-efficacy will influence the selection of activities or goals to be taken by individuals. They avoid activities and situations that they believe have exceeded their abilities, but these individuals are ready to do challenging activities and choose situations that are considered capable of being overcome. This behavior will strengthen the abilities, interests, and social networks that influence the direction of personal development. This is because social influences play a role in the environmental selection, continuing to improve competencies, values, and interests after the factors that influence belief decisions have had an initial influence.

Based on the description above, I conclude that self-efficacy can influence cognitive function, motivational function, affective function, and selective function in individual activities.

5. *Sources of Self-Efficacy*

According to Bandura (1977, as cited in McKim, 2017), there are four big factors that influence someone's self-efficacy;

1. Mastery Experiences (performance attainments)

Mastery experience refers to the successful completion of a previously assigned task. Previous student performance can influence the

development of their confidence in their abilities. Successful students with their past assignments will be more confident in doing their activities in the future. It provides a road map for success in the future, thereby increasing self-efficacy.

2. Vicarious Experiences (modeling)

Other people's experiences are substitute experiences used for social models. Observations of others can help students obtain information about their own capabilities. It can affect self-efficacy when a student sees other students completing their assignments. The more students observe a model's performance, the more likely it is to have an effect on them.

3. Social Persuasion

Social persuasion or verbal judgment is the third source that influence the students' self-efficacy beliefs. Social persuasion from others about people's capabilities in doing something also develop the beliefs of self-efficacy. "Persuasive communication and evaluative feedback are most effective when people who provide this information are viewed by students as knowledgeable and reliable, and the information is realistic." (Zulfabli, Tareq, & Islam, 2014, p. 699).

4. Physiological cue (emotional state)

Some people rely on the physical information conveyed by psychological and emotional states to assess their abilities. Strong emotions usually reduce performance, people may have low self-efficacy expectations when they experience intense fear, acute anxiety, or high level of stress.

B. Academic Achievement

Academic achievement is an outcome of learning activity as a standardized assessment which usually based on a curriculum in a certain period. It could consist of many aspects such as cognitive, skills, and value (Huisheng & Zhinciang, 2018).

The learning process needs some of the criteria to be accomplished as a standard level of academic achievement. Measuring students' development needs a valid proper test that involves learning style, personality, intellectual, and motivations. Those factors become important roles as predictors or tools to have a good quality of education. The role of the measurement tools is used to connect learners' experience with academic achievement, which probably comes up from internal or external resources (Kourosh et al., 2011).

Bacon (2011) pointed out that academic achievement is a measurement test which could form a certain model of scores or grade both during the learning process and the end of the study. The achievement itself is such a systematic education to complete all tasks that learners face validly. It also involves academic performance and the outcome of the learning process.

First, academic performance is usually known as the observable behavior of a person which focuses on the emotion or mental test of the object of learning. In order to determine learners' performance, this term needs a particular situation to see the attitude of students. It means to observe or measure individual academic performance tends to ask learners to practice, communicate, and act doing

something, rather than just ask them to say something. For instance, the test could be through a social case during a course to measure students' behavior as the expectation in academic achievement (Bacon, 2011).

Furthermore, the outcome of the learning process is a kind of general term in academic achievement. It means outcome exists as an action or product which perhaps could be useful in the future for learners' performance and achievement. However, the content prefers to be more curriculum (Yusuf, 2002).

Sarwono (2005) argued that in assessing student achievement, it is not enough just to see the level of students' intelligence. There are other factors needed to assess the student achievement, such as self-confidence, motivation, class size, peers and teachers, as well as parents and socioeconomic status. Furthermore, in term of academic achievement closely related to assessment for students. There must be a clear method of assessment to measure all cumulative of academic goals. It needs to score learners grade or point of the learning process as what usually exist in school or university. In this case, one of the most common and academicals as a standardized score is GPA (Grade Point Average).

C. Self-Efficacy and Academic Achievement.

Self-efficacy in academic settings or academic self-efficacy is a people's belief about their ability or competence to carry out tasks, achieve goals, and overcome academic challenges (Bandura, 1997, as cited in Dwitantyanov, et al., 2010). Students who have high self-efficacy perceive achievement as something within their control. When they believed in their ability to perform well

academically, they were motivated to work harder, work better, and stay on task for longer periods of time. It becomes a habit of positive self-efficacy which is essential for academic success.

A high level of self-efficacy is associated with a high level of achievement. Self-efficacy beliefs can directly affect the efforts and activities of individuals in the classroom. The students have high academic self-efficacy is expected to direct their behavior to be more active and more diligent in academic activities. On the contrary, students with low academic self-efficacy are vulnerable to doubt their own abilities so that they direct themselves to other behaviors as activities that hinder academic performance or reduce academic achievement.

Self-efficacy is a supporting factor in the learning process because it will affect learning achievement (Bandura, 1997, as cited in Santrock, 2008). Self-efficacy can encourage the involvement of learning activities and influence the level of achievement and motivation. It is said that self-efficacy is an important thing that can support student achievement. Students who want to have high learning achievement must have self-efficacy in learning as well. This is because self-efficacy can affect the results of performance and endurance in completing an academic task.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents research methodology which consist of research design, research location, population and sample, techniques of data collection, and techniques of data analysis. Each of them will be presented in the following discussion.

A. Research Design

According to Creswell (2009), research design is a plan and procedure for research that includes decisions from broad assumptions to detailed methods of data collection and analysis. This is related to the researcher's decision in conducting research according to what has been decided by the researcher. Therefore, this research used mix method design. Mixed method involves combining or integration of quantitative and qualitative research and data in a research study (Creswell, 2014). Consequently, based on this theory, I want to find out the students' levels of self-efficacy and the influence of self-efficacy on students' academic achievement through quantitative and qualitative methods.

B. Population and Sample

According to Cohen (2000), population is the large group in which a researcher wants to generalize the sample result. It is generally a large collection of individuals or objects that become the main focus of a scientific query. For this study, I choose the fifth semester students of English Education Department of UIN Ar-Raniry as the population of the research.

The participants of this research consist of 100 students in the fifth-semester of English Department of UIN Ar-Raniry. Furthermore, I used random sampling technique to select the research sample. Random sampling technique is a technique that allows each item to have the same chance of being a sample, where the items are selected from the whole group by a certain process randomly (Etikan & Bala, 2017).

Furthermore, by using purposive sampling, I choose 6 students to be interviewees in this study, they are divided into several categories: (1) two students who have high self-efficacy and high GPA, (2) two students who have moderate self-efficacy but high GPA, and (3) two students who have high self-efficacy but moderate GPA.

C. Methods of Data Collection

Data collection is the process of gathering and measuring information about variable of interest. Data collection techniques in this research are quantitative and qualitative data. This quantitative data was obtained from the self-efficacy score of the instruments that were distributed in the form of a questionnaire. Then, the researcher used quantitative data to determine which students fit the categories to be interviewed.

1. Questionnaire

In this research, the questionnaire was handed out to measure the students' level of self-efficacy. According to Arikunto (2010), there are two types of questionnaire (opened and closed questionnaire). In opened questionnaire,

respondents could answer the questions given by the researcher by their own word while closed questionnaire allow the respondents only choose the available choices. The list of questionnaires will be distributed to the students to gain more valid and reliable data about the students' responses of their academic self-efficacy. Type of questions in this research is Closed Ended Format. The questions which have multiple options as answers and allow respondents to select a single option from amongst them are called closed-format or closed-ended questions.

The items of the questionnaire were adapted from the scale of the 'Academic Self-Efficacy and Efficacy for Self-Regulated Learning' (adapted from Zimmerman, Bandura, & Martinez-Pons, 1992; Chemers, Hu, & Garcia, 2001). The questionnaire in this research was designed based on Likert scale model. The total questions of the questionnaire are 20 questions on the Agreement scale. They were asked to rate on the items scales their statements reflecting their agreement in their ability to perform well academically. The indicator scoring on a Likert scale questionnaire items are as follows:

Table 3. 1
Indicator score of Agreement scale

No.	Alternative Answer	Score
1.	Strongly agree	5
2.	Agree	4
3.	Moderate	3
4.	Disagree	2

5.	Strongly disagree	1

2. Interview

Interview is a research method that can be defined as a person-to-person structured conversation for the purposes of finding meaningful data that has to be collected, analyzed, and validated (Griffee, 2012). It is an appropriate method to explore the topic of research discussing feeling, perspective, thought, and experiences. Therefore, I used the interview technique to get the information about how self-efficacy influence the students' academic achievement.

Edward and Holland (2013) argued that there are three types of interviews: structured interviews, semi-structured interviews, and unstructured interviews. In this research, I used a semi-structured interview because it enables clarification and for follow up questions to get the information from the interviewee. Semi-structured interview is an interview that applies a written list of questions as a guide, but the interviewer still has the independence to explore for more information by asking some additional questions (Mackey & Gass, 2005). The interview was conducted for about 20-30 minutes for each participant. Instruments that could be used to seek all the information during the interview period include a tape recorder and paper.

D. Methods of Data Analysis

1. Questionnaire

The descriptive analyzing of questionnaire has conducted to find out the distribution frequency of each item of questionnaire. It calculated by using formula as follows:

$$p = \frac{fi}{n} X \ 100\%$$

Where,

P : percentage

Fi : Total of frequency

n : Number of samples

The questionnaire is the best used (also sometimes called survey, checklist or schedule) when the responses are many participants. The questionnaire is prefer using checklist, so the data will count how much SA (Strongly Agree) = denotes very high self-efficacy, A (Agree) = denotes high self-efficacy, M (Moderate) = denotes moderate self-efficacy, D (Disagree) = denotes low self-efficacy, and SD (Strongly Disagree) = denotes very low self-efficacy.

The scale bellow is based on a standard created by Albert Bandura of students' self-efficacy in the classroom;

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

| Cannot do at all | Moderately can do | Highly at all can do |
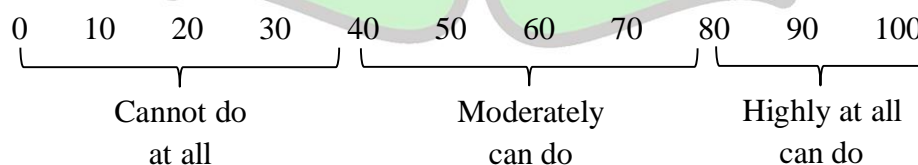
The scale above could be guide line for students' answer of self-efficacy;

- 0-39 = cannot do at all (Low self-efficacy)
- 40-79 = Moderately certain can do (Moderate self-efficacy)

- 80-100 = Highly certain can do (High self-efficacy)

Self-efficacy can be seen from the score obtained through the scale. The higher the total score obtained, the higher the self-efficacy. On the contrary, the lower the score obtained, the lower the self-efficacy.

2. Interview

Data analysis is a systematic process to help the researcher understand the data. Barbara (2004) states that analysis is the process of understanding the data by reducing the amount of data collected. The result of data collection was analyzed by descriptive analysis. Furthermore, the gathered data was divided and addressed in several sections based on a particular theme.

In order to analyze the data, I need to read the transcripts several times to familiarize them with the data and code the transcript into certain themes with a short word or phrase. It is a good way to analyze and collect the data interview because it leads us from the data to the ideas and from the idea to all the data on that idea. Then, I need to write a summary of the coded data (Griffee, 2012).

E. A Brief Description of Research Location

The research was conducted at Universitas Islam Negeri (UIN) Ar-Raniry, Banda Aceh. UIN Ar-Raniry is the islamic University under the authority of Department of Religious Affair. UIN Ar-Raniry was firstly established on October 5th 1963. It is located at Jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus) – Banda Aceh. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry

who reigned from 1637-1641. He has a valuable contribution in developing Islamic thought in Southeast Asia, especially in Aceh.

I specifically conducted the research about the influence of self-efficacy on academic achievement at Department of English Language Education of Ar-Raniry State Islamic University (PBI), Faculty of Education and Teacher Training. The department was established in 1964 under the name of TEN or Tadris English. Presently, the department is led by Prof. Dr. Teuku Zulfikar, S. Ag., M. Ed.

Within the Faculty of Education, as well as the Ar-Raniry State Islamic University, PBI is one of the most favorite department. This is proved by high enthusiasm from hundreds of new comers enroll to register every year. Most of the students graduated with good performance and qualifications. A large number of graduates receive job immediately and some of them awarded scholarship, such as LPDP, AAS, NZAID, Fulbright, USAID, LPSDM, DAAD and some other scholarships in several countries such as Australia and others.
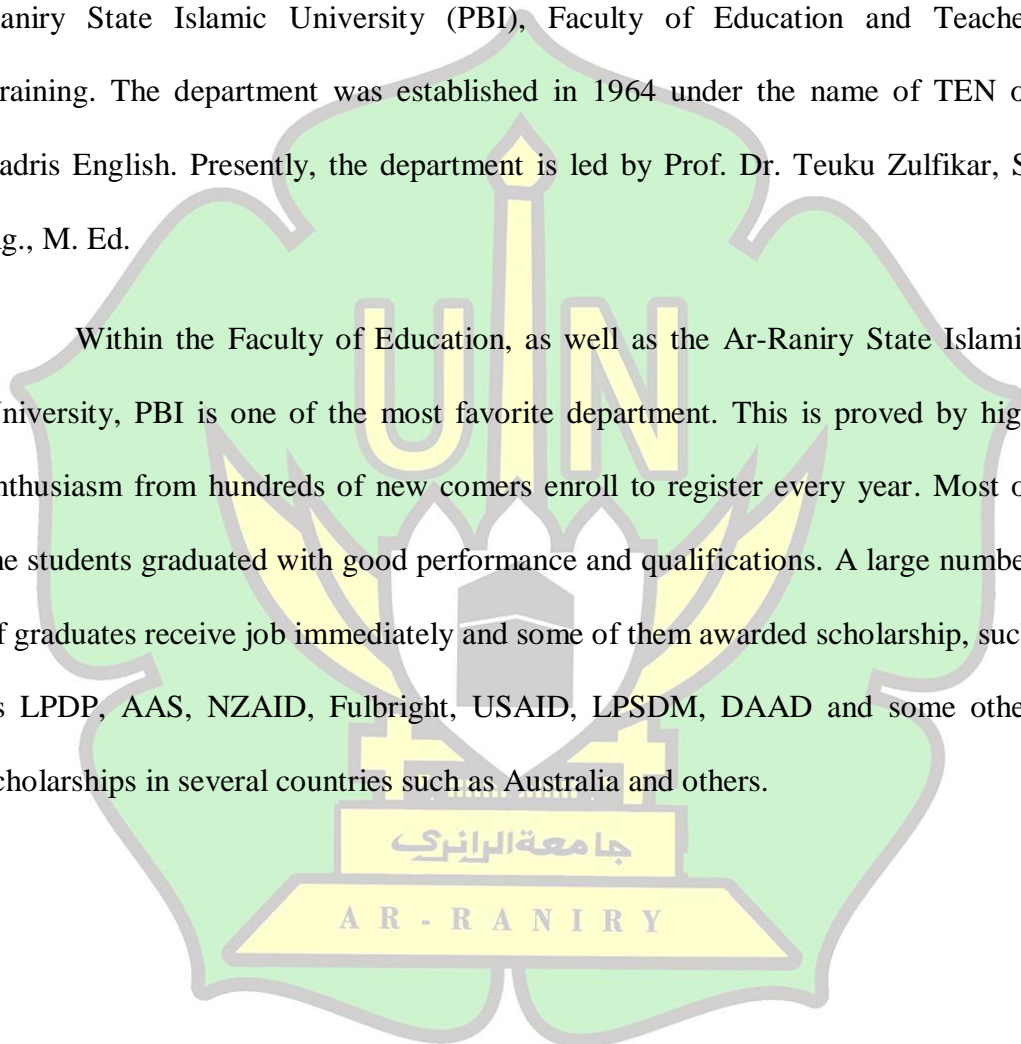
CHAPTER 4
RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the results of data collection obtained from the previous chapter. It is concerned with the answer of the research questions that have been mentioned in chapter 1. The data were taken from the instruments, which are questionnaire and interview.

A. Students' Self-Efficacy Level

The questionnaire was conducted to find out the students' level of self-efficacy. I used self-efficacy scale which is modified from self-efficacy scale made by Zimmerman, Bandura, and Martinez-Pons (1992); Chemers, Hu, & Garcia (2001). I shared the questionnaire to the participants by using the link of google form. It was conducted on 21st-27th November 2020.
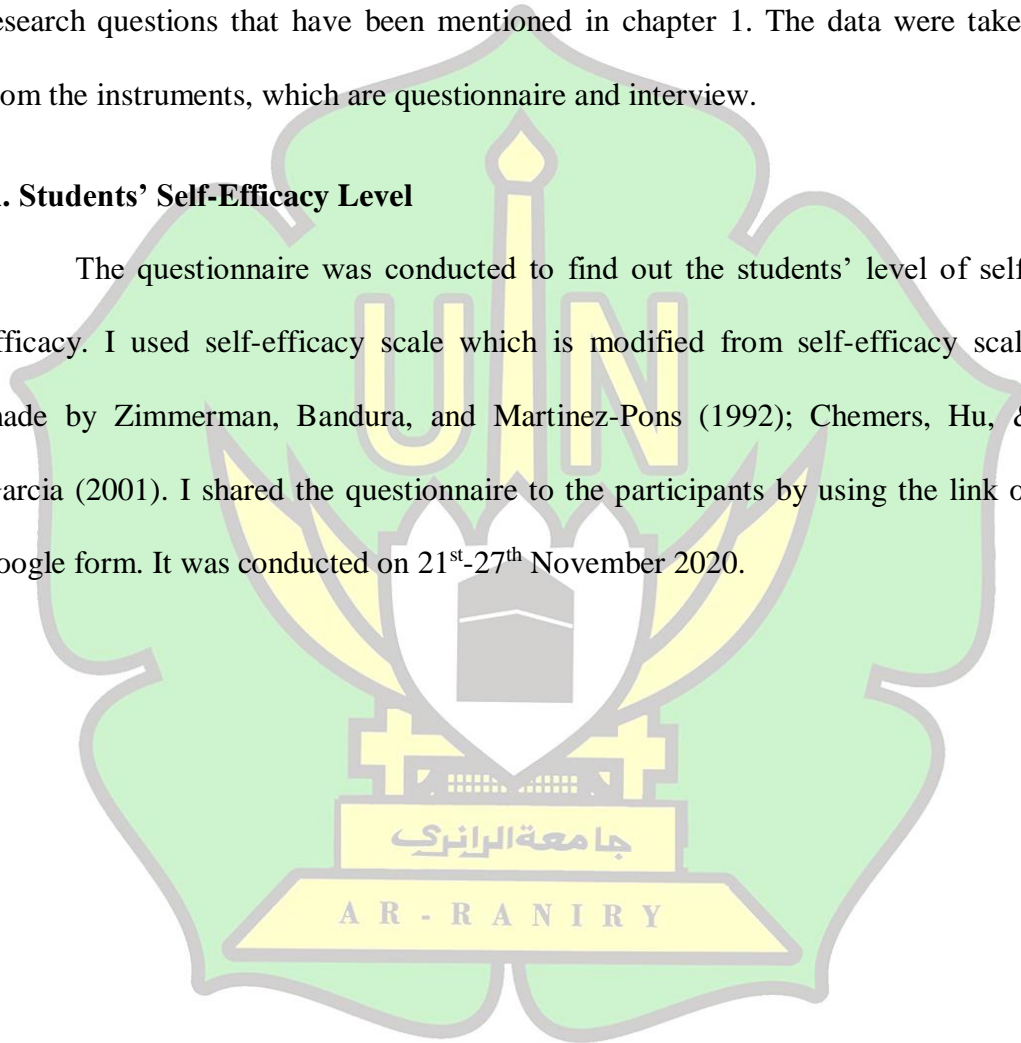
Table 4. 1
The result of academic self-efficacy and the percentage of students answer questionnaire

No.	Gradation Score	Frequency answer																			
		Ques.1	Ques.2	Ques.3	Ques.4	Ques.5	Ques.6	Ques.7	Ques.8	Ques.9	Ques.10	Ques.11	Ques.12	Ques.13	Ques.14	Ques.15	Ques.16	Ques.17	Ques.18	Ques.19	Ques.20
1	Strongly Agree	27	17	13	25	45	23	19	7	9	24	14	33	28	10	2	7	2	3	14	38
2	Agree	51	39	51	48	46	51	48	43	47	54	44	41	50	62	23	31	41	42	37	37
3	Moderate	18	33	35	20	7	22	32	43	34	20	38	22	18	23	53	56	46	46	41	21
4	Disagree	3	11	1	7	1	3	0	5	9	1	3	4	3	5	21	5	10	7	7	2
5	Strongly disagree	1	0	0	0	1	1	1	2	1	1	1	0	1	0	1	1	1	2	1	2

No.	Gradation score	Percentage answer																			
		Ques.1	Ques.2	Ques.3	Ques.4	Ques.5	Ques.6	Ques.7	Ques.8	Ques.9	Ques.10	Ques.11	Ques.12	Ques.13	Ques.14	Ques.15	Ques.16	Ques.17	Ques.18	Ques.19	Ques.20
1	Strongly Agree	27%	17%	13%	25%	45%	23%	19%	7%	9%	24%	14%	33%	28%	10%	2%	7%	2%	3%	14%	38%
2	Agree	51%	39%	51%	48%	46%	51%	48%	43%	47%	54%	44%	41%	50%	62%	23%	31%	41%	42%	37%	37%
3	Moderate	18%	33%	35%	20%	7%	22%	32%	43%	34%	20%	38%	22%	18%	23%	53%	56%	46%	46%	41%	21%
4	Disagree	3%	11%	1%	7%	1%	3%	0%	5%	9%	1%	3%	4%	3%	5%	21%	5%	10%	7%	7%	2%
5	Strongly disagree	1%	0%	0%	0%	1%	1%	1%	2%	1%	1%	1%	0%	1%	0%	1%	1%	1%	2%	1%	2%

The table above presented the result of students' level of self-efficacy related to their academic achievement. From the table, it can be seen that the percentage of students answer differently. To have a clear description of the questionnaire data, each item of question is described one by one.

Table 4. 2
Question 1 (I can finish my homework assignments by deadlines)

Number Score	Criteria	N	%
5	Strongly Agree	27	27%
4	Agree	51	51%
3	Moderate	18	18%
2	Disagree	3	4%
1	Strongly Disagree	1	1%

From the table above there were 27 students chose strongly agree, 51 students chose agree, 18 students chose moderate, 3 students chose disagree and 1 student chose strongly disagree about finishing their homework assignments by deadline. So, I concluded that, most of students have strong believe about their capability in finishing assignment within the deadline.

Table 4. 3
Question 2 (I can study when there are other interesting things to do)

Number Score	Criteria	N	%
5	Strongly Agree	17	17%
4	Agree	39	39%
3	Moderate	33	33%
2	Disagree	11	11%
1	Strongly Disagree	0	0%

The table above showed that 17 students chose strongly agree that they can study when there are other interesting things to do. 39 students chose agree, 33 students chose moderate, 11 students chose disagree and no one chose strongly disagree. In brief, 17% student chose strongly agree and 0% students answered strongly disagree. It means most of the students believe that they can keep learning even if there is something else to do. The fact in the field, several students said that they can focus on studying when no other work weighs on their minds.

Table 4. 4
Question 3 (I concentrate on my academic subjects)

Number Score	Criteria	N	%
5	Strongly Agree	13	13%
4	Agree	51	51%
3	Moderate	35	35%
2	Disagree	1	1%

| 1 | Strongly Disagree | 0 | 0% |

The data of the table above explained the percentage of students choosing "I am sure, I can concentrate on my academic subjects". This statement focuses on what they believe about themselves to concentrate in studying from the subjects because it may offer more chances in their future work. The result of the data shows that most of student chose agree, 35 students chose moderate or in the between agree and disagree, 13 students chose strongly agree, and no one (0%) chose strongly disagree.

Table 4. 5
Question 4 (I take the class notes of class instruction)

Number Score	Criteria	N	%
5	Strongly Agree	25	25%
4	Agree	48	48%
3	Moderate	20	20%
2	Disagree	7	7%
1	Strongly Disagree	0	0%

According to the students' answer above, it shows that most of student chose agree, 25 students chose strongly agree about their initiative in taking the class notes of class instruction. However, there were 20 students and 7 students choosing moderate and disagree while there were no students (0%) who answered strongly disagree. Furthermore, I concluded that most students have awareness in taking the class notes of class instruction.

Table 4. 6
Question 5 (I look for the sources to get information for class assignment)

Number Score	Criteria	N	%
5	Strongly Agree	45	45%
4	Agree	46	46%
3	Moderate	7	7%

2	Disagree	1	1%
1	Strongly Disagree	1	1%

According to the table above, it showed the responses of the students about the statement that they look for the sources to get information for the class assignment. Most of the students chose agree (46%) and strongly agree (45%). There were only 7 students who chose moderate. However, the students who chose disagree and strongly disagree (1%) have the same percentage.

Table 4. 7
Question 6 (I plan my academic work)

Number Score	Criteria	N	%
5	Strongly Agree	23	23%
4	Agree	51	51%
3	Moderate	22	22%
2	Disagree	3	3%
1	Strongly Disagree	1	1%

From the data listed above we can see that as much as 51% students agree about "I plan my academic work". The member of students who chose strongly agree and moderate were 23 students and 22 students. However, there were 3 students chose disagree and the students who chose moderate is only 1 person. It concluded that most of students plan their academic work.

Table 4. 8
Question 7 (I monitor my academic work)

Number Score	Criteria	N	%
5	Strongly Agree	19	19%
4	Agree	48	48%
3	Moderate	32	32%
2	Disagree	0	0%
1	Strongly Disagree	1	1%

The table above mentions that, students answer questionnaire is not similar one to another. There were 48 students chose agree about that statement, 19 students chose strongly agree, 32 students chose moderate, only 1 student chose strongly disagree and none of students (0%) chose disagree and. In summary, students prefer to choose agree about the statement above. It means most of the students agree that they monitor their academic work. The fact in the field, several students said that they were moderate in monitoring academic work.

Table 4. 9
Question 8 (I remember the information presented in class and textbooks)

Number Score	Criteria	N	%
5	Strongly Agree	7	7%
4	Agree	43	43%
3	Moderate	43	43%
2	Disagree	5	5%
1	Strongly Disagree	2	2%

The table above shows the percentage of students answer about remembering the information presented in class and textbooks; there were 43 students chose agree and moderate for each, 7 students chose strongly agree, 5 students chose disagree and only 2 students chose strongly disagree. In short, most of students agree for the statement "I remember the information presented in the class and textbooks". However, students who answered moderate also had the same percentage about the statement.

Table 4. 10
Question 9 (I can arrange a place to study without distractions)

Number Score	Criteria	N	%
5	Strongly Agree	9	9%
4	Agree	47	47%

3	Moderate	34	34%
2	Disagree	9	9%
1	Strongly Disagree	1	1%

According to the students answer, there were 47 students chose agree, 34 students chose moderate. The number of students who chose strongly agree and disagree was the same, it was 9 students for each. However, only one student who chose strongly disagree. In brief, the information inferred from the table above that most of students considered that they can organize their place of study without distraction.

Table 4. 11
Question 10 (I can motivate myself to do academic work)

Number Score	Criteria	N	%
5	Strongly Agree	24	24%
4	Agree	54	54%
3	Moderate	20	20%
2	Disagree	1	1%
1	Strongly Disagree	1	1%

From the description on the table above, there were 54 students and 24 students chose agree and strongly agree with the statement. Furthermore, 20 students chose moderate and the students who chose strongly disagree and disagree have the same percentage. In conclusion, most students are optimistic and agree about their ability to motivate themselves to do the academic work.

Table 4. 12
Question 11 (I participate in class discussion)

Number Score	Criteria	N	%
5	Strongly Agree	14	14%
4	Agree	44	44%
3	Moderate	38	38%

2	Disagree	3	3%
1	Strongly Disagree	1	1%

From the table above there were 44 students chose agree, 38 students chose moderate, 14 students chose strongly agree, 3 students chose disagree and 1 student chose strongly disagree about participating in the class discussion. So, I concluded that, most of students have the awareness of participating in class discussions to help them in learning.

Table 4. 13
Question 12 (I know how to schedule my time to accomplish my tasks)

Number Score	Criteria	N	%
5	Strongly Agree	33	33%
4	Agree	41	41%
3	Moderate	22	22%
2	Disagree	4	4%
1	Strongly Disagree	0	0%

According to the students answer, there were 41 students and 33 students chose agree and strongly agree. However, there are 22 students chose moderate, 4 students chose disagree, and no one chose strongly disagree (0%). In brief, the data above showed that most of the students know how to schedule their time to accomplish their task.

Table 4. 14
Question 13 (I know how to take notes)

Number Score	Criteria	N	%
5	Strongly Agree	28	28%
4	Agree	50	50%
3	Moderate	18	18%
2	Disagree	3	3%
1	Strongly Disagree	1	1%

According to the table above, there were 50 students and 28 students chose agree and strongly agree. However, there are 18 students chose moderate, 3 students chose disagree, and only one chose strongly disagree (1%). In brief, the data above showed that most of the students know how to schedule their time to accomplish their task.

Table 4. 15
Question 14 (I know how to study to perform well on tests)

Number Score	Criteria	N	%
5	Strongly Agree	10	10%
4	Agree	62	62%
3	Moderate	23	23%
2	Disagree	5	5%
1	Strongly Disagree	0	0%

The highest percentage chosen by the students is agree because 62% students feel confident in knowing the ways of organize their studies to perform well in the class. Moreover, there are 23 students chose moderate, 10 students chose strongly agree, 5 students chose disagree, while none of students chose strongly disagree (0%).

Table 4. 16
Question 15 (I am good at research and writing papers)

Number Score	Criteria	N	%
5	Strongly Agree	2	2%
4	Agree	23	23%
3	Moderate	53	53%
2	Disagree	21	21%
1	Strongly Disagree	1	1%

The table above shows the percentage of students answer about their confidence of their capability in research and writing papers; there were 53 students chose moderate, 23 students chose agree, 21 students chose disagree, 2

students chose strongly agree and only 1 student chose strongly disagree. In short, most of students moderate for the statement "I am good at research and writing papers".

Table 4. 17
Question 16 (I am a very good student)

Number Score	Criteria	N	%
5	Strongly Agree	7	7%
4	Agree	31	31%
3	Moderate	56	56%
2	Disagree	5	5%
1	Strongly Disagree	1	1%

From the description on the table above, there were 56 students chose moderate, 31 students chose agree, 7 students chose strongly agree. 5 students chose disagree and 1 student chose strongly disagree. In conclusion, most students were having a doubt to be a very good student.

Table 4. 18
Question 17 (I usually do very well in campus and at academic tasks)

Number Score	Criteria	N	%
5	Strongly Agree	2	2%
4	Agree	41	41%
3	Moderate	46	46%
2	Disagree	10	10%
1	Strongly Disagree	1	1%

The table above shows the percentage of students answer about their confidence of their capability to do very well in academic tasks.; there were 46 students chose moderate, 41 students chose agree, 10 students chose disagree, 2 students chose strongly agree and only 1 student chose strongly disagree. In short, most of students moderate for the statement "I usually do very well in campus and at academic tasks".

Table 4. 19
Question 18 (I find my academic work interesting and absorbing)

Number Score	Criteria	N	%
5	Strongly Agree	3	3%
4	Agree	42	42%
3	Moderate	46	46%
2	Disagree	7	7%
1	Strongly Disagree	2	2%

According to the table above, there were 46 students and 42 students chose moderate and agree. Moreover, there were 3 students chose strongly agree, 7 students chose disagree, and only 2 students chose strongly disagree. In brief, the data above showed that most of the students moderate in finding their academic work interesting and absorbing. The large number of students who chose moderate was followed by students who chose agree.

Table 4. 20
Question 19 (I am very capable in succeeding at this college)

Number Score	Criteria	N	%
5	Strongly Agree	14	14%
4	Agree	37	37%
3	Moderate	41	41%
2	Disagree	7	7%
1	Strongly Disagree	1	1%

From the description on the table above; there were 41 students chose moderate, 37 students chose agree, 14 students chose strongly agree. 7 students chose disagree and 1 student chose strongly disagree. In conclusion, most students are not really feeling confident to be

Table 4. 21
Question 20 (I can motivate myself when I get down on my academic work)

Number Score	Criteria	N	%
5	Strongly Agree	38	38%
4	Agree	37	37%
3	Moderate	21	21%
2	Disagree	2	2%
1	Strongly Disagree	2	2%

From the data listed above we can see that most students agree about the statement "I can motivate myself when I get down on my academic work". The member of students who chose strongly agree and agree were 38 students and 37 students. However, there were 21 students chose moderate. There were also the equal percentage of students who chose between disagree and strongly disagree. It concluded that most of students can motivate themselves when they get down on their academic work. To conclude, based on the students' answer of questionnaire, the students' self-efficacy can be seen in the following table;
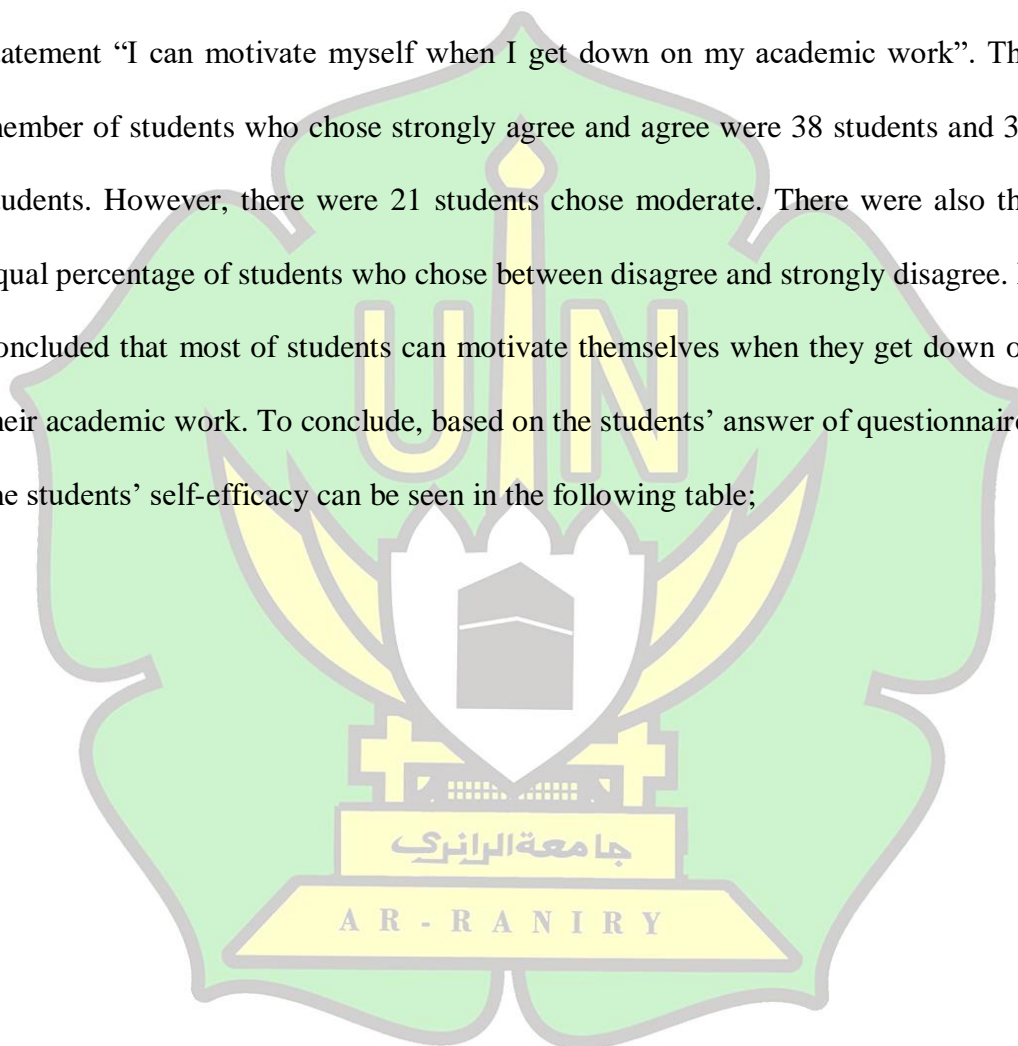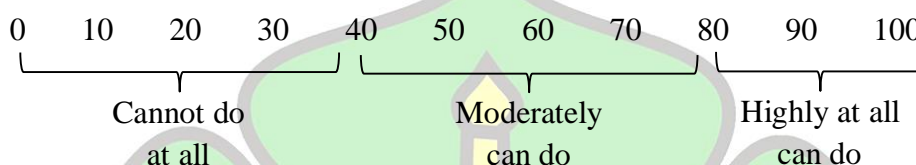
Table 4. 22
The students' GPA and self-efficacy score

No	Name	IPK	Ques.1	Ques.2	Ques.3	Ques.4	Ques.5	Ques.6	Ques.7	Ques.8	Ques.9	Ques.10	Ques.11	Ques.12	Ques.13	Ques.14	Ques.15	Ques.16	Ques.17	Ques.18	Ques.19	Ques.20	Total Score
1	AJL	3,56	3	3	4	5	5	4	3	3	5	4	4	4	3	4	3	3	3	3	3	5	74
2	AZM	3,75	4	4	4	4	4	4	4	4	4	4	5	5	3	4	5	4	4	4	4	4	82
3	ARA	3,56	5	5	4	3	4	4	3	3	4	4	4	5	4	4	4	4	4	3	4	4	79
4	A	2,95	2	2	3	2	2	3	3	3	3	3	2	3	1	2	3	2	2	1	3	3	48
5	AU	3,64	4	3	3	3	3	3	3	2	2	4	3	5	5	4	3	2	3	3	2	3	63
6	ADF	2,5	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	79
7	AFR	3,29	4	4	3	4	4	4	4	4	3	4	4	4	4	4	3	3	3	3	4	5	75
8	ARA	3,71	5	2	4	5	4	3	4	3	3	4	3	4	4	4	3	2	3	2	3	3	68
9	BNI	3,36	4	4	3	4	4	3	3	3	3	4	5	5	4	3	3	4	4	3	3	4	73
10	BM	3,4	5	4	3	4	5	4	4	3	4	4	4	4	4	3	3	3	3	4	3	3	74
11	CDIS	3,38	5	5	4	4	5	4	4	1	4	3	4	4	4	4	2	5	4	3	5	4	78
12	CHN	3,2	3	5	4	4	4	3	3	5	4	4	3	4	5	4	3	3	3	3	3	5	75
13	CM	3,5	5	5	5	5	5	5	5	4	4	4	5	5	5	4	3	3	3	4	4	4	87
14	CNY	3,5	4	3	4	5	4	4	4	5	3	5	5	4	4	4	3	4	4	4	4	5	82
15	CRF	3,7	4	5	3	4	5	4	4	3	3	4	3	5	4	4	3	4	4	4	4	4	78
16	CRN	3,5	5	5	5	5	5	5	5	4	4	4	4	5	5	4	3	3	4	4	4	4	87
17	CS	3,28	4	3	4	4	4	3	3	3	4	3	4	4	3	3	2	3	2	2	2	3	63
18	DN	3,42	5	5	5	5	4	5	5	5	4	5	4	5	4	5	3	4	3	4	5	5	90
19	DA	3,4	4	5	3	4	5	4	4	4	4	5	3	4	4	4	3	4	4	4	4	5	81
20	DAP	3,48	5	3	4	4	5	4	5	3	3	3	3	3	3	3	4	3	3	3	3	3	70
21	DM	3,34	4	4	3	4	5	4	4	4	3	4	4	4	5	4	2	4	4	4	4	5	79
22	DRA	3,55	5	4	4	3	5	4	4	2	2	4	3	5	5	4	4	3	2	2	3	2	70
23	DYA	3,57	4	4	4	5	5	5	5	4	3	5	4	5	5	4	3	4	4	3	4	4	84
24	ERA	3,1	4	5	4	4	4	4	4	4	4	5	4	4	4	4	3	3	3	4	5	5	81
25	FA	3,58	4	2	3	2	4	4	4	3	4	4	4	4	4	4	2	3	4	3	3	4	69
26	FAR	3,5	5	3	3	3	5	4	4	3	4	4	4	4	4	4	3	3	3	3	5	5	76
27	FS	3,4	5	4	3	4	5	4	3	3	4	4	4	5	5	4	4	3	3	3	2	5	77
28	FH	3,1	3	4	4	5	4	4	4	5	3	4	5	5	4	3	3	4	3	3	3	5	78
29	FN	3,5	4	3	3	3	5	3	3	3	3	4	3	4	4	4	3	3	3	3	3	3	67
30	FAN	3,5	5	4	3	4	5	4	4	3	2	1	4	5	5	4	3	3	3	4	3	1	70
31	FR	3,5	4	3	4	4	4	4	4	3	3	4	4	4	4	4	3	3	3	3	4	4	73
32	FLN	3,78	5	4	5	5	5	5	5	4	5	5	4	5	5	5	4	4	5	4	5	5	94
33	F	3,8	2	4	2	2	4	2	3	2	4	5	4	2	4	5	4	5	4	3	4	5	70
34	GR	2,38	3	3	3	3	4	3	3	3	4	5	3	3	3	3	3	3	3	3	3	3	64
35	H	3,74	3	3	5	5	5	5	5	3	4	3	4	5	4	4	3	3	3	3	3	3	76
36	HR	3,74	5	5	4	5	5	5	5	4	4	5	5	5	5	5	3	4	4	4	5	5	92
37	IJ	3,51	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	77
38	ID	3,48	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	5	95
39	IG	3,7	5	5	4	4	5	4	4	4	5	5	4	4	4	4	3	4	4	4	4	5	85
40	IM	3,78	4	2	3	2	4	4	4	4	3	4	4	3	4	3	2	3	4	3	4	5	69
41	J	3,37	5	3	4	5	5	4	4	4	4	5	4	3	5	4	3	3	3	3	4	4	79
42	KAN	3,85	4	4	4	5	5	3	3	3	3	4	4	5	3	4	3	5	4	4	5	5	80
43	MAF	3,19	3	4	5	4	4	4	4	4	4	5	4	4	5	4	4	3	4	4	4	5	82
44	M	3,24	5	3	4	5	5	4	4	3	3	4	4	5	5	4	3	3	3	4	3	5	79
45	MS	3,5	4	3	4	3	4	4	4	4	4	4	3	4	3	4	4	4	4	3	4	4	75
46	ME	3,44	3	3	4	4	4	2	3	4	4	4	4	4	4	4	2	5	4	4	4	4	74
47	MSI	3,51	4	4	4	5	5	5	4	4	4	4	4	4	3	3	4	4	4	4	4	5	82
48	MU	3	3	5	4	4	5	4	4	4	3	4	5	3	4	4	3	4	4	3	4	5	79
49	MIG	3,48	4	3	4	3	5	3	3	4	4	4	3	3	4	4	3	4	4	3	3	3	71
50	MZ	3,2	4	2	3	3	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	63

No	Init	Score																					Total
51	MUH	3,34	5	4	5	4	4	4	3	4	3	5	4	4	5	3	3	4	4	4	4	4	80
52	MAP	3	4	4	4	4	5	3	4	3	4	4	4	5	4	4	3	4	4	4	4	4	79
53	MUS	3,64	4	3	4	3	5	4	3	3	3	3	3	3	3	4	2	3	3	4	3	3	66
54	NAA	3,4	4	3	4	3	5	4	3	4	4	3	3	3	4	4	3	3	3	4	4	4	72
55	NN	3,3	4	3	3	3	4	3	3	3	2	3	3	3	3	3	3	3	3	3	4	3	62
56	NNA	3,63	3	2	3	5	5	5	4	4	4	4	4	5	5	4	3	3	3	3	4	4	77
57	NP	3,76	4	4	5	5	5	5	5	4	4	4	5	4	5	4	4	4	5	4	4	3	87
58	NF	3,68	4	3	4	2	4	4	3	4	4	3	3	4	4	3	2	3	3	3	4	4	68
59	NM	3	4	4	4	4	4	4	4	3	4	3	3	3	3	3	4	3	3	4	5	4	73
60	NA	3,37	5	3	3	4	4	3	3	4	5	4	3	4	4	5	2	3	3	3	3	5	73
61	N	3,61	3	4	4	5	5	5	5	3	4	4	3	5	4	4	2	3	2	3	3	4	75
62	NO	3,5	4	2	4	4	4	5	4	3	2	3	3	5	4	4	3	3	4	3	3	4	71
63	NH	3,76	4	5	4	4	5	4	4	3	3	4	4	2	3	4	2	3	3	3	4	5	73
64	NFA	3,61	1	4	4	4	1	1	1	1	1	4	1	4	4	4	4	1	1	1	1	1	44
65	NK	3,51	4	3	4	4	3	4	4	4	4	4	4	4	4	4	3	3	3	3	4	4	74
66	NUN	3,29	4	5	4	4	4	3	3	4	5	5	5	5	4	4	4	3	4	4	4	5	83
67	PSM	3,43	5	3	3	3	4	3	3	4	3	4	4	5	4	5	4	4	4	3	5	4	77
68	PEA	3,24	4	4	4	4	4	5	4	4	4	5	3	4	4	3	3	4	3	2	2	4	74
69	PZ	3,74	4	4	4	3	5	4	4	3	3	3	3	2	5	5	4	5	4	3	5	5	78
70	PB	3,68	4	3	3	4	4	2	3	3	3	2	3	3	4	2	2	2	2	3	2	3	57
71	RK	3,6	4	4	4	4	4	5	5	4	3	3	3	5	5	4	5	4	4	4	4	5	83
72	RSA	3	3	4	3	2	4	4	4	2	2	3	2	3	2	3	2	3	3	3	2	5	59
73	RW	3,65	4	3	3	4	3	4	4	3	4	4	3	4	4	3	3	3	3	3	3	3	68
74	RM	3,14	4	4	5	4	3	4	4	4	3	5	4	4	4	4	3	4	4	4	3	5	79
75	RMU	3,36	5	4	5	4	5	5	5	5	4	5	4	5	5	5	4	4	4	5	4	5	92
76	RJ	3,5	3	3	3	3	4	3	3	3	4	3	3	3	3	3	2	3	2	3	3	3	60
77	RJK	3,47	4	4	3	3	4	3	3	3	3	4	3	3	4	3	3	4	3	3	3	4	67
78	RR	3,56	5	3	4	3	5	4	5	4	4	4	3	4	4	4	3	4	4	3	3	4	77
79	RMA	3,45	5	4	4	5	5	5	4	4	3	4	4	5	5	4	4	4	4	5	3	5	86
80	RRA	2,86	3	3	3	2	4	3	3	3	2	3	3	3	2	3	2	2	2	2	3	3	54
81	RSP	3,06	4	5	4	3	3	4	4	3	5	5	5	5	5	4	3	3	3	3	3	5	79
82	SU	3,7	4	4	4	4	4	3	3	3	4	4	3	4	5	3	3	3	4	4	3	3	72
83	S	3,37	4	4	4	4	4	4	4	3	4	3	4	4	3	4	3	3	2	4	3	3	71
84	SF	3,43	4	2	3	5	5	5	5	3	3	4	2	4	4	4	1	5	3	2	4	4	72
85	SP	3,45	3	4	4	4	4	4	4	4	4	5	4	5	5	4	4	5	4	5	5	5	86
86	SA	3,61	4	4	3	5	4	5	5	4	3	4	4	4	4	4	2	3	3	4	3	4	76
87	SS	3,86	4	3	4	4	5	4	4	4	4	4	5	2	2	4	3	3	4	3	3	3	72
88	SRN	3,33	4	4	4	5	5	5	5	5	5	5	4	5	5	4	4	3	4	4	5	5	90
89	SMJ	3,4	5	5	4	4	5	4	4	3	4	4	3	5	3	3	2	3	2	3	3	4	73
90	SN	3	4	2	3	4	5	4	3	3	4	4	3	4	3	2	2	3	3	4	3	4	67
91	UZA	3,5	4	3	5	5	5	5	5	4	4	5	4	5	5	5	4	3	3	4	4	5	87
92	UZA	3,61	5	3	3	5	5	3	3	3	2	3	3	3	5	4	2	3	3	3	3	2	66
93	UA	3,3	4	3	4	4	5	4	4	3	3	4	5	4	4	4	3	3	4	4	4	4	77
94	UH	3,51	2	2	4	4	3	4	3	4	4	4	3	4	4	3	2	3	3	4	3	3	66
95	WDA	3,35	5	4	3	4	4	3	4	3	2	3	3	3	4	2	4	3	3	4	2	4	67
96	WN	3,45	3	3	3	3	4	4	3	4	3	4	3	3	3	3	3	3	3	3	3	4	65
97	WJ	3,47	3	2	5	4	3	5	5	2	3	5	5	3	3	2	2	3	2	2	3	5	67
98	YFN	3,6	4	4	3	4	4	4	4	4	3	3	4	4	4	4	3	3	3	3	5	5	75
99	ZH	3,59	4	3	3	4	4	4	4	3	3	4	3	3	4	4	3	4	4	3	3	5	72
100	Z	3,59	3	4	4	3	4	5	4	4	5	5	3	4	4	4	3	3	3	4	5	4	78

The table shows that the students have different score of self-efficacy which is clearly explained in the table above. The level of score is adopted from self-efficacy scales by Albert Bandura; high self-efficacy is between 80-100, moderate score is around 40-79, and low self-efficacy score is from 0-39. So, it can be seen from the specific list below;

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

Cannot do at all   Moderately can do   Highly at all can do

The table above shows specification students' level of self-efficacy based on the result of their answer of the questionnaire.

Table 4. 23
The percentage of students' level of self-efficacy

No	Criteria	N	%
1	Low self-efficacy	-	-
2	Moderate self-efficacy	76	76%
3	High self-efficacy	24	24%

The table above shows that there are 24 students who have high self-efficacy, 76 students have moderate self-efficacy and no one has low self-efficacy.

B. Self-Efficacy and Academic Achievement

The findings from the questionnaire were supported and clarified by using a semi-structured interview. It was constructed to fulfill one of the aims of the study. The purposes are to discover the influence of self-efficacy toward the students' academic achievement. The interviews with six students of English

education department in the fifth semester was conducted on 15th-18th December 2020. The selected interviewees are reported using initial number 1, 2, 3, 4, 5, and 6.

1. The Influence of Self-Efficacy on Students' Academic Achievement

The first analysis was focused on students' responses on how self-efficacy influencing the academic achievement. There were several aspects to be concerned; the factors that influence the students' self-efficacy, the students' academic self-efficacy in setting and monitoring plan, and the students' academic self-efficacy in building strong motivation and confidence.

a. Setting and Monitoring the Academic Goals and Academic Achievement

According to the interview, I found that participants had a strong attention to their academic self-efficacy process. They believe that in order to achieve the academic goals, students need to have a belief about their capability to achieve the goals, including setting and monitoring the plan. This belief is related to self-efficacy. Even though, they were still in learning process to manage and monitor their targets actually.

Those six participants showed some different ways to organize their actions in achieving their academic goals. Most of them were managing their academic activities from various ways related to planning self-goals, making to do list, and maintaining the goals. In this case, respondent 2 (student with high self-efficacy and high GPA) showed her self-efficacy in which she said:

So, basically, I have my own study plan, for example like, in the one semester, I have set my own plan what to achieve this semester and what to do. In other word, I have a list to do for a whole semester so that how I set my plan to achieve my academic goals. (Respondent 2, Dec 19th, 2020)

In addition to the case, respondent 6 (student with high self-efficacy and moderate GPA) also said:

The first is I'm always motivate myself not to give up and always try hard to achieve that. I'm also always set deadline for everything I plan and most importantly I always try to reward myself. I'm always make a list of activities, starting from reading books about the things I want to achieve and answering some questions related to the things I want to achieve. (Respondent 6, Dec 18th, 2020)

In contrast, respondent 4 (student with moderate self-efficacy and high GPA) said:

First of all, to be honest, I'm not really set a plan to achieve my academic goals because I just follow the conditions let it flow and that's why I am not especially set a plan to achieve my academic goals. (Respondent 4, Dec 17th, 2020)

The interviewees realized that setting goals in order to reach success was necessary to have. According to the responses of respondent 6, she argued that setting the plan to achieve the academic goals was essential to help her manage and allocate the activities. Then, respondent 2 added that she known what to do in order to achieve her academic goals by having a list to do. On the contrary, the respondent 4 said that she did not really set a plan to achieve her academic goals and just followed the conditions go over the time.

In the conclusion, strong self-efficacy affected students' personal goals. The stronger their self-efficacy, the higher the goals set by them that is strengthened by the commitment of the individuals themselves. It was evidenced

by the students' responses above. The students with high self-efficacy have a strong belief about the importance of setting the plan to achieve the academic goals.

b. Motivation, Confidence, and Academic Achievement

Self-efficacy encouraged the involvement of learning activities and influence the level of motivation, confidence, and achievement. This is because self-efficacy can affect the results of performance and endurance in completing an academic task. In this case, respondent 1 (student with high self-efficacy and high GPA) pointed that:

> We can see if we have a high self-efficacy, we also have a big expectation on academic. So, we will give our best to the academic itself. So, it's very important and quite relation. By seeing from the others achievement, so that will motivate myself to complete the task, also we see that if we have high self-efficacy, it will very useful for us. (Respondent 1, Dec 15th, 2020)

In addition, respondent 3 (student with moderate self-efficacy and high GPA) said:

> The relation between self-efficacy and academic achievement is the self-efficacy really helps students learn more and it boosts our confidence and it will really increase our academic achievement. And the challenge to achieve our academic goal is higher when we have self-efficacy, because we believe that we can do this. It helps ourself to be more confidence and help ourself to feel that "we can do it, we can do it", something like that maybe. It helps in a good way. Sometimes when it gets hard and because our confidence, when we over confidence, it doesn't go well. Maybe it will also influence in negative way. But if we back on the self-efficacy again and believe that we can do this again, maybe it surely will help us in a good way to reach our academic achievement. (Respondent 3, Dec 16th, 2020).

The interviewees argued that self-efficacy influenced their motivation and confidence in academic especially in doing the task or assignment. Furthermore,

the respondent 1 admitted that having high self-efficacy was very helped her in shaping motivation. Then, respondent 3 agreed that self-efficacy and confidence have a strong relationship and influence in increasing academic achievement.

In brief, students' belief of self-efficacy played a big role in motivation and confidence. The students formed a belief about what they can do. Consequently, motivation and confidence can influence students' expectations about the result to be achieved. The students who have strong faith in their abilities put greater effort to achieve their goals.

2. The Students' Self-Efficacy Sources and Academic Achievement

Self-efficacy involved some factors that influencing students' management in increasing the academic achievement. The factors give a positive influence to the students. The influence was based on the students' experience during the academic self-efficacy process.

a. Previous experienced

Previous experienced is about the students' mastery experience in completing their previous assignment. Students' previous experience can influence the development of their confidence in their abilities. Moreover, their failure to succeed the tasks can affect their self-efficacy. The failure in previous experienced affects students' self-efficacy in making decisions to act in the future. In this case, respondent 1 (student with high self-efficacy and high GPA) said:

> Yes, I think previous experienced give influence for my self-efficacy, because if we have experience ourself maybe by failed in something, that

we can motivate ourself to do better in the future. (Respondent 1, Dec 15th, 2020)

In addition, respondent 3 (student with moderate self-efficacy and high GPA) said:

> About learning from the experienced, because of that experienced I become a person with a bigger mentality and I think that I have to big self-efficacy because of that hard experienced, I think. (Respondent 3, Dec 16th, 2020)

Students with strong sense of self-efficacy, when they fail in their work, they will regain self-efficacy quickly after experiencing failure. Those students believed that previous experienced really helped them to their academic self-efficacy currently. One thing that they recognize as a self-efficacious student, they had to keep learning and took a lesson from the experience.

b. Other people's experience

Other people's experience is one of the factors in influencing the students' self-efficacy. Observations of others can help students obtain information about their own capabilities. For example, when students see other people capable of doing a task successfully, it affects their self-efficacy. In this case, respondent 4 (student with moderate self-efficacy and high GPA) said:

> My friend is really smart because when they get presentation to talk in front of the class, when I see my classmate talk in front of the class, I see that why she can do well on that and I am not. Because my friend talks in front of the class, I have like a trigger "I must go to do like that" but with on my way and that's why It's really good to increase self-efficacy. (Respondent 4, Dec 17th, 2020)

In addition, the respondent 5 (student with high self-efficacy and moderate GPA) said:

In my opinion, if our friends do presentation in front of us, we will definitely think that "our friends can do it, I can do it too". It also becomes a motivation to be successful like other people. Maybe, basically, every people have different abilities, but that difference does not rule out that in every way we can do it. (Respondent 5, Dec 18th, 2020).

Based on the statement from the respondents, other people's experience played a big role in academic self-efficacy. It can affect self-efficacy when a student sees other students completing their assignments. The more students observe others performance, the more likely it is to have an effect on them.

c. Educational background

The habit of students was shaped by educational background which affect to their behavior in the campus life right now. Different students' background of education became a good modal that could increase their skill in managing themselves. All participants showed that the educational background influenced them positively. In this case, respondent 3 (student with moderate self-efficacy and high GPA) said:

Yes, my educational background really influences my self-efficacy because my previous story about my Islamic Boarding School experienced. When it comes to that things, I really think that it's really hard and I get through this. I have so many tasks and so many lessons to complete in the middle school and high school. So, because of that experienced, it influences me in the college that I get through that past. I think that I will get through the college easily because I think it was harder in the Islamic Boarding School than in the college. It helps me to have a bigger mentality to get through. (Respondent 3, Dec 16th, 2020)

In addition, respondent 5 (student with high self-efficacy and moderate GPA) also said:

Yes, the educational background is very influenced to my self-efficacy because someone's learning background will greatly affect one's

education because their good educational background will have an impact on future education. (Respondent 5, Dec 18th, 2020)

According to the both statement respondent 3 and respondent 5, students were confident on their own self to improve the self-efficacy. Respondent 3 pointed that educational background affected her self-efficacy through the belief that she must be able to do better than her previous education. A strong mentality also formed in her because of her previous educational background. Additionally, respondent 4 argued that her self-efficacy now days was the result from previous experienced.

In conclusion, student who has high self-efficacy and student who has moderate self-efficacy argued that educational background influence to the self-efficacy. Educational background will have an impact on future education. It can influence the development of their confidence in their abilities.

d. Environment factor

Family, friends, etc. were big part for students' motivation in self-efficacy. It could be a supporting system that encourage learners to achieve goals or vice versa including in academic life. During the process of self-efficacy, this factor also gave an influence to the students' learning. In this case, respondent 1 (student with high self-efficacy and high GPA) said:

Yes, of course. A family friends and environment give big influence for my self-efficacy because they will support, they will give some motivations also for me to keep standing on my high self-efficacy. Some of my friends give a positive effect because sometimes they need me to complete their task, or maybe they will ask something about the task or

about the material. So, they will give a big support. (Respondent 1, Dec 15th, 2020)

In addition, respondent 3 (student with moderate self-efficacy and high GPA) said:

My family, friends and environment really influenced my self-efficacy. Sometimes my parents said "you do it great and you can do it, you can through this, you can get through this" and it helps me really in doing my academic process. When your friends help you and reminds you about the task and many things that happened in the college, it really helps my self-efficacy and my confidence. They really help to boost my self-efficacy and help me. (Respondent 3, Dec 16th, 2020)

Family as the outside factor influenced students in their academic self-efficacy. All the interviewees argued that family, friends and environment were necessary to have in order to build a strong sense of academic self-efficacy. According to the responses of respondent 1, she argued that the support and motivation from family friends and their environment greatly affected to her self-efficacy formation process. Then, respondent 2 implied that family, friends, and the environment greatly helped her in increasing academic self-efficacy.

C. Discussion

This section presented a discussion based on the findings of the research. This study came up with two research questions. The first research question was answered by using the results from the questionnaire, while the second research question was answered by using the result from the interview.

Based on the questionnaire result, the data showed that there were no students who have low self-efficacy in the fifth semester of English Education at UIN Ar-Raniry. Most of students have medium self-efficacy and there are some

students who have high self-efficacy. Specifically, there were no students with high self-efficacy who have low GPA. Then, there were no students with high GPA who have low self-efficacy. It means that, self-efficacy is directly proportional to students' academic achievement. These findings prove Warstito's statement which said that the higher the student's self-efficacy, the greater the chance to succeed in achieving high academic achievement (Warsito, 2009).

Furthermore, based on the interview result conducted in 15th-19th of December 2020, the data showed that the six participants indicated to respond positively about self-efficacy in order to improve their academic achievement. Afterward, the result also pointed out that there were not many significant differences between the students who have high self-efficacy and moderate self-efficacy. The difference was only in setting and monitoring the academic plan. Students with high self-efficacy realized that setting and monitoring the academic plan is very important for them, while the students with moderate self-efficacy were mediocre for it.

The findings also indicated that there were some factors of self-efficacy which influence the students' academic achievement. The first is, setting and monitoring the plan. Self-efficacy determines what goals we choose to achieve, how we achieve those goals, and how we reflect on our own performance (Cherry, 2020). The findings were consistent with Chemers (2001, p. 56) which said that "students high in academic self-efficacy make greater use of effective cognitive strategies in learning, manage their time and learning environments more effectively, and are better at monitoring and regulating their own effort."

Moreover, the other factor of self-efficacy which influence the students' academic achievement was motivation and confidence. Student's beliefs about their efficacy to motivate them in academic task can influence them in achieving their goals. Self-efficacy beliefs of the students and motivation as techniques to encourage the tasks and duties of learning.

Self-efficacy by increasing motivation achievement was found to be a significant factor in predicting academic achievement (Pietsch, Walker & Chapman, 2003). In addition, students' confidence is related to academic performance, which encourages students to take responsibility and endeavors that were beneficial to them (Van Dinther, Dochy & Segers, 2011). Consequently, the introduction of complex motivation and confidence related to academic self-efficacy can be used as a reliable indicator of academic achievement so that this motivation and confidence need to be improved (Fan & Williams, 2010).
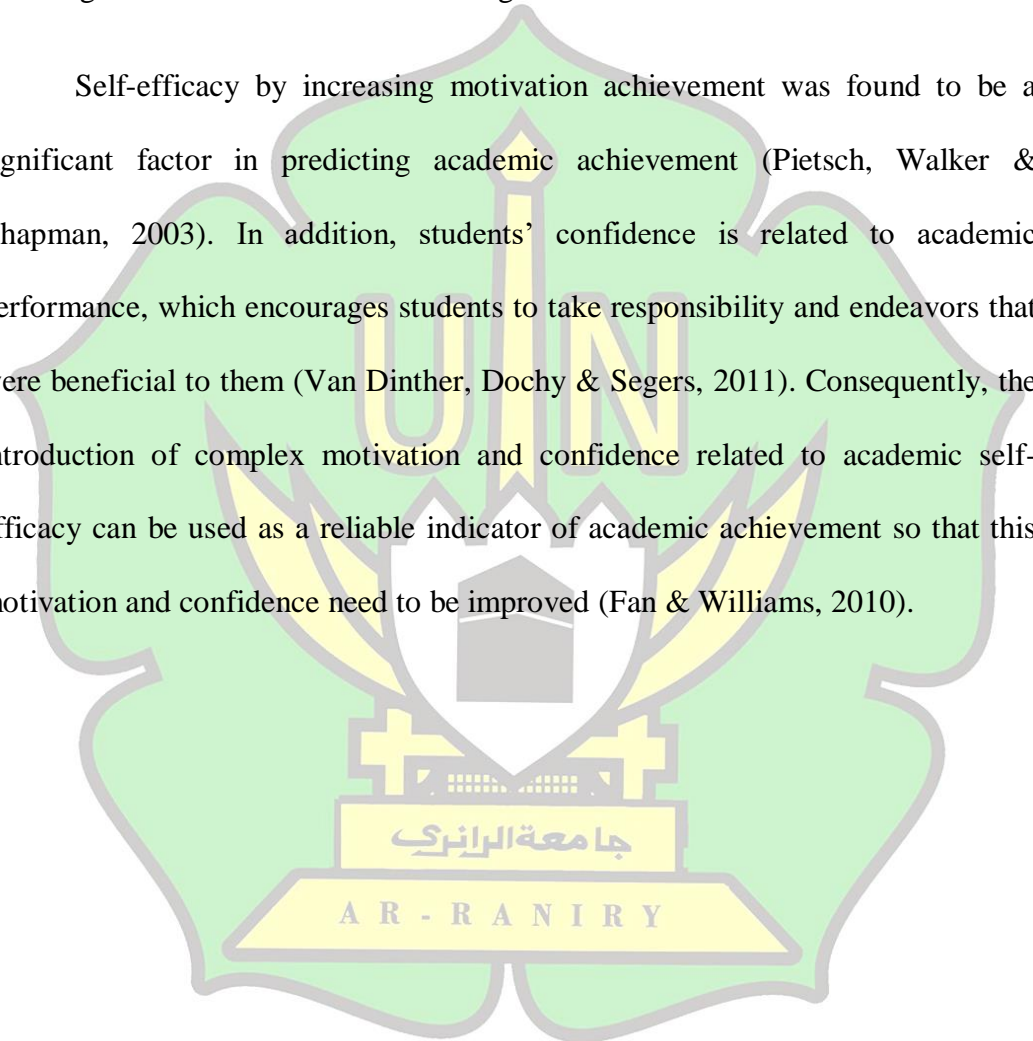
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of the conclusions and recommendations of the study. In this section, the data analysis and the discussion of the result would be summarized and reaffirmed. Some recommendations are provided regarding the proposed research and recommended future works related to the study established by other researchers.

A. Conclusions

The aims of this research were to discover the students' level of self-efficacy and to find out how self-efficacy influence the students' academic achievement. Based on the research findings and discussion on the previous chapter, I would like to sum up and highlight some points.

The first, the results showed there are 24 students with high self-efficacy, 76 students with moderate self-efficacy, and no student related to low self-efficacy (0%). It means that most of students in the fifth semester of English Department at UIN Ar-Raniry have moderate self-efficacy (76%) which are indicated from their questionnaire answer.

Furthermore, based on the interview results, it was identified that self-efficacy influence the students' academic achievement. There were some factors of self-efficacy that influenced the students' academic achievement; motivation and confidence, and also setting and monitoring the academic plan. Besides that, there were four sources of self-efficacy that influenced the students' academic

achievement, such us previous experience, other people's experience, educational background, and environment.

To sum up, there were the relationship between self-efficacy and academic achievement and it had a positive relationship. All of the respondents realized that self-efficacy plays a big role in achieving their academic goals. The higher the self-efficacy, the higher the change to achieve the academic goals.

B. Recommendations

Based on the result findings, the researcher would give some recommendations to the students, the lecturers, the University, and the next researcher.

First, for the students, they should believe and confidence on their own capability, also increase the motivation and the learning strategies such as setting and monitoring the plan. It would help the students to increase their self-efficacy and to achieve their academic goals. Moreover, they should be able to take advantages on positive surrounding such as supported by self-efficacious student as inspiring figures. They can imitate their positive behavior, motivation and effort to have more opportunities to increase their self-efficacy in order to have successful behavior change and improvement in academic life.

The second, for the lecturers and university, the researcher expects that the result can give positive information for them to support the students' potential and motivate the students to have high sense of self-efficacy. Furthermore, the lecturer and university should help the students to increase the students' confidence and

guide the students to achieve the academic goals, because every student would have the potential within themselves.

Finally, for the next researchers, I recommend applicating further and more aspects of self-efficacy in other fields because this study is limited to the influence of self-efficacy only. So, it becomes more challenging, interesting and detailed on a wider scale with more participants having more characteristics and strategies.

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Appendix A

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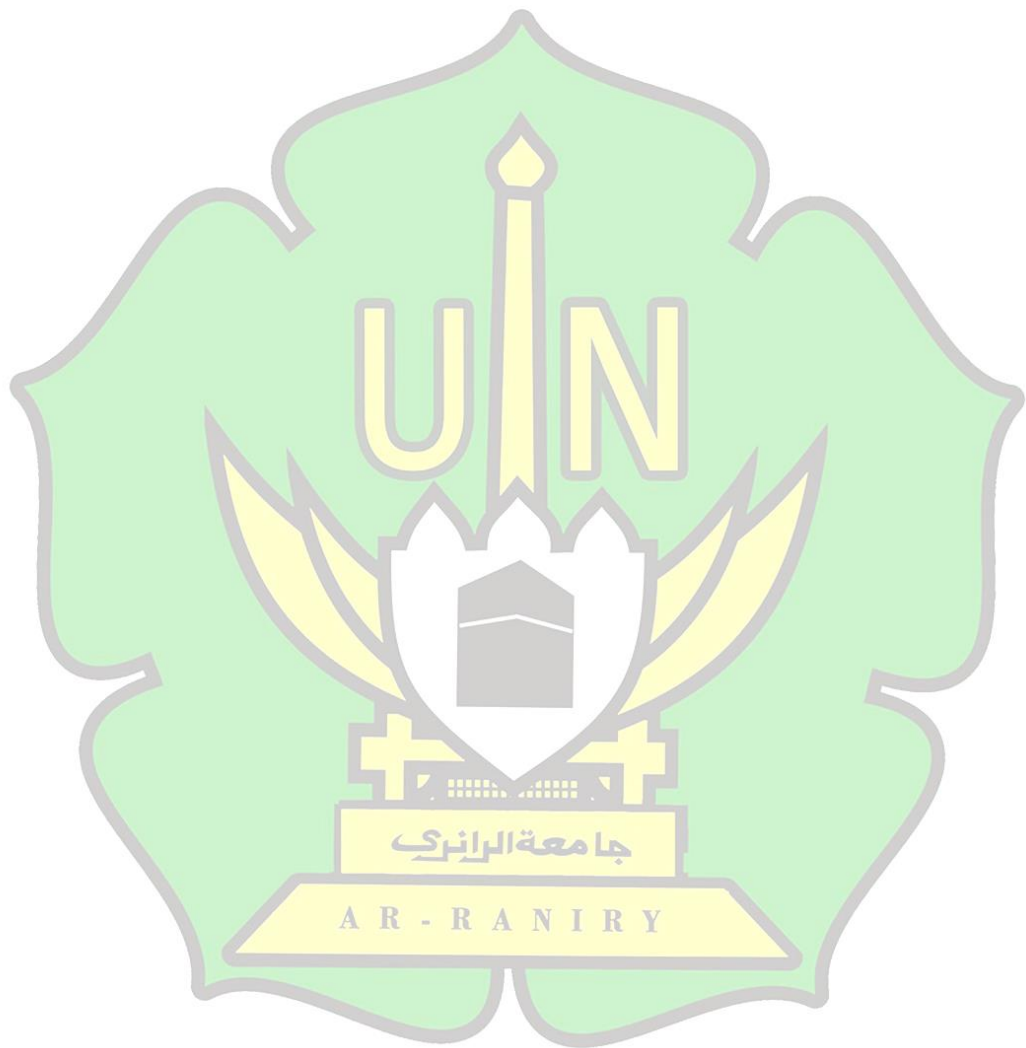
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5506/UN.08/FTK/KP.07.6/06/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

</div>

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 19 Mei 2020

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MEMUTUSKAN

</div>

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. T. Zulfikar, M. Ed.   Sebagai Pembimbing Pertama
2. Azizah, M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Zul Ainun Aminah. YF**
NIM   : **160203165**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Skripsi   : **The Influence of Self-Efficacy on Students' Academic Achievement**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 12 Juni 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-12955/Un.08/FTK.1/TL.00/11/2020
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **ZUL AINUN AMINAH. YF / 160203165**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Laks. Malahayati Gampoeng Kajhu Kecamatan Baitussalam Kabupaten Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Influence of Self-Efficacy on Students' Academic Achievement*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 23 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 23 November 2021

Dr. M. Chalis, M.Ag.

Appendix C

SURAT KETERANGAN
Nomor: B-20/Un.08/PBI/TL.00/01/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-12955/Un.08/FTK.I/TL.00/11/2020 tanggal 23 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Zul Ainun Aminah. YF
NIM   : 160203165
Fak/Prodi   : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Influence of Self-Efficacy on Students' Academic Achievement.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 08 Januari 2021
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Appendix D

INTERVIEW PROTOCOL

A. The Definition of Self-Efficacy

Self-efficacy is a students' self-assessment which is related to students' belief about their capability to achieve the goals. Self-efficacy is a person's belief in his or her ability to attain mastery and succeed in specific tasks and it has been a key component on theories of motivation and learning in varied contexts. This belief is what determines how people think, behave and feel. The beliefs of self-efficacy guide to an individual's ability to organize and implement a series of actions to achieve specified outcomes.

B. The Interview Questions about Self-Efficacy
1. How do you set plan to achieve your academic goals?
2. How do you maintain or monitor your plan?
3. What activities that really influence the success of your study?
4. How do you see the value of your goals to guide your success?
5. Do you think self-efficacy is important to your academic?
6. What is the biggest influence of self-efficacy that you experience?
7. What is the relation between self-efficacy and academic achievement?
8. How your self-efficacy influenced your motivation and confidence in completing the task?
9. How do you think about your family, friends and environment in self-efficacy process? Are they influence yourself in increasing your self-efficacy?
10. Do you think educational background and previous experienced influence your self-efficacy?
11. How do you personally behave toward the time? What is your positive and negative behavior toward the time?
12. What do you do if you have doubts about your abilities?
13. How do you generate your self-efficacy when you are in a trouble?

INTERVIEW TRANSCRIPT

Respondent 1 (Student who has high self-efficacy and high GPA):

1. Interviewer: How do you set plan to achieve your academic goals?

   Interviewee:

   I actually have known a formal plan for achieving my academic goals but I keep trying to do something that I used to do, I will keep doing that.

2. Interviewer: How do you maintain or monitor your plan?

   Interviewee:

   For monitoring my plan, I am taking it from the scores that I get from the subject or academic, so from that scores, I could see that how far that my plan goals.

3. Interviewer: What activities that really influence the success of your study?

   Interviewee:

   The activity that really influence of my study successfully is actually by reviewing all the materials or the subjects. So that, I did not take too much in study, but I take advantage of the available time. For example, when I study with the teacher, I really study.

4. Interviewer: How do you see the value of your goals to guide your success?

   Interviewee:

The value of my goals is very important actually. So, I give my extra effort to guide me and make it success. Therefore, everything I will do for achieving the goals.

5. Interviewer: Do you think self-efficacy is important to your academic?

Interviewee:

Yes, of course. Self-efficacy is very important to my academic because the one who can achieve the academic scores is ourself, so if we did not begin it, we can't achieve it.

6. Interviewer: What is the biggest influence of self-efficacy that you experience?

Interviewee:

The biggest influence, I think is by getting a high score in the class or getting a perfect GPA score. So, it brings, I'm proud of myself.

7. Interviewer: What is the relation between self-efficacy and academic achievement?

Interviewee:

The relation between self-efficacy and academic achievement is, we can see if we have a high self-efficacy, we also have a big expectation on academic. So, we will give our best to the academic itself. So, it's very important and quiet relation.

8. Interviewer: How your self-efficacy influenced your motivation and confidence in completing the task?

Interviewee:

By seeing from the others achievement, so that will motivate myself to complete the task, also we see that if we have high self-efficacy, it will very useful for us.

9. Interviewer: How do you think about your family, friends and environment in self-efficacy process? Are they influence yourself in increasing your self-efficacy?

Interviewee:

Yes, of course. A family friends and environment give big influence for my self-efficacy because they will support, they will give some motivations also for me to keep standing on my high self-efficacy. Some of my friends give a positive effect because sometimes they need me to complete their task, or maybe they will ask something about the task or about the material. So, they will give a big support.

10. Interviewer: Do you think educational background and previous experienced influence your self-efficacy?

Interviewee:

Yes, I think both educational background and previous experienced give influence for my self-efficacy, because if we have experience ourself maybe by failed in something, that we can motivate ourself to do better in the future.

11. Interviewer: How do you personally behave toward the time? What is your positive and negative behavior toward the time?

Interviewee:

As long as I am a student of a University, so I have to behave as a student of University. I have to give very good attitude and very nice response to others. So, I think it's one of the positive behaviors. But the negative one, I think is the laziness of ourself and it's normal.

12. Interviewer: What do you do if you have doubts about your abilities?

Interviewee:

What I am going to do is motivating myself and trying to think forward, trying to think that I am good at that and do not think that I can't reach something like that.

13. Interviewer: How do you generate your self-efficacy when you are in a trouble?

Interviewee:

I will keep myself doing something that I used to do and always being optimized of all what I have done. I will keep thinking that it's okay to get in trouble, but do not feel like "I can't do that", just learn from what I've done from the mistakes that I made.

Respondent 2 (Student who has high self-efficacy and high GPA):

1. Interviewer: How do you set plan to achieve your academic goals?

Interviewee:

So, basically, I have my own study plan, for example like, in the one semester, I have set my own plan what to achieve this semester and what to do. In other word, I have a list to do for a whole semester so that how I set my plan to achieve my academic goals. In other my academic goals, I

also set plan to achieve my non-academic goals. So, everything is based on my planning. I have a great plan, I think. I make a to do list, so maybe like daily activities or weekly activities. Mostly I make weekly activities.

2. Interviewer: How do you maintain or monitor your plan?

Interviewee:

I have punishment and reward, so if I can achieve one of my plans, I will give a reward for myself. If I can't achieve it, I think I made myself punish me like maybe you can buy something today because you not achieve this or like that kind of punishment.

3. Interviewer: What activities that really influence the success of your study?

Interviewee:

I think my hobbies. My hobbies really influent because like this condition when we study from home, I think I can achieve my academic with external activities like watching movies or listening to music, reading, like my hobbies. So that's really influence my academic. About reviewing the materials, that's influence too, because before class started, I usually try to read what I have learnt last week. Yaa, that's really influence too.

4. Interviewer: How do you see the value of your goals to guide your success?

Interviewee:

Of course, when I set my goals, I do really that my goal is really important. So, basically, I set my goals, I rate it from the most important

until the last important, so I think the value of my goals is really guide my success. For myself, GPA is important but it's not everything because I've seen a lot of friends have a standard GPA, I mean not too high, but they can survive. So that's why I think GPA is not everything but I have my own target like my own target in the grade, so I force myself to be like "for this semester, you can't get C, at least you have to get B."

5. Interviewer: Do you think self-efficacy is important to your academic?

Interviewee:

Yes, I think so, because self-efficacy is like self-confidence. So, when you are not confident in your academic, I think it's quite hard to achieve your goals, that's why it's important.

6. Interviewer: What is the biggest influence of self-efficacy that you experience?

Interviewee:

I think when we are in the class, of course there is a group discussion or something. So, when in group discussion, I think that my self-efficacy plays big role when I'm in a group discussion, because everyone in the group have to speak even have to talk. So, it's played big role self-efficacy in that situation. I believe in my ability.

7. Interviewer: What is the relation between self-efficacy and academic achievement?

Interviewee:

I think someone who has high self-efficacy maybe their achievement on academic will be high. I mean like, there is a relationship between self-efficacy and academic achievement.

8. Interviewer: How your self-efficacy influenced your motivation and confidence in completing the task?

Interviewee:

Actually, in completing the task, I'm a deadliner, that is aware to self-efficacy also played big role, because as you know I'm a deadliner and when I try to make the task, so I believe in myself "okay, you can do this even though the due date is so close or something," that's work.

9. Interviewer: How do you think about your family, friends and environment in self-efficacy process? Are they influence yourself in increasing your self-efficacy?

Interviewee:

I think my family plays big role in the process of getting self-efficacy because when there is nobody to correct me but my family there. So, that's why I think my high self-efficacy comes from my family first because they always try to correct me no matter what. I'm a double degree actually, but when my friends say that "are you believe you can finish your study both in Unsyiah and UIN?". They always wondering that question but my family never said anything about it, they just "you can do whatever you want". So, they motivate me.

Mostly, that's so I think. So, when my friends perform well, for example in presentations in the class and then she performs well. At that time, I think I should be better than her.

10. Interviewer: Do you think educational background and previous experienced influence your self-efficacy?

Interviewee:

Yes, I do believe this because when at the first semester I heard that my friends come from this school and my background school is from Insan Qur'ani Islamic Boarding School, so when I heard that my friends come from Modal Bangsa, or MAN Model, it makes me "wah, they better than me" or something make me thought like that. So, educational background is really influence to self-efficacy. By the time, I can manage it. When there's presentation in the class, I have friend from Modal Bangsa, she presents the whole materials really well. That's make me feel like "wow, that's really so cool" and then I feel like I'm insecure because I do nothing about the material. At that time, my self-efficacy down, I am just not confidence to perform because she performs really well.

11. Interviewer: How do you personally behave toward the time? What is your positive and negative behavior toward the time?

Interviewee:

My positive, maybe I can manage what to do, that is my positive side of my behave. But the negative is, usually I can't always follow the plan management that I've made. So, sometimes, there is also plan B there is a

lot of plan B in my study plan or something. So, when I set a study plan, I always try to go at the plan A, but there is also plan B that I usually move too.

12. Interviewer: What do you do if you have doubts about your abilities?

Interviewee:

If I have doubt about my ability, I talk to my friends. When there is a task about speaking for example about creating a video, I said that I'm not good at creating video maybe I'm not as creative as my other friends. So, I told to my friends, I mean not all my friends, but there is the closest friend of mine, I told to her and she always said that "yeah, you can do based on your ability, don't push yourself too hard, everyone has weakness and strength, maybe you're not good at creating the video, but you're good in the content of the video". So, at that time, I think "oh, yeah, maybe she's right" or "maybe I can ask help for my other friends."

13. Interviewer: How do you generate your self-efficacy when you are in a trouble?

Interviewee:

Sometimes, when I got in trouble, at first, I don't tell anyone about my problem. Or when I get trouble, I try to solve it by myself first. So, maybe I just sit at the canteen by myself and then I think what should I do or something. So, when there is no solution, when I'm alone by myself, at that time, I told to my friends when I have the problem with self-efficacy. When get failure, I motivate myself, because I'm kind of person that can

be motivated by others or anything, but the key to increase my self-efficacy is myself. So. If I can motive myself well, I think it's going to work.

Respondent 3 (Student who has moderate Self-Efficacy and high GPA):

1. Interviewer: How do you set plan to achieve your academic goals?

   Interviewee:

   Okay, first of all, I don't really set my plan. I don't have the exactly plan like what time do I have to study or what time I have to do my task. It's like very flexible and I'm not that diligent, I just said the goal that I have to submit the task before the deadline, at least the material before I enter the class in this online teaching and learning, before begin it. So, I mostly like often lazy and I'm not that diligent. So, I'm not have the exactly plan, but I try to learn or I try to study the material before enter the class because I'm afraid that teacher or lecturer will ask about that. If I can answer it, it will increase my change or my opportunity to get nice score.

2. Interviewer: How do you maintain or monitor your plan?

   Interviewee:

   Like I said before, in the previous question, I don't really maintain or monitor. I just think that when it's time to do the task, we should do the task, because I kind of procrastinator and I often procrastinate, especially in this situation like covid-19 pandemic and we always at home. So, I don't really say that I maintain or monitor, I just make sure that I do the task and I learn before the test, something like that, nothing extra ordinary.

3. Interviewer: What activities that really influence the success of your study?

Interviewee:

Activities that influence my study is, in positive way, I don't see that this is an activity, but this is a feeling like, when I feel that my friends will go high, and I feel a little bit, I lost my confidence in study. I will study, and if I think I like in this part, or one of the parts, and then I will learn. And activities that really influence me in that negative way, so many, like update of my favorite movie or drama and varietition cast I loved to watch, and sometimes it makes me forget and do procrastination. That's it. In a positive way, activities that influence, I really don't have, but it's about feeling, like I said before, when I feel that I go lower and my friend go higher, and that's I lost my confidence and then I start to learn and I start to study again, this fight my laziness. And if it's in a negative way that influence me in negative way like I love watching because that is my hobby that I often do procrastination and I mess my time, that's it. About reviewing the material and perform well in the class, yea it's really affects and influence me in a positive way because if I do well in the class presentation, my self-efficacy will be increasing. Mostly before the presentation, I will really prepare myself well and I will study really serious, maybe that's also activities that influence my success of my study, I think.

4. Interviewer: How do you see the value of your goals to guide your success?

Interviewee:

My goal is really important for me, but lately I just feel like I forget it and I confuse about my goal, what my really goal is and what part that I should take, something like that. And my goal is, for now, for my academic goal, I think it's really important for me to reach and it's really important, the value is very valuable for me. Because of that, it's really guided me to get the vision, I do some missions, and these missions keep me and guide me to reach my success. Because my goal is really valuable, something like that. It's really important.

High score of GPA is like one of my goal for now, it is like a mission. My vision is to take the master degree abroad. Before that, we have to get the scholarship, to get the scholarship, one of the requirements is to have the high score of GPA, so that's it.

5. Interviewer: Do you think self-efficacy is important to your academic?

Interviewee:

Yes, it is really important for my academic because the reason we study right, like if we do well, we have the high self-efficacy, and then it increases our confidence and our optimism to get our goal, like when we learn something and we believe that we will nail it and we have the optimism to think that we'll get this, we'll get through this, this will affect in a very positive way.

6. Interviewer: What is the biggest influence of self-efficacy that you experience?

Interviewee:

That I have experience is like when I was want enter school and my parents said I have to go to Islamic boarding school, I just think that I can't do this, I can just leave away from home and leave it our people and came with my parents, something like that, but have this belief that push my confidence and think that I will get through this, like the belief that other people can do that things and live in the Islamic boarding school for six years, and they nailed it, maybe I can too and I think I will and I can do it, I'm going to through this, I'm going to graduate in time, something like that. So, it pushed my optimism because of that belief, I get through this, I graduate after six years, that's self-efficacy like the beliefs that I will get through this because other people can do this something like that, really make me a bad person because I never regret and I really grateful that I come to that school and graduate from that school, like that.

7. Interviewer: What is the relation between self-efficacy and academic achievement?

Interviewee:

The relation between self-efficacy and academic achievement is the self-efficacy really helps students learn more and it boosts our confidence and it will really increase our academic achievement. And the challenge to achieve our academic goal is higher when we have self-efficacy, because

we believe that we can do this. It's like help ourself to be more confidence and help ourself to feel that "we can do it, we can do it", something like that maybe. It helps in a good way but sometimes when it gets hard and because our confidence, when we over confidence, it doesn't go well. Maybe it will also influence in negative way. But if we back on the self-efficacy again and believe that we can do this again, maybe it surely will help us in a good way to reach our academic achievement.

8. Interviewer: How your self-efficacy influenced your motivation and confidence in completing the task?

Interviewee:

Self-efficacy influenced my motivation and confidence in completing the task. When I do a task and I think that I will do it well, it will help me to do it and it will help me not to really stressful about it. And about how it influenced my motivation, it's really influenced my motivation, it boosts my confidence. But I don't know how it influence my motivation. I don't really understand.

9. Interviewer: How do you think about your family, friends and environment in self-efficacy process? Are they influence yourself in increasing your self-efficacy?

Interviewee:

My family, and friends and environment really influenced my self-efficacy. Sometimes my parents also "you do it great and you can do it, you can through this, you can get through this" and it helps me really in

doing my academic process. When your friends help you and reminds you about the task and many things that happened in the college, it really helps my self-efficacy and my confidence. They really help to boost my self-efficacy and help me. But sometimes, when my parents said that "I can, I can do it well like before, I always can do it", it really makes me sometimes afraid that in anytime I will just disappoint them when I don't do well, and maybe it makes me anxious sometimes but my parents, my family, friends and environment will help me.

Sometimes, I feel like bad like when someone's do well, I think that maybe it will be okay for me, or maybe I will be good too, something like that.

10. Interviewer: Do you think educational background and previous experienced influence your self-efficacy?

Interviewee:

Yes, my educational background and previous experienced really influence my self-efficacy because my previous story about my Islamic Boarding School experienced. When it comes to that things, I really think that it's really hard and I get through this. I have so many tasks and so many lessons to complete in the middle school and high school. So, because of that experienced, it influences me in the college that I get through that past. I think that I will get through the college easily and because I think it was harder in the Islamic Boarding School than in the college. It will help me to have a bigger mentality to get through.

About learning from the experienced, because of that experienced I become a person with a bigger mentality and I think that I have to big self-efficacy because of that hard experienced, I think.

11. Interviewer: How do you personally behave toward the time? What is your positive and negative behavior toward the time?

Interviewee:

I personally really have a bad behavior about time but I'm not like person who have the believe that Acehnese like "*jam karet*", but if I have an appointment, I will try to be on time because I hate when people come late for me and I really pitchy it because I hate when people when they late, but when will to do my task, I really bad in managing my time. I will manage to do the task like maybe I will do it in this time or that time, but if the time is come, I will just be like "oh, maybe we got some other time" and like that. In this procrastination, it was happened especially in this pandemic era because my time management is worst in this situation and it's really bad.

12. Interviewer: What do you do if you have doubts about your abilities?

Interviewee:

What I do when I have doubt about my ability is I will do it harder. But when it comes to that, when I think that this is not my ability, I will not continue it or I think that this is not my part, so I was just give up. But when I think that it's still my ability, maybe, but if I improve, I do some activities to improve it, I will get this, I will just do it and I will just

practice harder and I will make sure that myself believe to myself that I will do it and I will get through this because I believe in the first that I have the change, I have opportunity to improve that.

13. Interviewer: How do you generate your self-efficacy when you are in a trouble?

Interviewee:

When I get in trouble like when I don't do well in a presentation or I get a low score, I will just think that what is my fault and which part is my mistakes, I am looking for it and then I will fix it, and I will do better part of it. So, I will fix myself and then I hope I will do better after try to fix it. So, I won't lose hope.

Respondent 4 (Student who has moderate Self-Efficacy and high GPA):

1. Interviewer: How do you set plan to achieve your academic goals?

Interviewee:

First of all, to be honest, I'm not really set a plan to achieve my academic goals because I just follow the conditions let it flow and that's why I am not, especially to set a plan to achieve my academic goals.

2. Interviewer: How do you maintain or monitor your plan?

Interviewee:

I am not monitoring my plan because when I was first semester I ever to monitor but it does not work, and that's why for right now I just follow the rules I made but not very effective every day I follow that.

3. Interviewer: What activities that really influence the success of your study?

Interviewee:

I usually watch YouTube especially right now I watch TED Talk. I don't know why, but when I watch a TED Talk, it's can help me to a understand a lot the topics that I can get from a lot topic available in there, it's like maybe the politics, engineering, or a world of medical or something like that. That's why I love to watching the YouTube to infuse my study. To be honest I don't have a lot prepare like I'm going to hard study now, I didn't do that because I'm just trying what the best thing that you can do when you can get good score. I just thinking about that, I'm just not thinking about "oh, we must go to have high score" but I change my mind that is to be you just good in one thing and that's why don't really have a high expectation with your anything because it's can help you when you see the result.

4. Interviewer: How do you see the value of your goals to guide your success?

Interviewee:

For right now, when I see the value of my goals to guide my success is really important to right now, but sometimes when we are really focus just to see the value of goals and we reach all the goals, it can make you just focus on one thing and that's not really good. So that's why for me "yes, the things have a value but don't really focus with that".

5. Interviewer: Do you think self-efficacy is important to your academic?

   Interviewee:

   Especially yes. But for me self-efficacy is happened in your academic every time but just yourself can handle this and you how can the self-efficacy is important or not.

6. Interviewer: What is the biggest influence of self-efficacy that you experience?

   Interviewee:

   The biggest influence of self-efficacy that is when I was graduate from my senior high school, I want to continue my study in mechanic engineering major but I can't get it. Right now, in five semester I realize that I think I must do something to can get and reach my dream. That's why this major is not really I like, but I try so hard to learn about this major to help me to get what I want when I was senior high school and that's why that is a biggest influence to develop my self-efficacy.

7. Interviewer: What is the relation between self-efficacy and academic achievement?

   Interviewee:

   When I learn psychology from my friend, I learn a lot and realize, when you realize you have a potential and I see something "yes you have a potential in this major". Then, I try step by step to develop my ability and right now from the self-efficacy it's can impact to academic achievement.

8. Interviewer: How your self-efficacy influenced your motivation and confidence in completing the task?

Interviewee:

Sometimes, when we going to try finish the task, sometimes I'm not really confidence but I'm just going to take a rest and think something like if you not finish this task maybe you can finish all anything the task and motivation you must finish the task and then you can see your confidence from that because "oh I'm trying do this" and that is a key motivation in confidence that I can get from self-efficacy.

9. Interviewer: How do you think about your family, friends and environment in self-efficacy process? Are they influence yourself in increasing your self-efficacy?

Interviewee:

To be honest, my mother always supports me and my mother influence this process and of course my friend and my environment is really support me. My friend is really smart because when they are presentation to talk in front of the class, when I see my classmate talk in front of the class, I see that why she can do well on that and I am not, because my friend talks in front of the class I have like a trigger "I must go to do like that" but with on my way and that's why It's really good to increase your self-efficacy.

10. Interviewer: Do you think educational background and previous experienced influence your self-efficacy?

Interviewee:

I think yes, because I was graduate from a vocational school and that is so very different. And my teachers say it's our ability at my vocational school is not really good and then when I come to this college and I see a lot of my friends' ability, I'm so really down like "I can't do that" and the previous experience is to increase my self-efficacy "I must do my best because even though I am from vocational school which is less of academic," so I can prove here that I can compete with another good school.

11. Interviewer: How do you personally behave toward the time? What is your positive and negative behavior toward the time?

Interviewee:

The positive thing when toward the time is, first, I always trying to think the mindset that all the problems have a solution, it can be solve. And for the negative things, sometimes, when I get down, I took too long, I waste the time because I'm always there. Actually, the most important thing is when I get down, I have to get up because there are many things that should be able to do, but that I cannot do because of that. When I delay the task, especially I'm afraid, like "oh my god, I can't pursue the deadline", but actually all of that is just on my mindset, about how your mindset. Actually, you are ready to finish it before the deadline. All of it is according to your mindset because every people must realize that the negative things at the first the lecturer will give the task. To be honest, I so really love to talk in front of people when I was senior high school, but

when I collage because I see a lot my friends' ability is really good when they speaking, I am so really like "oh my god, they're really good", and when the lecturer said "who want to speak in front?" I'm just trying "although I cannot speak, I have to go to the front of class" because I know I will be able later surely. The important thing is to take the challenge first, then you can do that later.

12. Interviewer: What do you do if you have doubts about your abilities?

Interviewee:

That's really rarely happened when you're not good at one thing. When you do a task, when you see a part like "I'm so really stupid". Sometimes, you are not sure on your abilities. Actually, you are not very good at one field but you can at another field. However, you're just focus on one skill, so you don't realize that there are many things you can, but you don't realize it.

13. Interviewer: How do you generate your self-efficacy when you are in a trouble?

Interviewee:

To be honest, I think I'm so really down when I'm not good at something that I do. But I'm just trying to not show my disappointment in front of people, instead I see on myself that there are serious things you don't do. And the way when I solve the trouble is "you have another change, so when you think about it, you fell for a moment, after that, you don't." That

is the point to solve my trouble when I get bad score or when I'm not good at the one thing.

Respondent 5 (Student who has high Self-Efficacy and moderate GPA):

1. Interviewer: How do you set plan to achieve your academic goals?

   Interviewee:

   I plan to achieve my academic goals that is by writing a schedule of daily activities for learning and dividing time or learning. A part from that, I also the same exercise in each lesson.

2. Interviewer: How do you maintain or monitor your plan?

   Interviewee:

   I maintain or monitor my plan is by doing all the learning activities that have been made in the learning schedule, then practice knowledge skill with exercise around the lesson.

3. Interviewer: What activities that really influence the success of your study?

   Interviewee:

   My activities to influence the success of my study is set study schedules and then do knowledge exercise and then take additional classes.

4. Interviewer: How do you see the value of your goals to guide your success?

   Interviewee:

   Yes, I think those activities have a favorite level of 80% to influence my learning activities. I think it very important for my academic program

because in addition to managing plan in learning, I can also manage motivation and learning time for myself. I think GPA is very important for the student's main goal because GPA can measure the student's ability. So, with the GPA, the students can find out the level of their ability in the teaching and learning process that has been passed.

5. Interviewer: Do you think self-efficacy is important to your academic?

   Interviewee:

   Yes, I think self-efficacy is very important to my academic goals because that is arranging lesson plan and time to study, and then to have goals in how successful we are to achieve learning goals and self-motivation in learning. So, self-efficacy not only as a plan lesson but only can give a motivation for myself.

6. Interviewer: What is the biggest influence of self-efficacy that you experience?

   Interviewee:

   The biggest influence of self-efficacy that I experience that is arranging lesson plan and set the time to learn. In this condition, self-efficacy that I can do is like do setting or set the time to add independent learning, even from the book or online, and then add the learning time in the free time.

7. Interviewer: What is the relation between self-efficacy and academic achievement?

   Interviewee:

The relation between self-efficacy and academic achievement is to have goals in how successful we are to achieve learning goals and self-motivation in learning. If self-efficacy has been set well but we have moderate GPA, it can be caused by some factors, maybe the first, in doing self-efficacy we are not perfect as we want in the plan lesson. The second, it could be that we have goals that do not match between self-efficacy with our own academic goals. So, basically, self-efficacy must be adjusted to academic goals and lessons as well as other supporting activities such as training or doing learning or learning more at a time that allows us to add knowledge.

8. Interviewer: How your self-efficacy influenced your motivation and confidence in completing the task?

Interviewee:

In my opinion, that is to conducting a competency test or in the form of a short exercise in each chapter of the subjects. Besides that, it also makes a summary in actual lesson.

9. Interviewer: How do you think about your family, friends and environment in self-efficacy process? Are they influence yourself in increasing your self-efficacy?

Interviewee:

Yes, in my opinion, the environment, family and friends are very influence on self-efficacy, because with a good they are made their enthusiasm and

motivation to learn will be more supportive as well as family and friends where they can be use as motivation and study complements.

In my opinion, if our friends do presentation in front of us, we will definitely think that "our friends can do it, I can do it too". It also becomes a motivation to be successful like other people. Maybe, basically, every people have different abilities, but that difference does not rule out that in every way we can do it.

10. Interviewer: Do you think educational background and previous experienced influence your self-efficacy?

Interviewee:

Yes, the educational background and previous experience is very influenced to my self-efficacy because someone's learning background will greatly affect one's education because their good educational background will have an impact on future education.

11. Interviewer: How do you personally behave toward the time? What is your positive and negative behavior toward the time?

Interviewee:

In a positive way, maybe such as increasing private learning or studying in groups with friends or with an environment outside the campus. Then, besides that, it also adds or manages schedule for study more. Then, the next is reading with regard to our own education. Then, in a negative way sometimes I do procrastination or delay doing something. For example, if

there is a task, sometimes I like to procrastinate it. So that it creates a feeling of laziness.

12. Interviewer: What do you do if you have doubts about your abilities?

   Interviewee:

   If I have doubt about my abilities, I have eight ways highly successful to overcome solve doubt. The first is stop making excuses. And then self-doubt often makes us rationalize a situation to fit our emotional state, and then beware of your close circle, and then raise myself awareness, and then practice self-compassion, and then stop asking for validation, and then don't talk about your plans, and then trust my values, and then start shipping.

13. Interviewer: How do you generate your self-efficacy when you are in a trouble?

   Interviewee:

   In my opinion, I have four ways to increase self-efficacy. The first is stay in the stretch zone, goal-setting is crucial to building self-efficacy. And then, set simple goals, low self-efficacy makes us either doubt our abilities or perceive the tasks to be more difficult than they are. And then, look at the bigger picture, and then reframe obstacles. If I experience a failure, then I will learn from that failure to be even better in the future. It means, from this failure we can learn that the activities or plans we did before were less appropriate and less good. And then, from that experience, in the

future we must learn to be more able to plan or plan carefully and properly.

Respondent 6 (Student who has high Self-Efficacy and moderate GPA):

1. Interviewer: How do you set plan to achieve your academic goals?

   Interviewee:

   The first is I'm always motivate myself not to give up and always try hard to achieve that. I'm also always set deadline for everything I plan and most importantly I always try to reward myself. I'm always make a list of activities, starting from reading books about the things I want to achieve and answering some questions related to the things I want to achieve.

2. Interviewer: How do you maintain or monitor your plan?

   Interviewee:

   Find out things that I don't know in various ways such us reading book and watching some related videos.

3. Interviewer: What activities that really influence the success of your study?

   Interviewee:

   Read and memories a lot of vocabulary. And the most important thing is support from the people closest to me

4. Interviewer: How do you see the value of your goals to guide your success?

   Interviewee:

   I think it's very important because it determine majoring product future.

It my opinion, GPA has nothing to do directly with skills and competitions but GPA is boost of a seriousness of a student toward his studies and GPA is evidence that students really understand the theory and practice self during the lecture period. I think both getting knowledge and high GPA are important because they are about knowledge.

5. Interviewer: Do you think self-efficacy is important to your academic?

   Interviewee:

   Yes, because when someone has self-efficacy, it makes me more motivated do positive things because I see someone who are consider my role models do that, so I feel like if they can do it, I can do it too.

6. Interviewer: What is the biggest influence of self-efficacy that you experience?

   Interviewee:

   I can do things that I feel I couldn't do before and that is the biggest thing for me. The experience that I remember most is when one day all the students in the class where require to speak in front of class, I was someone who was very brave when it came to speaking in front of class. But when are some my friends could do well, I was also encourage to their to speak in front of the class which in the end all went well.

7. Interviewer: What is the relation between self-efficacy and academic achievement?

   Interviewee:

In my opinion, if a student has a high sense of self-efficacy, the higher it is learning achievement obtain. If a student has a low sense of self-efficacy, the lower the learning achievement obtain. Students would have a high self-efficacy have confidence in the level of difficulty of the test besides the students have confident in face difficult test with a variety situation. High self-efficacy can conceive sense students to increase their learning achievement. I think, if the student has a high sense of self-efficacy but his GPA is moderate, maybe he may have try his best but the ability or the surrounding environment is less supportive.

8. Interviewer: How your self-efficacy influenced your motivation and confidence in completing the task?

   Interviewee:

   Self-efficacy determines how much ever people put into carrying out their duty and how long it takes to complete the task. Self-efficacy for me is a belief in my ability to carry out task, with self-efficacy I can carry out task with clear goals and strong motivations.

9. Interviewer: How do you think about your family, friends and environment in self-efficacy process? Are they influence yourself in increasing your self-efficacy?

   Interviewee:

   For me, this threating is very influential from my self-efficacy. Family, friend, and my environment in which I am very is influential.

10. Interviewer: Do you think educational background and previous experienced influence your self-efficacy?

Interviewee:

For me, the previous experienced sometimes has an effect but I'm always make it a lesson. So, it will not happen again. Learn from the mistakes and do it better.

11. Interviewer: How do you personally behave toward the time? What is your positive and negative behavior toward the time?

Interviewee:

I'm someone who really appreciate times. My positive side when making an appointment with other people, I always to be on time. And my negative side sometimes I often stalk forward.

12. Interviewer: What do you do if you have doubts about your abilities?

Interviewee:

Keep practicing and learn to be brave like practice speaking in front of the mirror maybe.

13. Interviewer: How do you generate your self-efficacy when you are in a trouble?

Interviewee:

I'm always try to cheers myself and says that everything will be alright. I will learn in next time because giving up won't change anything.