CHAPTER 1
INTRODUCTION

This study is about the impacts of teacher self-efficacy on the students' achievement at SMA Negeri 1 Jepara. This chapter is divided into six parts, namely the background of the study, limitation of the study, research question, objectives of the study and research paper organization.

1.1 Background of the Study

Self-efficacy, or confidence as it is commonly known, is one of the most enabling psychology models to have been adopted into positive psychology. It is an optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a favorable outcome. Self-efficacy is important for a teacher who teaches at the school. High or low self-efficacy can build ourselves.

Self-efficacy plays a major part in determining our chances for success, in fact, some psychologists rate self-efficacy above talent in the recipe for success. We need to pay special attention to self-efficacy when setting goals to make sure that our efficacy beliefs are in line with our aims and not working against them.

Teacher self-efficacy or teacher confidence is the teachers' level of confidence about their ability that can greatly depend on past experiences or on their current school culture. A bad classroom experience or negative work environment, for example, can quickly sour a teacher's confidence. Conversely, witnessing student growth and working in a collaborative environment can boost a teacher's belief in their ability and improve performance. As you can imagine, school leaders play a critical role in developing teacher efficacy within their school community. Here, we'll explain the importance of teacher efficacy and how administrators can help teachers feel valued, confident, and successful.

This study is about investigating the impact of teachers' self-efficacy on achievements of the students in SMA Negeri 1 Jepara in the academic year

2017/2018. This study investigates high or low self-confidence of English teachers in that school and the self-confidence itself has an impact on students. The impact from teacher self-efficacy between students achievements can be known from students English final score test which taken from English final examination.

Previous research has provided empirical evidence in supporting the effectiveness of teacher self-efficacy, or the extent to which a teacher believes that he or she can influence the students' achievements, in education context (Podell &Soodak, 1993; Muijs &Rejnolds. 2001; Tschanen-Moran &Hoy, 2001). Studies have indicated that teacher self-efficacy has been associated with teacher effort and persistence in encountering difficulties (Gibson & Dembo, 1984; Podell &Soodak, 1993), self-efficacy beliefs and academic performance and persistence (Martin & Marsh, 2006; Skaalvik & Skaalvik, 2006), professional commitment (Evans & Tribble, 1986), openness to the new methods in teaching and positive teacher behavior (Guskey, 1988) and using more humanistic, positive, or teacher-based strategies to deal with students' problem (Woolfolk, Roosof, &Hoy, 1990). In addition, few studies have explored the validity of teacher self-efficacy across groups of teachers in different settings.

The present study investigates the teacher self-efficacy. The purpose of this study is to examine if there is any difference in students' achievement based on their teachers' level of self- efficacy.

The present researcher conducts a study entitled: **THE IMPACTS OF TEACHER SELF-EFFICACY ON STUDENTS' ACHIEVEMENT: A CASE STUDY AT XI STUDENTS' OF SMA NEGERI 1 JEPARA IN ACADEMIC YEAR 2017/2018.**

1.2 Limitation of the Study

The study was conducted in one of the senior high schools in Central Java, especially in Jepara, that is SMA Negeri 1 Jepara. The total number of the students is 1184, with the 73 teachers. This school has four English teachers which teach 3 levels classes. This study chooses XI students' class of SMA

NEGERI 1 JEPARA in the academic year 2017/2018.

1.3 Research Question

Based on the background of the study above, the study formulates the problem statement as follows: "How the teacher self-efficacy can make some impact on the students' achievement?" The study specifically formulates the research question as follow:

a. Are there any impacts of teacher self-efficacy on the students' achievement?
b. How are the impacts show?
c. What are the students' opinions on the teachers' self-efficacy?

1.4 Objectives of the Study

In general, this study aims to describe the impact of teacher self-efficacy on the students' achievements is: to examine if there is any impact in students' achievement based on their teachers' level of self- efficacy and the opinion from the students' about teacher self-efficacy.

1.5 Benefits of the Study

Based on the objectives of the study above the study gives the theoretical and practical study benefits:

1.5.1 Theoretical Benefits

This study hopefully can add the body of knowledge in the field of TEFL (Teaching of English as a Foreign Language).

1.5.2 Practical benefits

The practical benefits of this research are classify into three, namely: the readers, the teachers, and the writer.

1.5.2.1 The readers

It will be useful for readers to know the impact of teacher self-efficacy between the achievement of students.

1.5.2.2 The teacher

It will be useful for the teacher because it can be known that teacher self-efficacy is important to the teachers themselves.

1.5.2.3 The researcher

The benefit for the researcher, it can be known that teach and motivate the students and teacher self-efficacy is important to motivate and will have an impact on the achievement of the students.

1.6 Research Paper Organization

The study is organized into five chapters:

Chapter I : Introduction contains the background of the study, limitation of the study, research question, objectives of the study, benefits of the study, and research paper organization.

Chapter II : Review of Related Literature contains the underlying theory, a previous study from some of the related theories before and after the hypothesis.

Chapter III : Research method contains the type of the study, setting place and time, research population, the definition of operation variable, data and data source, the method of collecting data, instrument test, the technique for analyzing data and the hypothesis test.

Chapter IV : Finding and Discussion are about the result of collecting data from school before.

Chapter V : Conclusions and Suggestion it contains conclusion, suggestion, and pedagogical implication.