

TEACHERS' SENSE OF EFFICACY IN RELATION TO STUDENTS' ENGLISH ACHIEVEMENT AT STATE ISLAMIC SENIOR HIGH SCHOOLS IN PALEMBANG

ApikSoraya

ayaros.pika16@gmail.co

MuslihHambali

mhambali@gmail.com

Zuraida

zuraida.blani@gmail.com

Abstract: This study was proposed to find out whether or not (1) there was a significant correlation between teachers' sense of efficacy and students' English achievement at State Islamic Senior High Schools in Palembang, and (2) teachers' sense of efficacy contributed to students' English achievement. The method used was descriptive method. The population of the research was divided into two groups. The first population was the English teachers at State Islamic Senior High Schools in Palembang. The writer used comprehensive sampling technique. There were 20 English teachers and all of them were taken as the first sample. The second was the students at the same schools with the total number 1741. The writer used purposive sampling technique. So there were 320 students taken as the second sample. The data obtained by means ready-made questionnaire (TSES) for English teachers and students' English achievement obtained from their teachers' documentation. TSES was completed by the teachers in order to measure their level of sense of efficacy and it was correlated to students' English achievement. The findings showed that there was a significant correlation between the independent variable (teachers' sense of efficacy) and the dependent variable (students' English achievement) of this study ($r = 0.797$, $p = 0.00$). Moreover, the result of determination analysis revealed that teachers' sense of efficacy contributed 63.5% to students' English achievement ($R = 0.797$ and $R^2 = 0.635$).

Key words: *correlation, teachers' sense of efficacy, students' English achievement*

Teaching and learning process involves persons and they are students and teachers. According to Sardiman (2010, p. 14), teaching and learning process is an interaction process between two human beings element, namely the students as those who learn and teachers as those who teach. Since students learn more from their teachers, teachers can influence students, specially students' learning. Purwanto (1998, p. 106) states one of the factors that influence students' learning achievement is a teacher. Moreover, Parkay and Stanford (1998, p. 5) states that a teachers' influence during students' formative years may have been the catalyst.

The influences of teacher spread into many aspects, not only students' attitude but also students' motivation in learning. Actually students love to study with their favourite teacher. When they like the teacher, they will love the subject also and feel interested in learning. Frank (1943) in Nasution (1999) did a research to 10.000 Senior High School students about the characteristics of their favourite teacher and why they like the teacher. Most students love teachers who are friendly, familiar, cheerful, and helpful. They also like teachers who appreciate joke and have high sense of humor. These characters match with the character of democratic

teacher. Harmer (2007, p.5) states that ultimately a students' success or failure is in teachers' hands. Most students learn better when they respect their teachers. According to Palmer (as cited in Akbari & Allvar (2010, p.1), good teaching cannot be reduced to techniques: good teaching comes from the identity and integrity of the teacher.

Teachers' good performance comes from their beliefs and their perceptions about themselves in teaching. Eslami and Fatahi (2008, p.1) state understanding teacher's perception and beliefs is important because teachers, heavily involved teaching and learning processes, are practitioners of educational principles and theories. It is better for teachers to define their efficacious in teaching. Akbari and Allvar (2010, p.17) state that self efficacious teachers are far more likely to plan more effective lessons, take more responsibility, and persist when students face challenges and search extensively for appropriate strategies and materials to improve student achievement.

Teachers' belief about their own effectiveness, known as teacher efficacy, underlie many important instructional decisions which ultimately shape students' educational experience (Soodak&Podell as cited in Eslami& Fatah, 2008, p.2). Teaching efficacy, a teacher's belief that he or she can reach even difficult students to help them learn, appears to be one of the few personal characteristics of teacher that is correlated with students achievement (Ashton & Webb, 1986; Guskey&Passaro, 1994, as cited in Woolfolk, 1998, p.393).

According to Oh (2011, p.235), teachers' sense of efficacy is related to teacher effectiveness and appears to influence students' achievement, attitude, and effective growth.

Teachers' sense of efficacy also has been shown to be related to many other behaviours that have the potential to impact students' achievement. For instance, there is evidence that teacher efficacy is strongly related to teachers' adoption of innovation and classroom

management strategies (Gusky, 1998, Gibson &Dembo, 1984 as cited in Akbari&Allvar, 2010,p.5).

According to Woolfolk (1998, p.393), self-efficacy theory predicts that teachers with a high sense of efficacy work harder and persist longer even when students are difficult to teach, in part because these teachers believe in themselves and in their students. Gibson and Gimbo (as cited in Eslami&Fatahi, 2008, p.3) state teachers with a high sense of efficacy are confident that even the most difficult students can be reached if they exert extra effort; teacher with lower sense of efficacy, on the other hand, feel a sense of helpless when it comes to dealing with difficult and unmotivated students. Good and Brophy(as cited in Akbari&Allvar, 2010, p.5) argue that teacher efficacy may influence student achievement through their persistence.

In relation to teachers' efficacy, this article reports the results of the study aiming to answer whether there is any significant correlation between teachers' sense of efficacy and students' English achievement, and if there is, how much teachers' sense of efficacy contributed to students' English Achievement.

GOOD TEACHERS

Teacher is a person who shares his/her knowledge and science to the learners/students (Djamarah, 2005, pp. 31-32). From the social point of view, teacher is a person who conducts teaching and learning activities at certain places: schools, houses, private courses, and so on. A teacher is responsible to make his/her students more intelligent and knowledgeable. Therefore, she/he must have a dedication and loyalty and enthusiastically teach his/her students in order to be useful people.

According to Parkay and Stanford (1998, p. 24), society believes that competent, affective teachers are important keys to a strong system of education. Accordingly, teachers are expected to be proficient in the use of instructional strategies, curriculum,

materials, advanced educational technologies, and classroom management techniques. They are also expected to have a thorough understanding of the developmental levels of their students and a solid grasp of the content they teach. To maintain and extend this high level of skill, teachers are expected to be informed of exemplary practices and to demonstrate a desire for professional development. The teacher competency and effectiveness include the responsibility to help all learners succeed. Good teachers derive greatest satisfaction when they are effective in promoting students' learning – when they make a difference in students' lives (Parkay & Stanford, 1998, p.25)

In our country, Indonesia, each teacher must have certain basic competences in conducting teaching-learning process. Those basic competences are called "10 Kompetensi Guru". They are: (1) the ability to master the materials; (2) the ability to manage the learning process; (3) the ability to manage the whole class; (4) the ability to use the teaching media; (5) the ability to understand the educational philosophy; (6) the ability to manage learning interaction; (7) the ability to evaluate students' performance; (8) the ability to be a counselor of school; (9) the ability to be a school administrator; (10) the ability to understand and applied the result and principles of educational research in learning process (Suryobroto, 1997, p. 4-5). Operationally, those competences will reflect the roles and functions of teacher in teaching and learning process.

Several studies of teaching confirm that students learn best when the teacher involves them in the learning process. Teachers who follow this rule will encourage students to discuss material in class, will send them to the library to discover information on their own, and then provide time for students to share that knowledge with their classmates. Such teachers will have the students solve problems or answer questions in small discussion groups and present their solutions or advocate their position to the

teacher and to the rest of the class. This kind teacher will make a genuine effort to know each of the students in some ways.

Teachers can have dramatic affect. Harmer (2007, p.100) claims that a good teacher is someone who asks the people and never always put their hands up' and a good teacher is someone who knows our names. In other words, students are far more likely to stay motivated over a period of time if they think that the teacher cares about them. When students feel that the teacher has a little interest in them (or is unprepared to make the effort to treat them in consideration), they will have an incentive to remain an interest is what is going on, as a result, students' self esteem is likely to be nurtured.

As mentioned before that teachers' competence operationally reflect his or her role in learning process. Parkay and Stanford (1992, pp. 69-70 in Atika 2004, p.7) propose three important roles of teachers. Teachers as scholar, teachers as agents of change, and teachers as models of inspiration. Teachers as Scholars; teachers are expected to be informed and to hold defensible position on a full range of issues, from local politics to English literature to world geography. In other words, teachers are resources people who know many things.

Teachers as Agents of Change; teaching rather than simply showing students the way, must guide students from a position where they can be easily swayed by others to one in which they are agents in their own beliefs. Henry and Peter McLaren (in Parkay & Stanford 1992) stated that teachers should be "transformative intellectuals" who teach their students to be critical thinkers and active, informed citizens. Teachers as Models of Inspiration; students are easily influenced by teacher. Teachers' enthusiasm for learning, personal integrity, character and style, perspective, attitudes, and example of such teachers last far longer than any subject matter they teach.

Since teachers or educators cannot be separated from teaching, a teacher must know well what teaching is. Many

definitions try to describe it. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2007, p. 8). Teaching is about interaction between teachers and students and it can be viewed as a problem – solving – activity – that is, as an ongoing process involving finding solutions to problems relating to communication, instruction, motivation, classroom management, evaluation, and so on (Lefrancois, 1997, p. 16).

From those definitions, the writer tries to conclude that teaching is the take and give activities or cooperation between teachers and students where they can share, motivate, decide, guide, facilitate, and evaluate together, and their teachers try to understand their students very much and make their students be a better people by giving them about what they need in their education.

Sizer (2003) proposes three reflections of good teaching: scholarship, personal integrity, and the ability to communicate with the young. Scholarship is both the grasp of realm of knowledge and a habit of mind. It is not only an affair of the classroom, but, at its best, is way of life, one which is marked by respect for evidence and for logic, by inquisitiveness and the genius to find new meaning in familiar data, and by the ability to see things in context, to relate specificities to generalities, facts to theories, and theories to facts. In other words, teacher is a resourceful person for his students. The second character is integrity. It has at least two of its separate meanings. First there is probity; characteristics of honesty, principle and decent candor. These qualities is fundamental, of course, to the good life for anyone, but they play a special role in the behaviour of those of us who inevitability, as well live together with them, influence younger people by our example. Another, kind of integrity is completeness or unity of character, the sense of self-confidence and personal identity a fine teacher exhibits. The ability to communicate with the young is the third basic characteristic of good teaching. It

means the ability to emphasize, to see a situation as the student sees it, and become a compulsive listener.

In line with Sizer, Leblanc (1998) proposes 10 requirements of good teaching. They are: (1) Good teaching is about passion as it is about reason; not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful and memorable. (2) Good teaching is about substance and treating students as consumers of knowledge, doing your best to keep on top of your field, reading sources, inside and outside of your areas of expertise, and being at the leading edges as often as possible, (3) Good teaching is about eliciting responses and developing the oral communication skills of students, (4) Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other, (5) Good teaching is also about style, (6) Good teaching is about humor, being self deprecating and not taking too seriously, (7) Good teaching is about caring, nurturing, and developing mind and talents, (8) Good teaching is supported by strong and visionary leadership, and very tangible institutional support – resource, personality, and fund, (9) It's about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers and (10) it's about having fun, experiencing pleasure and intrinsic reward. Good teachers practice their craft not for money or because they have to, but because they truly enjoy it and because they want to.

SELF-EFFICACY

Bandura (1994, p. 71) states that self efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self efficacy beliefs determine how people feel, think, motivate themselves, and behave. It influences on the choices individuals make and the courses of action they pursue. These

beliefs do not only affect the choice of activities, but also help person in determining how much they will strive for achievement, how long they will exert themselves against difficulties, and how they will handle troubles and maintain their courses.

The study of self efficacy in education has brought to light the importance of not only considering the ability level of individuals but also the individuals' belief that they will succeed on task. Self efficacy has even been shown to contribute a direct effect to performance that is equivalent to general ability itself (Pajares, 1996, p. 3). A strong sense of efficacy enhances human accomplishment and well-being in countless ways (Pajares&Schunk, 2001).

Bandura (1997, as cited in Oh, 2011, p. 236) defines perceived self efficacy as "beliefs in one capabilities to organize and execute the courses of action required to produce given attainments. According to Tschanen-Moran and Hoy (2001, p. 783), teachers' sense of efficacy is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated.

In addition, teachers' efficacy beliefs also relate to their behaviour in the classroom. Efficacy affects the effort they invest in teaching, the goals they set, and their level of aspiration. Teachers with a strong sense of efficacy tend to exhibit greater levels of planning and organization. They also are more open to the new ideas and are more willing to experiment with new methods to better meet the needs of their students.

Hoy (2004, p. 2) adds teachers with a strong sense of efficacy tend to exhibit greater levels of planning, organization, and enthusiasm and spend more time teaching in areas where their sense of efficacy is higher, whereas teachers tend to avoid subjects and topics when efficacy is lower. These teachers spend more time monitoring and working with their students, (through whole-groups instruction). Efficacious teachers are more

likely to implement instructional strategies to enhance student learning, rather than just covering the curriculum. They also take more risks and have the confidence in overcoming classroom challenges that contribute to higher student achievement.

In contrast, teachers with low efficacy feel they have only minimal influence on students' learning outcomes. Such teachers give up more easily when confronted with difficult situations, are less resourceful, and often feel that students cannot learn because of extenuating circumstances. Such teachers tend to rely on extrinsic motivation or punishment to get students to study (Akbari&Allvar, 2010, p. 6).

According to Hoy (2000, as cited in Akbari&Allvar, 2010, p. 6), pre-service teachers with a low sense of teacher efficacy have an orientation toward control, take a pessimistic view of students' motivation, and rely more on strict classroom regulations, extrinsic rewards, and punishments to make students study.

Teachers who lacked a secure sense of teacher efficacy were reported to "show weak commitment to teaching, spend less time in subject matters in their areas of perceived inefficacy, and devote less overall time to academic matters" (Bandura, 1995, p. 20 in Allvar 2010, p. 6). In addition, Megan-Moran (2009, p. 228) state that without self efficacy, people do not expend efforts will be futile.

FACTORS AFFECTING TEACHERS' SENSE OF EFFICACY

Bandura (1994, p. 72) states that there are four sources affecting self efficacy. They are mastery experience, vicarious experience, social persuasion, and physiological states.

1. Mastery Experience

Performance or master experience refers to a teacher's experience in terms of success and failure. The most influential source of efficacy information is enactive mastery, which provides authentic evidence of the teachers' performance in the classroom and school setting, with

success leading to enhanced self-efficacy and failure to reduced self-efficacy.

2. Vicarious Experiences

Vicarious experiences occur through the observation of others succeeding or failing. This is a process of comparison between a person and someone else. Paulo (2007 in Bandura) said that when there are no absolute measures of adequacy and individuals' activities, people assess their ability through comparisons with others in similar situations. Thus, modeling serves as an effective tool for promoting a sense of personal efficacy.

3. Verbal Persuasion

Verbal persuasion stems from activities, such as talks, course work, professional development workshops, and feedback about achievement. It relates to encouragement/discouragement and these have a positive influence that give teachers information about the task of teaching.

4. Physiological States

Physiological states impact how people interpret their physical and emotional reactions. For example, tension and stress are often interpreted by individuals as signs of a lack of ability or of poor performance.

Tschanen-Moran and McMaster (2009, p.229) interpret teachers' sense of efficacy as having three factors, one for teaching efficacy and two for personal efficacy. One for teaching efficacy is efficacy in instructional strategies. The two personal factors are efficacy in student engagement and efficacy in classroom management. They reflect teachers' sense of personal responsibility for positive student outcomes and sense of responsibility for negative outcomes.

LEARNING ACHIEVEMENT

There are many definitions proposed by experts to describe learning. Brown (2007, p.7) states learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. Oddly, an educational psychologist would define learning even more succinctly as "a change in an individual caused by experience"

(Slavin in Brown, 2007, p.8). Woolfolk (1998, p.204) states learning occurs when experience causes a relatively permanent change in an individual's knowledge or behaviour. While Lefrancois (2007, p.109) defines learning is the acquisition of information and knowledge of skills and habits, and attitudes and beliefs. It always involves a change in one of these areas – a change that is brought the learner's experiences.

Student's involvement in learning situation refers to the amount of physical and psychological energy that the students devotes to the academic experience (Astin 1985 cited in Atika 2004). While achievement, according to Hornby (2006, p.11), is a thing that somebody has done successfully, especially using their own effort and skill.

The explanation above shows that learning and achievement cannot be separated in educational process. Usually learning achievement is in terms of grades. Therefore, in this study, students' learning achievement will be students' English pure grade in the odd semester exam in the academic year 2011/2012.

METHODOLOGY

A descriptive method was applied to present the data found during the research that is the presentation and description of scores which were collected and tabulated. Further, Best and Kahn (1993, p.105) state:

A descriptive study describes and interprets what it is. It is concerned with condition or relationship that exists, opinions that are held, process that are going on, effects that prove that evidence, or trend that are developing, although it often considers past events influences as they are related to current condition.

This method was applied in order to describe the correlation relationship between teachers' sense of efficacy and students' English achievement at State Islamic Senior High Schools in Palembang.

The population in this study was divided into two groups. The first population in this study was all English teachers at State Islamic Senior High Schools in Palembang which were used to be assessed their teachers' teaching styles. The teacher's population was also the sample (Table 1).

Table 1
The Population and Sample of Teachers at State Islamic Senior High Schools in Palembang

No	Name of the Schools	Teachers
1	MAN 1 Palembang	5
2	MAN 2 Palembang	8
3	MAN 3 Palembang	7
Total		20

The second population in this study was all students at State Islamic Senior High Schools in Palembang which are used to be assessed their achievement in learning English in odd semester exam of academic year 2011/2012 (Table 2).

Table 2
The Population of Students at State Islamic Senior High Schools in Palembang

No	Name of the Schools	Students
1	MAN 1 Palembang	524
2	MAN 2 Palembang	694
3	MAN 3 Palembang	523
Total		1741

According to Krejcie and Daryle (as cited in Sulisty&Basuki, 2006, p. 188), if the population of a study is around 1800 people, the samples needed for survey study should approximately be 317 people. In this study, 320 students were taken as students' sample.

Data Collection Questionnaire

A ready-made questionnaire from Tschannen-Moran & Hoy (2001) as the measurement for the collecting data about teachers' sense of efficacy.

There are 24 items in the questionnaire and those items consist of 3

subscales of teachers' sense of efficacy. Each subscale is represented by 8 questions. Questions number 1,2,4,6,9,12,14,22 are efficacy in student engagement; 7,10,11,17,18,20,23,24 are efficacy in instructional strategies; 3,5,8,13,15,16,19,21 are efficacy in classroom management.

The score ranges were represented by using numbers (Likert-scale). There were five choices for every question. They were nothing (1), very little (2), some influence (3), quite a bit (4), and a great deal (5).

Students' English Achievement

This was students' grades in odd semester exam in academic year of 2011/2012 for each student. These grades were classified into some categories (Table 3).

Table 3
Range of students' English achievement scores

Range of the Numbers		Final Score	
0 - 10	10 - 100	Letter	Category
8.0 - 10	80 - 100	A	Excellent
7.0 - 7.9	70 - 79	B	Good
6.0 - 6.9	60 - 69	C	Average
5.0 - .,9	50 - 59	D	Poor
<50	<50	E	Very poor

Data Analysis

The data of this research would be analyzed by using the correlation analysis and multiple regression analysis. The following table shows the degree of correlation coefficient Sudijono (2009, p.193),

Table 4
The Degree of Correlation Coefficient

r-value	Interpretation
0.00-0.20	There is a very weak correlation between variable X and Y so its correlation is neglected due to its low value (It is considered no correlation between those variables)
0.20-0.40	There is a weak correlation between variable X and Y
0.40-0.70	There is a moderate correlation between variable X and Y
0.70-0.90	There is a strong correlation between variable X and Y

0.90-1.00	There is a very strong correlation between variable X and Y
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RESULTS AND DISCUSSION

The Result of Teachers' Sense of Efficacy Questionnaire

The result of the questionnaire showed that different teacher had different efficacy in teaching English. Based on the table of frequency, it was found that 5 teachers (25%) assumed that they were in the level of high in their sense of efficacy, 9 teachers (45%) perceived that they were in the level of average in their sense of efficacy, and 6 teachers (30%) believed that they were in the level of low in their sense of efficacy.

Table 5
The Distribution of Teachers' Sense of Efficacy

Category	Score Interval	No of students	%
High	103-120	5	25
Average	85-102	9	45
Low	67-84	6	30
Total		20	100

The Result of Students' English Achievement

The scores refer to the English achievement grades of the odd semester of the academic year of 2011/2012. It was found that the highest score was 94 and the lowest score was 32. Most of the students (89 students) got Excellent Score (27.81%), 79 students (24.69%) got Good Score, 78 students (24.38%) got Average Score, 41 students (12.81%) got Poor Score, and 33 students (10.31%) got Very Poor Score. The data distribution of students' English achievement of the sample can be seen in the following table.

Table 6
The Distribution of Students' English Achievement

Category	Score Interval	No of students	%
Excellent	80-100	89	27.81
Good	70-79	79	24.69
Average	60-69	78	24.38
Poor	50-59	41	12.81
Very Poor	<50	33	10.31
Total		320	100

The Distribution of Teachers' Sense of Efficacy and Students' English Achievement

The distribution of teachers' sense of efficacy and students' English achievement showed that most of the students got excellent score. The complete score of teachers' sense of efficacy and students' English achievement can be seen in the following table.

Table 7
The Cross Tabulation of Teachers' Sense of Efficacy and Students' English Achievement

' English Achievement	Teachers' Sense of Efficacy			N & %
	High (103-120)	Average (85-102)	Low (67-84)	
Excellent (80 - 100)	56 17.5	29 9.06	4 1.25	89 27.8
Good (70 - 79)	17 5.32	49 15.3%	13 4.07	79 24.69
Average (60 - 69)	7 2.2	48 15	23 7.18	78 24.38
Poor (50 - 59)	-	14 4.38%	27 8.43%	41 12.81%
Very Poor (< 50)	-	4 1.25%	29 9.06%	33 10.31%
Total	80 25%	144 45%	96 30%	320 100%

The Correlation Analysis

This analysis was used to find out whether or not there was a significant correlation between the teachers' sense of efficacy and students' English achievement.

Table 8
Correlation between teachers' efficacy and students' English achievement

Variables	r-value	Sig. (2-tailed)
Teachers' sense of efficacy	.797	.000
Students' English achievement		

In this study, it was found that the obtained correlation coefficient (r) was 0.797. To interpret this, the r-obtained should be consulted to the r-table. From

the r-table, it was found out that the r-obtained (0.797) was higher than the r-table (0.444), and p was lower than 0.01. It means that there was a significant correlation between teachers' sense of efficacy and students' English achievement at State Islamic Senior High Schools in Palembang.

To strengthen the finding of this study, the writer also correlated each factors of the questionnaire to students' English achievement. From the result of Pearson Product Moment Analysis, it was found that three factors of teachers' sense of efficacy had significant correlation to the dependent variable since the probability values were lower than the alpha level (Table 9).

Table 9

The Summary of Pearson Product Moment Correlation Coefficient of Teachers' Sense of Efficacy Factors and Students' English Achievement
(N = 20)

Aspects of Classroom Environment	Correlation Coefficient (r)	Sig. Level (p < 0.05)
Efficacy in Students Engagement	0.708	0.00
Efficacy in Instructional Strategies	0.656	0.02
Efficacy in Classroom Management	0.864	0.00

*Correlation is significant at the 0.01 level (2-tailed)

Regression Analysis

Table 10

The Result of Multiple Regression Analysis of Teachers' Sense of Efficacy and Students' English Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 ^a	.635	.614	113.192

As shown in Table 9, teachers' sense of efficacy gave 63.5% contribution to students' English achievement at State

Islamic Senior High Schools in Palembang.

Based on the findings, the coefficient correlation (r) was 0.797. The coefficient determination (R) was 0.865. It means that the independent variables contributed (R² = 74.9 %) to dependent variable. It means that 25.1 % it was influenced by other factors. Since the coefficient correlation was positive, there was a positive correlation between teachers' sense of efficacy and students' English Achievement. Teachers' sense of efficacy gave contribution 74.9 % to students' English Achievement.

To interpret whether the correlation or r-value has very low correlation or strong correlation, the writer used the table of interpretation of r-value. Based on the finding of the study, the r value was 0.797. In the table of interpretation of r-value, it was between 0.70-0.90. It means that the correlation between teachers' sense of efficacy and students' English achievement was high or strong correlation and it contributed 74.9 % to students' English achievement.

The high correlation between teachers' sense of efficacy and students' English achievement might occur since teachers is one of the factors that influences students' in learning. In other words, how their performance in teaching is related to the students development. To make the students feel comfortable and enjoy the lesson in the classroom, teachers need to be creative and adopt the new innovation. They need to engage to their students to be closer and create good strategies in managing the classroom. They should give their good performance in teaching. As discussed in the previous chapter, teachers' performance depends on teacher's competence and abilities as well as upon the context within which the teacher works. What the teachers teach to the students will give effect to the students. Arikunto, Suhardjono, and Supardi (2007, p. 40) believed that one of the main factors that determines the quality of education is teacher.

Those teachers who have higher efficacy are closer to their students than others who have low efficacy in teaching. It means that the those teachers manage their teaching class well, engage to their students, create good atmosphere in the class, and work with their students even who are very difficult in learning English. Those teachers can be categorized as good teachers. Parkay and Stanford (1998, p. 25) claim that good teachers can derive greatest satisfaction when they are effective in promoting students' learning – when they make difference in students' live.

By comparing the result of teachers' questionnaire and students' achievement, it could be seen that there was strong correlation between teachers' sense of efficacy and students' English achievement at State Islamic Senior High Schools in Palembang.

CONCLUSION AND SUGGESTIONS

On the basis of the result of the data analysis, it is concluded that there was strong correlation between teachers' sense of efficacy and students' English achievement at State Islamic Senior High Schools in Palembang. The result of the questionnaire showed that every teacher has different sense of efficacy in teaching. Moreover, the students' English grade showed that the scores varied and most of them were in excellent category in which their English teachers have high sense of efficacy. In addition, teacher is one of the factors that can influence students in learning. By knowing his sense of efficacy in teaching, teacher can predict their capability in engaging with the students, giving good instructional strategies, and managing the students in the class in teaching and learning process. Next, since teachers' sense of efficacy showed significant influence to students' English achievement, it means that teachers need to consider efficacy as a thing that influence students' English achievement and other factors that can be related to teaching and learning process.

Some suggestions were drawn based on the result of this study. First, the writer suggests that the teachers need to be more communicative with the students in order to know their needs and plan the strategies to fulfill them. Since English teachers deal with English language teaching, it is very important to keep using the function of the library and language laboratory by providing new books and other sources to keep encouraging the students' interest in learning English. Furthermore, those facilities can help the teachers and the students to improve their English Competence and it can be believed that it can improve their achievement. Second, for the students, they need to look more deeply how their teachers teach and give some influences to their English achievement and competence. Teachers are one of the factors that can influence the students' achievement. But the most factors that can influence the students' achievement and competence are the students themselves. They themselves need to determine their own interest, motivation, and intention to learn English. The last, for the next researchers, the writer hopes that they can complete the lack of this thesis and suggests them to do the research in bigger sample and analyze the data by using parametric statistics.

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About the authors:

Apik Soraya, S.Pd is the graduate of the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

Drs. Muslih Hambali, M.L.S., and **Dra. Zuraida, M.Pd** are the lecturers at the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.