

CHAPTER ONE

INTRODUCTION

This chapter describes the general issues related to study. These include the background of the study, statement of the problem, aim of the study, significance of the study, scope of the study, research method, clarification of terms, and organizational of paper.

I.1 Background

The curriculum of English in Junior High School demands the students to use English at the functional level of communication in both written and spoken modes (National Education Department, 2003). The students need to be able to use the language appropriately in their daily activities. Furthermore, several years ago government has decided that English as one of the compulsory subjects in national final examination, beside Bahasa Indonesia, Science and Mathematics. In contrast, the time allocated for the English subject in Junior High School level only two sessions, 90 minutes each, to expose themselves four skills that the students need to learn (listening, speaking, reading, and writing). It is obvious that the students only have minimum exposure toward English.

To solve the problem, teachers should stimulate students to learn more comprehensively. Concerning the fact the time to learn English in the classroom is

limited, there should be enrichment language program such as the English Club program to improve students' assessment in English subject.

Hussin, Maarof, and D'Cruz (2000) state that the enrichment language program is needed to enforce the development of language proficiency of students in school. Therefore, the enrichment language program should maintain students balance in language proficiency and achievement in school with long-term need of life-long language skills.

Seeing that the enrichment language programs such the English Club program are needed to enforce students' performance in English subject, as a result, educators are pressed to find educational strategies that help improve students' interest toward English subject. Ferreira (2001) states that the enrichment program has been successfully develop students' interest in English subject, thus influencing students' self-efficacy beliefs.

Successful language learning must be sustained with positive learner's and teacher's attitude that are interrelated to affective factors (Brown, 2001). In this case, the enrichment program such as English Club program would give students a bigger support in their affective factors, such as the development of academic self-efficacy.

Pajares (1996) states that academic self-efficacy is students' perception about their capability to do work, regulate learning activities, and meet expectancies in academic settings. Students' perceived confidence in his/her ability to succeed in school is associated with positive academic outcomes (Anthony & Jenson, 2005). According to Bandura (1994), strong personal efficacy beliefs enhance motivation

and performance. High levels of motivation and performance have a reciprocal effect; thereby further enhance self-efficacy beliefs. Conversely, low efficacy beliefs are characterized by low aspirations and weak commitments to goals. These individuals are more likely to become frustrated when they encounter difficult challenges, and see these challenges as personal threats to be avoided rather than challenges to be mastered (Bandura, 1993 cited in Robenson, 1996).

Such efforts as the English Club program may be an effective approach to improve school performance for students. Increasing academic efficacy is particularly important because efficacy beliefs play the central role in the cognitive regulation of motivation to perform specific academic tasks successfully (Pajares, 1996)

In this respect, the study is designed to investigate the effects of the English Club program on students' academic self-efficacy quality in English learning.

I.2 Statement of the Problem

The research problems of the study are formulated in the following questions:

1. What is students' academic self-efficacy quality in English learning before and after participating the English Club program?
2. What kind of contributions does the English club program learning environment affect the junior high school students' academic self-efficacy in English learning?

I.3 The Aim of the Study

The study aims to accomplish:

1. To identify students' academic self-efficacy quality in English learning before and after participating the English Club program.
2. To examine the English Club program learning environment's contributions in affecting students' academic self-efficacy quality in English learning.

I.4 Significance of the Study

The study is expected to give contributions for teachers and students. For teachers, this hopefully provides information about the importance of English Club program to increase students' academic self-efficacy in school setting. Meanwhile, for students, it is suggested that participating the English Club program may benefit to increase perceived academic self- efficacy in English learning, which in turn can improve students' academic performance and achievement.

I.5 Scope of the Study

Since the study is too board to be discussed in every point of view, it will be narrowed down into two limitations. First is to identify students' academic self-efficacy quality in English learning before and after participating the English Club program. Second is to examine the English club program learning environment's contributions in affecting students' academic self-efficacy quality in English learning in SMPN 7 Bandung.

I.6 Research Method

I.6.1 Research Design

The research method used in this study is descriptive method, which is defined as “a method of research that involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. The descriptive study determines and reports the way things are” (Van Dalen, 1978). Meanwhile, this research is largely descriptive statistics meaning that involved measuring data using graphs, tables and basic descriptions of numbers.

The data were obtained through several steps; those were observation, questionnaires and interview. After gaining the data, they were organized using descriptive analysis technique: that is to analyze the data by describing, clarifying, and analyzing the data obtained.

I.6.2 Respondent

The respondents were taken from the members of the English Club program of SMPN 7 Bandung. There were 12 respondents in the study; they were from different backgrounds in terms of gender, school grade and the level of skills in English. There were three boy and nine girl respondents. From the 12 respondents, four of them were in grade 8 and eight of them were still in grade 7.

I.6.3 Research Location

The study was conducted in SMPN 7 Bandung located at Jl. Ambon no.23 Bandung. Meanwhile, the school's target for this year is becoming an International School Standard. The researcher has chosen this school for her research location of at least two reasons. First, she has had become the instructor in the English Club program there since last semester so that she could find the data for her research easily. Second, hopefully that the implication of her conduct of study can provide improvement of the English club program implementation at the research site.

I.6.4 Data Collection

The techniques and instrument used for obtaining the data were:

1. Observation

The objective of the observation was to find out how is the implementation of the program worked. The observation was conducted ten times during the semester (begin from August 24th, 2007 until December 14th, 2007). The researcher's role in the observation was as participant-observer.

2. Questionnaires

From this instrument, the researcher got the data by distributing set of written questions to the correspondents. The questionnaires is given twice; pre-questionnaires (given in August 24th, 2007) and post-questionnaires (given in December 14th,2007). Both questionnaires involved open-ended questions. After that, they were analyzed and organized through a table or graph.

3. Interview

The interview conducted after the post-questionnaires were scored or in December 28th, 2007. Since, the data from the interview used to support data from the questionnaires. In conducting the interview, the observer used tape recorder in order to get grounded and measured-data. The interview itself used a semi-structured question, in order to reveal particular data to answer the formulated problems.

The format of the observation, questionnaires, and interview are provided in the appendices.

I.6.5 Data Analysis

The data analysis involves working with data. First, the answers of the questionnaires were scored. The scoring was dealing with counting on how many people answer each item in the questionnaires. There two sections of questionnaires; pre-questionnaires and post-questionnaires. In the pre-questionnaires, there are 20 items of question and in the post-questionnaires; there are 26 items of question. Both questionnaires have three options agree, not sure and disagree and in each item of both questionnaires, the respondents were asked to write their opinion.

After that, the percentage of each item in the pre-questionnaires were classified based on the theory of self-efficacy by Satriyani (in Nurdiani, 2004) and theory of language learning environment Hussin, Maarof and D'Cruz (2000).

Next, each classification of data from questionnaires was described. Then, the descriptions were supported by the data from the interview and observation. Finally, they were regarded as the research findings. The findings were followed by discussions. The discussions relate the research findings with the grounded theory about the academic self-efficacy quality.

I.7 Clarification of Terms

1. English Club program

English Club program is an extracurricular program in SMPN 7 Bandung which objectives to improve students' beliefs and ability to do course work in learning English activities.

2. Academic self-efficacy

In this case, academic self-efficacy refers to individual's judgments about his or her own capabilities to perform academic tasks.

I.8 Organizational of Paper

This paper will be organized into five chapters in which each chapter will deal with introduction, literature review, design of the study, findings and discussions, and conclusion and suggestion.

The first chapter is introduction, covers the background of the study, statement of the problem, significant of the study, hypothesis, research method,

population and sample, data collection, data analysis, organization of the paper, and clarification of term.

The second chapter is literature review, which covers the analysis of the theories and previous researchers relevant to the study.

The third chapter is design of the study, which includes an explicit description on the research methodology, population and sample, and technique in collecting data.

The fourth chapter is findings and discussions, which describes the data collected, data analysis and interpretation of the research findings on the data collected.

The last chapter is conclusion and suggestion, which is an implication that is drawn from the process of the research.

