

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

The concept of learning English has been extensively studied. Brown (1994) posits that learning involves a dynamic interaction between students, educators, and educational resources within a designated environment. Tomlinson (1998) characterizes learning as a conscious endeavor involving the retention of language rules, vocabulary, and practical usage to facilitate communication. Tomlinson and Masuhara (2004) emphasize the enriching nature of language acquisition through structured experiences, guided by educators and supplemented by personalized exploration. Uno (2007) describes learning as an interactive process where participants engage with materials and educators to achieve educational objectives, fostering self-realization and growth.

Learning English underscores its global significance as a *lingua franca*. Lie (2007) highlights English's pivotal role in contemporary discourse. Early exposure to a foreign language, as advocated by Oxford (2003), facilitates mastery of linguistic nuances. Johnson (2008) emphasizes the importance of communicative skills in language proficiency.

Indonesia's diverse linguistic landscape and the increasing emphasis on English proficiency for academic and professional success present a unique setting for investigation. As a populous country in the non-English-speaking world, Indonesia is a significant market for English language education and holds a prominent position within the ASEAN community, where English drives globalization and influences various spheres (Hamied, 2013; Zein, 2019).

The contemporary era, marked by globalization, accentuates the need for English proficiency. O'Brien (2006) attributes the surge in English learners to its role in cross-cultural communication. Richards (2015) highlights English proficiency's indispensability in global communication networks and accessing literature, media, and professional opportunities. Thus, English proficiency fosters cultural exchange and global participation.

Self-efficacy is crucial in determining students' success in language acquisition. Originating from Albert Bandura, self-efficacy refers to an individual's belief in their capacity to succeed in specific tasks, influencing learning behaviors, motivation, and academic performance (Haggblom et al., 2002). Suzanne Graham (2020) notes that self-efficacy pertains to behaviors enabling persistence in stressful situations.

Self-efficacy enhances students' performance, especially in learning English for effective communication. Researchers have explored various aspects of foreign language acquisition, including individual traits like self-efficacy, learning strategies, age, gender, and aptitude. Frey and Vallade (2018) assert that self-efficacy in English public speaking predicts success.

Ryckman (2004) defines personality as a dynamic and organized collection of traits influencing perceptions, motivations, and behaviors. Lestari et al. (2013) highlight the importance of identifying students' personalities to enhance instructional methods, accommodating individual learning styles and improving speaking abilities in English classrooms. Literature extensively links personality types, particularly extroversion-introversion, with language acquisition. Recent research underscores the predictive power of personality traits in academic success or failure (Ackerman, 1999; Ackerman, Chamorro-Premuzic, & Furnham, 2002, 2003a, b; De Fruyt & Mervielde, 1996; Petrides, Chamorro-Premuzic, Frederickson, & Furnham, 2005). Brown (2000) categorizes personality variables, including self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion. Language acquisition theories suggest extroverts excel due to their sociable nature and engagement in conversations (Cook, 1991; Naiman et al., 1978). Extroverted students exhibit higher self-efficacy in English learning due to their social ease.

With the global popularity of English, notably in Indonesia, EFL university students face a growing need to bolster their confidence in English, demonstrated through presentations or speeches. To achieve higher performance, EFL students must nurture their self-efficacy, emphasized by Bandura (1997) as a potent influencer of effort and outcomes. Pajares and Graham (1999) assert that self-efficacy influences linguistic performance, especially in public speaking. Bandura

(1994) argues that high self-efficacy individuals envision success scenarios, offering positive reinforcement and boosting performance. Thus, self-efficacy is a critical determinant of students' success. Analyzing self-efficacy can assess students' preparedness for learning and identify factors influencing their confidence.

During their academic journey, English Education students in Tasikmalaya, West Java, express concerns about their English learning. Recognizing the importance of developing self-efficacy is crucial as it shapes the learning process and achievements. Research, such as Paradewari (2017), reveals distinctions in self-efficacy cultivation influenced by gender and prior learning experiences. Complementary qualitative research by Tahtania Regita (2021) provides in-depth insights. Consequently, it is imperative in investigating extroverted students' self-efficacy beliefs in the third semester at Siliwangi University Tasikmalaya. These beliefs reveal outcomes through four primary results: 1) Positive Encouragement, 2) Mastery Experiences, 3) Social Modeling, and 4) Emotional and Psychological States.

Based on previous studies, this research urgently focuses on informing strategies to create supportive learning environments tailored to extroverted students' strengths and challenges. By exploring their experiences, challenges, and perceived strengths, this study enhances understanding of how personality traits and self-efficacy influence English language learning, facilitating more effective educational practices and improved student outcomes. Specifically, this case study investigates the self-efficacy beliefs of extroverted students in Indonesian EFL classrooms, shedding light on the interaction between personality traits and English language learning self-efficacy. Insights from this study can guide the development of strategies to foster a supportive learning environment benefiting all students.

1.2. Formulation of the Problem

The researcher has determined the research questions, which are as follows: "What is the perceived self-efficacy of EFL student teachers in English Learning?"

1.3. Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides three definitions related to this study as follows:

- 1.3.1. Self-efficacy** : An individual believes in one's ability to complete tasks successfully used semi-structured interview that assess an individual's assessment especially in English learning, such as positive encouragement, mastery experiences, and social modeling that positively influences to English learning
- 1.3.2. Extroverted learners** : Extroverted learners love collaborating with others and exchanging ideas. Problem-solving with others, group projects, and learning through imitation are all beneficial social learning. Extroverted students have a social learning style and also have strong verbal learning styles, frequently communicating through tales or being the first to offer jobs and projects.
- 1.3.3. English learning** : The process of learning English involves environmental and social support, positive experiences, emotional and psychological states. Those aspects help EFL learners to gain English mastery.

1.4. Aim of the Research

The purpose of this research is to know their perception towards self-efficacy in their English learning.

1.5. Significance of the Study

1.5.1 Theoretical Uses : Theoretically, this research expands on extroverted students' self-efficacy in English learning in the Indonesian EFL context.

1.5.2 Practical Uses : This study will offer empirical insight into what Extroverted EFL Learners believe about their self-efficacy in English learning. So that students can display their potential to the fullest without feeling doubt or distrust.

1.5.3 Practical Uses This study will offer information to maximize the way teachers teach in the classroom and make it better in the future.