

**THE CORRELATIONS AMONG PEER  
RELATIONSHIPS, SELF-EFFICACY, AND ENGLISH  
ACHIEVEMENT OF 12<sup>TH</sup> GRADES STUDENTS OF  
SENIOR HIGH SCHOOL NUMBER 19 PALEMBANG**

**A THESIS**

**by**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2022**

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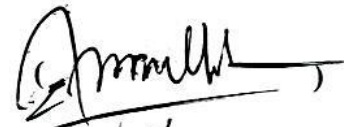
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## DECLARATION

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Certify that thesis entitled "The correlation among peer relationship, self-efficacy and english achievement of 12<sup>th</sup> grade students of senior high school number 19 palembang" is my own work and I did not do plagiarism or in appropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to face the court if I am found to have plagiarized this work.

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## DEDICATIONS

**I sincerely dedicated this thesis to:**

The love of my life, Papa Mama and Abang. Thank you for all your love without limits who always support me in any condition. The most thankful to myself who can survive and finished this thesis.

## MOTTO

يُسْرًا أَلْتَسِرُ مَعَ إِنَّ، يُسْرًا أَلْتَسِرُ مَعَ فَإِنَّ

*“And, behold, with every hardship comes ease. verily, with every hardship comes ease!”*

(Q.S. Al-Inshirah: 5-6)


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Palembang, 25 July 2022

The Writer,  
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**ABSTRACT**

The objective of this study was to investigate whether or not there was a significant correlation among self-efficacy, peer relationship and English achievement. This study, which applied a correlational study design, had the 12th graders of Senior High School Number 19 in Palembang as the participants. The data were from General Self-Efficacy Questionnaire, peer relationship questionnaire and the students' English score of the second semester of their 11-grade school report. The collected data were analyzed statistically by using percentage analysis and correlation analysis. First of all, the result of the data analysis showed that 75.3% students were categorized "Very High" for self-efficacy, showing that the majority of the students had a positive view about themselves to their work or assignments. Fifty-two per cent of them were categorized "Very High" for peer relation, suggesting that the majority of the students had a good relationship with their peers, including a positive perceive of themselves and peers and good social skills. Next, 90% of the students were in "High" category for their English achievement showing that they managed to perform well in their English lesson. Finally, the result of the correlation analysis showed that there was positive, but very weak and not significant correlations between the students' self-efficacy and their English achievement as well as peer relationship and English achievement.

**Keywords:** *Self-efficacy, peer relationship, english achievement*

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background, the problems, the objectives, and the significance of the study.

### **1.1 Background of the Study**

A student is likely spending most of his or her time with his or her peers at school. Naturally, peer relationship is unavoidable because it involves human as a social being. Peer relations provide a developmental context for kids, as researchers have long observed (Cillessen & Mayeux, 2004). The peer effect on school performance becomes particularly important over time. Harris (1998) explains that peer groups have a significant effect on children than parents did. Participating in peer groups is an important part of adolescent identity development (Patterson et al., 1990).

Wentzel (2017) states that many children would consider their peers to be role models. These models will either encourage or discourage them. Peer relationships are highly important to children during their childhood and teenage years. Wentzel (2017) also explains that children who have positive peer relationships tend to have greater and more adaptable social well-being and self-beliefs than children who do not have positive peer relationships. Expectations of others and the community in which students live will decide their capacity to learn, and when these two factors are not motivating, will be resulting in low academic performance (Allen et al., 2005).

Research showed that the role of a peer relationship had a strong significant impact on student's academic achievement. For example, the study conducted by (Zuhriyah et al., 2020) that explored the correlation between peer acceptance and learning achievement of 5<sup>th</sup> grade students from 7 elementary schools with total 209 students, found that Peer acceptance and learning achievement with motivation have a positive and significant correlation

Peer Relationship affects academic achievement in some ways. According to Vygotsky (1987), social activity in small groups, in which talented students teach specific achievement strategies and standards to less skilled peers, could be considered scaffolding. According to Wentzel (2005, 2015), Interactions and strong connections among students will provide significant possibilities for developing and supporting positive motivational and academic outcomes. According to Parker and Asher (1987), the benefits they provide in the form of social supports are at the core of positive peer interactions and relationships. These supports could have served a range of functions such as facilitating the development of social skills and psychological well-being as well as promoting their self-efficacy and academic motivation (Wentzel, 2005). In short, peer relationship, in some way, has a relationship with self-efficacy.

Previous research showed that there was a relationship between academic achievement and self-efficacy. For example, Er et al., (2022) that investigated the relationship between secondary school students' estimation skills, estimation skills self-efficacies and academic achievement of 155 school students during the spring semester of the 2020-2021 academic year, reported there is a positive and moderately significant relationship between estimation self-efficacies and academic achievement. In Indonesia, the study conducted by Putri and Etikariena (2022) involving a sample of 90 students of science and technology faculty of UIN Maulana Malik Ibrahim Malang showed that there is a correlation of self-efficacy variable to academic stress. The higher students' self-efficacy, the lower the students' academic stress.

According to Bandura (2010), self-efficacy is beliefs (expectations) on how far a person can do one action in a given situation. Bandura (2010) also refers self-efficacy to whether people can show those actions, how strong they are when faced with a challenge or their weaknesses, and how successful or unsuccessful they are in a given situation that can affect our future. Oktaviani et al., (2010) further explains that self-efficacy is a person's trust in their own skills, which affects how much work they have put into a given work. Therefore, self-efficacy seems to be a significant factor, since it affects students' learning and participation

and peer relationships as a supporting factor (Bandura, 2010). Furthermore, because it affects students' motivation and learning, self-efficacy, a critical part of social learning theory, appears to be an important variable in student learning thus resulting in a correlation among peer relationships, self-efficacy, and academic achievement (Pajares, 1996). This strongly suggests that self-efficacy and peer relationships could play a role in gaining academic achievement.

This present study focused on students' relationship, self-efficacy and English academic achievement because in education sector especially high school level the learning environment plays a major role in shaping a students' personality. However, the current researcher department aims to advance English language education at the high school and junior high school levels, thus the researcher add an English achievement as a link variable between self-efficacy and peer relationship. This study develops the previous research by adding peer relationship, self-efficacy and english achievement in Senior high school students using the self-efficacy questionnaire from GSES and peer relationship questionnaire from CAYCI. It is hoped that this thesis can be useful for teachers so that they can maximize the academic potential of students and English achievement. The researcher was interested to researching the correlation among Self efficacy, Peer relationship and English achievement in 12<sup>th</sup> grade students in Senior High School 19 Palembang because they have already studied almost all material at High School Level and they also have known their peers longer than 10<sup>th</sup> and 11<sup>th</sup> grader.

## **1.2 Problem of the Study**

The problem of the study is formulated in the following research question: Are there any significant correlations among peer-relationship, self-efficacy, and English achievement of the 12th grade students of Senior High School number 19 students in Palembang?

## **1.3 Objective of the Study**

The objective of this study is to find out whether or not there are significant correlations among peer-relationships, self-efficacy, and English

achievement of the 12th Grade students of Senior High School number 19 in Palembang

#### **1.4 Significance of the Study**

The significance of this study is to give a general idea about the correlation between peer relationship, self-efficacy, and English achievement in hope of helping the teachers, students, and society who is researching the same kind of subject. Therefore based on the explanation above, there are still few studies about the correlation among self-efficacy, peer relationship, and English achievement in the context of schools, especially in South Sumatra province. This present study is expected to be a worthwhile source for further research to recognize the core problem by that knowledge-related problem might be solved.

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