

## **Abstract**

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**Self efficacy english language of adolescent with physical handicap in inclusion school. (Dr. Fransisca Iriani, R.D. M.Si.); Psychology Study Programme, Undergraduate Programme, Tarumanagara University. (Page 1 – Page 89, P1- P4)**

Adolescent with physical handicap is adolescent with problem in physical development. Adolescent with physical handicap in inclusion school must have high self efficacy English language to can vying with the normal adolescent in the inclusion school. Inclusion school is school which can accommodate all students in the same class without reference to talent, disability of physical and motoric, or reasoning of economics. Self efficacy used stipulating of target when finishing of the taks. While English language is international language and was lesson is obliged to given since in elementary school until college. Purpose of this research is to find out the description of self efficacy English language of adolescent with phisical handicap in Inclusion School. This research involves 40 adolescent with physical handicap. The research method is using mix method, namely by combining quantitative as main method and qualitative as second method for interpretation which more specifically. The data is obtained by using questionnaires and interview. This research could conclude that self efficacy English language of adolescent with physical handicap in Inclusion School tend to have a high score at reading and speaking dimensions, and tend to have a low at listening and writing dimensions.

**Keyword: adolescent with physical handicap, inclusion school, self efficacy, English Language**