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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Speaking Fluency

###### a. The Definition and Concept of Speaking Fluency

Speaking competence mainly covers speaking fluency and accuracy (Wang, 2013). Brown (2001) also states that fluency and accuracy are two important speaker's goals to pursue in Communicative Language Teaching. Furthermore, he suggests giving more weight to speaking fluency in the teaching of speaking since good fluency represents the main characteristic of natural communication.

There are many arguments related to Speaking fluency. According to British Broadcasting Corporation (2003), fluency is being able to communicate ideas without having too much stop and thinking about what to say. Another similar idea related to fluency is from Hedge (2003) that defined fluency as "the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation". Cotter (2013) suggested that fluency is not only ability to speak smoothly and quickly but also to speak with few pauses in involving a conversation. Hornby (2010) defines fluency as the ability to speak or write a language or performs an action smoothly or

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expressed in a smooth and fluently in order to make someone easy to understand what he or she said.

From the definition from some experts above, most of them argue that speaking fluency as the ability to communicate ideas well, smoothly with appropriate pause and without hesitation. Too many hesitations and pauses may obstruct the speaking fluency and also depress the speaker.

**b. Disfluency Markers**

According to Stockdale (2009) disfluency markers divided into three parts as follow:

- 1) Restart, it is defined as when the speaker restarts the uncompleted section of the speech for various reasons.
- 2) Self-correction, he mentions that self-correction as the instant occurrence significant change in the speakers' speech.
- 3) Repetition, it is referred to when speakers make instant occurrence of non-significant change in the speech by simply repeating the words.

**c. Speaking Fluency Activities**

To make learners being accustomed in producing spoken English fluently, Hedge (2003) suggested these terms:

- 1) Free discussion. Learners have opportunities to increase fluency through free discussion because it involves learners to talk about topics which can attract them. It also leads learners to use language

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in order to maintain conversation with others so that they are attracted to speak more.

- 2) Role-play. It can make learners to choose language that they want to use. Through role-play, learners can practise various languages regarding to setting, politeness, and formality. They are also able to practise several interpersonal communications.
- 3) Gap activities. In this term, learners try to connect information gap to solve problem. They try to understand each other by doing more confirmation checks, comprehension, repetitions, and clarification. As a result, learners is more encouraged to speak in less threatening way since their focus is to deal with the problem.

In addition, Goh (2007) proposes three types of speaking task that can develop learners' fluency as follow:

- 1) Information-gap task. These tasks require learners to bridge the gap by exchanging their ideas.
- 2) Problem-solving tasks. The tasks require learners to solve problems collaboratively by using English.
- 3) Social monologues or story-telling. The tasks offer learners many opportunities to talk on given topic or about a story.

Beside the activities mentioned above, there are still many techniques that can be used which has been observed by some researchers such as Trivia-based activity (Iswara, 2012) and 4/3/2

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technique (Nation, 1989). Communicative games are also beneficial in developing students' speaking fluency since they enjoy practicing it.

Moreover, according to Patterson (2013), it was suggested that an ideal fluency activity should:

- 1) be a topic of interest to the students.
- 2) draw on past knowledge.
- 3) feature repetition and/or the recycling of previously-learned language.
- 4) encourage speed.
- 5) be challenging without being too difficult.

It can be concluded that there are many activities that a teacher can apply to improve his/her students' fluency. The teacher even can modify the activities based on his students' condition by considering several things that are suggested by Patterson.

#### **d. Assessing and Measuring Speaking Fluency**

There are many ways techniques that can be used to test speaking. Brown (2003) mentioned some tests that can be used to measure interactive speaking such as interview, role play, discussion, conversation, games, presentation, storytelling, etc. Those ways also can be used to assess students' speaking fluency since speaking as a skill includes fluency as the sub-skill. In Indonesia, most of the teachers at school commonly use role play, presentation and storytelling to assess their students speaking.

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Furthermore, to measure speaking fluency, Kessler (2010) mentions four components of fluency that the rater can use as the considerations:

- 1) Rate of speech. To calculate speech rate, a total number of syllables is divided to a total amount of time while allowing for appropriate pauses that are under three second and thus not considered signs of hesitation.
- 2) Pausing. Pausing that exceeds three seconds as well as the total number of pauses per minute comprise conventional means of evaluating the distinction between pausing and hesitation.
- 3) Utterance. Utterance length is often discussed as mean length of run and is calculated as a combined observation across speech for an individual.
- 4) Volume. It has been identified as an underlying characteristic of fluency with the understanding that excessively loud, quiet, and erratic volume can negatively influence fluency.

In conclusion, there are many ways that can be used to assess students' speaking fluency and the teacher can choose it based on the students' condition and lesson material at the time. The students can be score based on 4 components of speaking fluency, they are rate of speech, pausing, utterance and volume.

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## 2. Self-Efficacy

### a. The Concept of Self-Efficacy

Self-efficacy was first introduced by Bandura in 1977. It was a construct that was proposed based on social cognitive theory. According to Bandura (1997), self-efficacy is defined as people's belief of their performance capabilities to organize and execute particular type of tasks at a particular time and is related with the expectations to produce success performance or outcome.

Self-efficacy is how someone feels being able to do something. Another definition of self-efficacy is from Crozier (1997), he defined self-efficacy as people's behavior regulated in term of the expectation they develop about themselves, their environment and the result of their action.

In addition, Bandura (1994) stated that perceived self-efficacy is people's beliefs about their capabilities to produce designated levels of performance that exercise influence over event that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. Self-efficacy also influences people's choices of activities, goals, efforts learning and achievement (Ormrod, 2008).

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In determining the choice of activities, people will most likely choose the activities which they are sure that they are capable enough and will be successful in those activities. In the other words, self-efficacy influences someone in determining their choice of activities.

People who have high self efficacy will set themselves challenging goals and maintain strong commitment to them. They will see difficult task as challenges to be mastered rather than as threats to be avoided. In contrasts, people with low self-efficacy doubt their capabilities and shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue.

Moreover, people who have high self-efficacy tend to work harder than people with low self-efficacy. They do not easily give up when facing some challenges and difficulties. Otherwise, people with low self-efficacy will do something effortless and they will easily give up.

As the result, people with high self-efficacy tend to study a lot and have good achievements than people with low self-efficacy. Ormrod (2008) even argues that when some individuals have same abilities, they who are sure with their capabilities to do the task will be more possible to finish their task successfully.

Based on the explanation by the experts above, it can be concluded that speaking self-efficacy is someone's belief about their ability to accomplish a speaking task or to speak English well. it is someone's

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belief that he/she is able to do the task. So that self-efficacy will influence choice of activities and also students' achievement.

#### b. Factors Affecting the Development of Self-Efficacy

According to Ormrod (2008), there are several factors that influence someone's development of self-efficacy. Those factors are:

##### 1) The success and failure of previous experience.

The students will believe more on their capabilities on a task when they have succeeded on that task or similar task in past time. For example, elementary school students will be sure that they can learn about fraction division if they have master fraction multiplication. Someone can be more confident with his ability to play field hockey after she has developed his skill on soccer. Related to the fact, it is important for a teacher to design a task from the easiest one, because if the teacher begins with difficult task and the students are failed, they will have bad experience about that task then think that they are not capable on that task and they will not be sure to finish another task for the next.

##### 2) Message from other people

When people are doubt about their abilities, we can build and boost their self-efficacy by showing and reminding them what they have achieved in the past or what they have been capable to do now. We can also increase their self-efficacy by telling them the reasons to believe that they can be successful in the future. A

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negative feedback sometimes can even increase people's performance if it is followed by information how to make their performance better while informing that improvement is possible. Indirectly, we communicate with them that although they are failed now, we believe that they actually can do it better for the next.

### 3) Other people's success and failure

People often form their assumption about their ability by observing other people's success and failure which similar with them. For example, a teenager will think that they can ride a motorcycle after seeing his friend with the same age even younger than him can ride a motorcycle well. Otherwise, when he looks his friend cannot finish a math task, he will think that they cannot either. In the other words, people will think that they can do something after seeing people are successful to do that and they will think they cannot do that when seeing other people's failure.

### c. The Source of Self-efficacy

According to Bandura (1997), there are 4 sources of self efficacy, they are mastery experience, vicarious experience, persuasion and Psychological responses..

#### 1) Mastery Experience

People beliefs about their efficacy can be developed by four main sources of influence. The most effective way of developing a strong sense of efficacy is through mastery experience. Performing task successfully strengthens our sense of self-efficacy.

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## 2) Social Modeling

The second way of creating and strengthen self-efficacy is through vicarious experiences provided by social models. Witnessing other people successfully completing a task is another important source of self-efficacy.

## 3) Verbal Persuasion

The third way of strengthening people's belief that they have what it takes to succeed. Consider a time when someone said something positive and encouraging that helped him or her achieve a goal. Getting verbal encouragement from other help people overcome self-doubt and instead focus on giving their best effort to the task at hand.

## 4) Psychological Responses

According to Bandura (1997) the people's responses and emotional reactions to situation also play an important role in self-efficacy. Mood, emotional, physical reactions, and stress level can all impact how a person feels about their personal abilities in a particular situation.

**d. Dimension of Self-Efficacy**

According to Bandura (1997) the belief of individual's capability is varied in each dimension. The dimensions are:

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## 1) Magnitude

Magnitude is a stage of individual belief that can do task or not. The individual self-efficacy in doing task is different in the difficulty levels of the tasks. An individual has high self-efficacy in doing the easy and simple tasks or the complicated one which needs more competences. The individual who has high self-efficacy tends to choose the complicated task which fits to his or her ability.

## 2) Strength

This dimension focuses on the level of the individuals' strength or stability toward their belief. Self-efficacy shows that the individual action will bring the potential result which is expected by that individual. Strength of efficacy is related to resilience or persistence in the face of challenges, frustrations, pain, and other obstacles to performance. Self-efficacy becomes the background of their theory effort to struggle, even when the obstructions are found.

## 3) Generality

This dimension is related to the individual fluency at certain study or job. The individual can explain that she or he has self-efficacy whether in the wide or limited activities only in certain domain function. The individual who has high self-efficacy can handle some factors simultaneously to get a task done. The

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individual who has low self-efficacy is only able to handle less factors in working a task.

### 3. The Relationship between Self-efficacy and Students' Speaking Fluency

Self-efficacy is crucial part in learning especially learning English as foreign language. Students' belief on their capability either positively or negatively influences their willingness to speak. In addition, students' belief on students' speaking skill in English is one of significant factors to control over students to speak English that is called self-efficacy or self-belief (Bandura, 1977; Mahyudin, 2006).

Furthermore, it is believed that self-efficacy can determine how people feel, think, and behave, as well as the choices they make in specific situation (Bandura, 1994). Dodds (2011) conducted a correlation study on self-efficacy and language performance among Chinese immigrant newcomers in Canada. She found that there was significant positive correlation between English speaking self-efficacy beliefs and English-speaking performance among the participants. It is stated that the participants who had strong beliefs in their abilities to perform certain speaking task were subsequently able to perform those tasks to a high degree. As Brown (2007) stated students' self-efficacy emerged as a crucial variable in determining their success in English as foreign language learning. It means that self-efficacy is a crucial part to be success in

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learning English as a foreign language. If the students want to be success in learning English they should improve their self-efficacy.

Self-efficacy has a crucial role in academic context. It has a big influence on learning process especially academic behavior and performance. Self-efficacy helps a student to determine how much effort and perseverance to do the given task (Teo and Hetthong, 2013). How much effort in academic behavior and the success of performance is determined by how much perceived self-efficacy an individual has. The people who has strong self efficacy has a firm effort in doing the task and strong commitment in reaching the goal. One who has a high self-efficacy interprets success in his/her mind. The interpretation leads her/him to do more effort that positively supports the final attainment. On the other hand, one who has a low self-efficacy interprets failure in his/her mind. The interpretation leads her/him to think a lot of doubt that negatively influences the final attainment. (Bandura, 1993; Schunk, 1996).

Self-efficacy researches in educational field have been conducted by many researchers. Many researchers have conducted studies in EFL contexts to determine its possible correlation with students' learning achievement. Ghonsooly, Elahi and Golparvar (2012), for instance, examined the relationship between university students' self-efficacy and their achievement in general English. A number of other studies also investigated the correlations between EFL learners' self-efficacy and their language skills achievement such as reading (Kargar & Zamanian, 2014;

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Nasari & Zaferanieh, 2012; Shang, 2011), listening (Chen, 2007), writing (Fatemi and Vahidnia, 2013) and speaking (Asakereh & Dehghannezhad, 2013). All of them show positive relationship.

From those four basic skills, speaking is the most crucial thing for learners in the language learning process. Speaking is important as the measurement for people's performance in a certain language. Language learners can be considered success when they are able to speak the language well. A good language learner is constantly attending to how well the speech is received and whether it meets the standards he/she has learned or not. In their research, Asakareh and Dehghannezhad (2013), found that there was significant positive correlation between English speaking self-efficacy beliefs and English-speaking skill achievement among the participants. It is stated that the participants who had strong beliefs in their abilities to perform certain speaking task were subsequently able to perform those tasks to a high degree.

Diana (2009) stated that Students' self-efficacy beliefs powerfully affect their academic performance in various ways. Meaning that students with a strong sense of academic self-efficacy willingly undertake challenging tasks in speaking process, expend greater effort, show increased persistence in the presence of obstacles, demonstrate lower anxiety levels, display their flexibility in the use of learning strategies, demonstrate accurate self-evaluation of their performance, and greater

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linguistic interest in scholastic matters, and self-regulate better than other students. As a consequence, they attain higher intellectual achievement.

Based on explanation from the expert, it is clear that self-efficacy has a great influence toward academic achievement especially for speaking performance. Since fluency is one of components in speaking (hughes,2005), the writer concludes that self efficacy can also influence people's speaking fluency.

## B. Relevant Research

Syafi'i (2007, p. 102) stated that relevant research is required to observe some researchers conducted by other researchers in which they are relevant to our research. There are some relevant researches as conducted by some researchers which are relevant to this research:

1. The first relevant research is the research entitled "The Relationship Between Students' Self Efficacy and Their English Language Achievement" that was conducted by Rahil Mahyuddin, Habibah Elias, Loh Sau Cheong, Muhd Fauzi Muhamad, Nooreen Noordin and Maria Chong Abdullah (2006) from Faculty of Educational Studies, Universiti Putra Malaysia entitled The Relationship Between Students' Self Efficacy and Their English Language Achievement. The aim of this study to find out the relationship between students' self efficacy and their English language achievement. A correlational study was conducted on 1,146 students from eight secondary schools in the Petaling district, Selangor.

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The instruments used to measure self efficacy were the Self Efficacy Scale developed by Bandura (1995). The findings showed that 51 percent of students had high self efficacy while 48 percent showed low self efficacy. Correlational analysis showed positive correlations between several dimensions of self efficacy that is, academic achievement efficacy ( $r = 0.48$ ,  $p = 0.001$ ); other expectancy beliefs ( $r = 0.34$ ,  $p = 0.005$ ); and self assertiveness ( $r = 0.41$ ,  $p = 0.005$ ) with academic performance in English language. In conclusion, achievement in English language will improve when students have high self efficacy in the language.

2. Second, Asakareh and Dehghannezhad (2013) conducted the research entitled “Student Satisfaction with EFL Speaking Classes: Relating speaking self-efficacy and skills achievement”. Research method applied in this study was correlational research and analyzed by Pearson product moment. The subject of this study was 100 Iranian EFL undergraduate students. To collect the data, questionnaire was used to measure students’ classroom satisfaction and self-efficacy and final score of speaking skill were collected from their instructors. The results of Pearson correlation analyses showed that both student satisfaction with speaking classes and speaking skills self-efficacy beliefs had significant positive correlations with speaking skills achievement, with the latter being stronger. Moreover, the results of Pearson correlation analyses also indicated the existence of a significant positive correlation between student satisfaction with speaking classes and speaking skills self-efficacy beliefs. Multiple

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regression analyses showed that between the independent variables of the study, speaking self-efficacy beliefs was a significantly stronger predictor of Iranian EFL students' speaking skills achievement.

## **Operational Concept**

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. Syafi'i (2014) stated that operational concept is theoretical concepts on all of the variables in a research paper that should be operated practically and operationally. In this research, there are two variables. They are self-efficacy is intended as independent variable and speaking fluency is intended as the dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

The indicators of variable X were students' self-efficacy proposed by Bandura (1997) based on the dimension of self-efficacy as follows:

1. The students' belief to overcome the difficulties (magnitude).
2. Individual's strength or stability toward their belief (strength).
3. The students' belief about their ability on certain situations (generality).

Then, the indicator of variable Y or speaking fluency as dependent variable according to Kessler (2010) as follows:

1. The speaker's rate of speech.
2. The ability to speak with appropriate pause rate.
3. The speaker's mean length of run (utterance).

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4. The ability to use appropriate volume.

## **D. Assumption and Hypothesis**

### **1. The Assumption**

In accordance with the problems, the researcher assumes that the higher the students' self-efficacy in using English, the better their speaking fluency in storytelling will be.

### **2. The Hypothesis**

#### **a. Null Hypothesis (Ho):**

There is no significant correlation between students' self-efficacy and their speaking fluency in story telling at the second year of Senior High School 3 Pekanbaru.

#### **b. Alternative Hypothesis (Ha):**

There is significant correlation between students' self-efficacy and their speaking fluency in story telling at the second year of Senior High School 3 Pekanbaru.