CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Self-Efficacy

a. The Concept of Self-efficacy

In this research, there are two variables, which are students' self-efficacy as an independent variable and the speaking performance as dependent variable. In order to know about what exactly the variables in this study, we need to review some theories proposed by experts. Firstly, the researcher discusses about self-efficacy and secondly about speaking performance.

According to Bandura in Zulhamri (2014:50) self-efficacy is commonly defined as the belief in ones' capabilities to achieve a goal or an outcome. And other definition of self-efficacy from Crozier (1997:168) self-efficacy is people's behavior regulated in term of the expectation they develop about themselves, their environment and the result of their action. Based on the explanation above, self-efficacy is the person's feeling about his abilities to get what she wants.

According to Bandura (1994:1) perceived self-efficacy is defined as 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

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behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

Zulhamri quoted from Bandura "self-efficacy refers to perceived capabilities for learning or performing behaviors at designated level. Self-efficacy can influence choice or activities, effort, persistence and achievement (2014:52). It refers to one's beliefs about accomplishing a task that can influence choice of activities, effort, persistence, and achievement".

Based on the explanation by the experts above, self-efficacy is the person belief about their ability by determining how people think, motivating themselves and behave. Therefore, it will influence choice of activities and also students' achievement.

b. **The types of self-efficacy**

According to baron in Rahemi (2009:103) there are three types of self-efficacy:

1) Self-regulatory self-efficacy.

   It means that ability to resist peer pressure, avoid high risk activities.

2) Social self-efficacy

   It means that ability to form and maintain relationship, be assertive engage in leisure time activities.

3) Academic self-efficacy

It means that ability to do course work, regulate learning activities, and meet expectation.

c. **The Source of Self-efficacy**

The sources of information influence people belief about their capabilities. The sources of self-efficacy Bandura in Zulhamri (2014:51):

1) Mastery experience; is one of the sources self-efficacy. Based on the experience in past will give the contribution for the future. Someone success in the past will improve the expectation and also improve someone self-efficacy. It is mean that what our achievement raise our level of self-efficacy.

2) Vicarious experience; Self-efficacy can be affected by observing the experiences of others. Students observing a model successfully perform they can take learning by seeing them to do something with same skill with a little skill. The learners can imitate their skills or copy the strategies that they're using. It means that to what other individual achievements motivate us to believe that we have the same ability in gaining achievement.

3) Persuasion; People are led to believe they can successfully accomplish a task behavior through the use of suggestion, exhortation, self-instruction. The positive persuasion will improve they self-efficacy and contrast with them if the negative persuasion will decrease they

self-efficacy. It means that to what others say can influence our beliefs and our abilities.

4) Psychological responses; Perceived self-efficacy by diminishing emotional arousals such as fear, stress, and physical agitation since they are associated with decreased performance, reduced success, and other avoidance behaviors. It means that psychological factors such as: anxiety, stress, and physical agitation will be sources of self-efficacy.

d. **Dimension of Self-efficacy**

According to Bandura in Jiun-Jie Wang (2011:46) there are three dimension of self-efficacy:

1) The magnitude of self-efficacy; refers to the efficacy expectations of different individuals may be limited to the simpler task, extends to moderately difficult ones, or the most taxing performance. People who have strong sense efficacy believe that they can accomplish difficult task and those who have low self-efficacy think they can only finish simple task.

2) The strength of self-efficacy; the strength of self-efficacy is defined as the certainly the one can attain given level of performance. That is to say, the stronger the self-efficacy, persisting them and performing them successfully, while a person with weak self-efficacy is more easily affected or frustrated by negative experience.

3) The generality self-efficacy; the generality of self-efficacy concerns the number of domains in which one believes he or she is efficacious. That is, there are those who think that they can achieve their goals only under certain condition, while other think of themselves as being capable of achieving the same goals but under different conditions.

e. **Four major processes of self-efficacy**

According to Bandura (1994:3) self-efficacy regulate human functioning through four major processes. They include cognitive, motivational, affective, and selection process.

1) Cognitive processes; the effects of efficacy beliefs on cognitive process take a variety of forms. Much human behavior, being purposive, is regulated by determine valued goals. Personal goal setting is influenced themselves. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves will improve their commitment.

2) Motivational process; motivation is important factor in self-efficacy because Efficacy beliefs play a key role in the self-regulation of motivation. People motivate themselves and guide their actions anticipatorily by the exercise they do. They form beliefs about what they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves and plan courses of action designed to realize valued futures.

3) Affective process; people's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. People who believe that potential threats are unmanageable view many aspects of their environment as fraught with danger. They dwell on their coping deficiencies. They magnify the severity of possible threats and worry about things that rarely happen.

4) Selection process; therefore, beliefs of personal efficacy can shape the courses people's lives take by influencing the types of activities and environments they choose to get into. In this process, destinies are shaped by selection of environments known to cultivate certain potentialities and life-styles. By the choices they make, people cultivate different competencies, interest, and social networks that determine their life courses.

f. **Strategies that teachers can use to influence students self-efficacy**

The strategies that can be used by teachers to improve student self-efficacy (Kay, 2004:79):

1) Choose peer model carefully; it is important to improve students' self-efficacy. It is influential students who spontaneously present themselves as mastery model. Ask them question about how they worked out difficulties to elicit the coping strategies they might have used.

2) Act as coping model; although as a teacher, coach, or parent one might easily be a mastery model, act as a coping model instead. For example, a ninth-grade writing teacher modeled beginning expository writing by composing a draft on an essay on an unfamiliar topic. He then put his draft on a transparency to demonstrate for his students the beginning stages of processing writing.

3) Share self-efficacy stories; Write a self-efficacy story about what how your self-efficacy beliefs helped your overcome a setback or failure. Have students write or tell self-efficacy stories.

4) Estimating the strength of student self-efficacy; Self-efficacy strength can be easily assessing by scare developed specifically for the task in mind.

5) Attribution feedback; One of the most important methods to increase self-efficacy is feedback to students that indicates that they making progress on specific skills or strategy use.

6) Strategy use; Teach students specific strategies foe remembering, comprehending and problem solving. Always remember to link subsequent improvement to specific strategies used by students.

7) Goal setting; Encourage students to have a specific goal in mind. Have them compare present performance to their present goal. When they see they see have improved, it is likely to increase sense of self-efficacy.

8) Rewards; Reward increases self-efficacy when they are tied to specific accomplishment.

9) Teachers' self-efficacy; Teachers' beliefs about their owncompetences will influence students' self-efficacy.

2. The Nature of Speaking

a. Definition of Speaking

Some definition about speaking has been brought by the experts, such are Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Further, Nunan (199:14) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information orally. According to the 2013 Competency Based Curriculum (CBC) in Indonesia, speaking refers to the ability to speak effectively in different contexts to give information, to express ideas and feelings as well as to build social relationship in the form of activities which are varied interactively and interestingly.

Speaking can be conclude as the process of contracting meaning of idea or feeling which produce as a tool of oral communication in different context effectively, this definition is in line with speaking performance which mean the productions of the underlying process of feeling and ideas orally. According to Richards (2008) taken from Brown and Yule framework, the

categorize function of speaking; talk as interaction, talk as transaction and talk as performance. The functions of speaking, talk as performance, is more focused in the monolog rather than dialog, it can be seen such are, speech, public talks, public announcement, retelling story and others.

Speaking is very important for those who learn English as a foreign language or second language (Hasibuan, 2007:101). Many language learners regard speaking ability as the measurement of knowing language. By speaking, someone can communicate and share information with each other and can express his or her ideas. Speaking is very crucial in communicating and sharing information and it is also a very crucial part of the second language learning and teaching. In addition, speaking is to express the needs request, information, service, etc. The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information or service. Most people may spend their everyday life in communicating with other.

According to Solahudin (2008:16), speaking is, "An ability to speak English and it can be understood by others". In order to express his or her needs, ideas, feelings and thoughts in a real communication, one must be able to ask as well as answer. Therefore, based on researcher opinion about speaking, someone needs language to communicate with other in order that the message conveyed in source language to the language receptor can be

achieved. To succeed in communicating language, when someone speaks with other, he or she should consider about the same language. Otherwise, the communication could not succeed if they do not consider about language.

b. The Types of Students' Speaking Performances

Brown (2004:271) describes six categories of speaking skill area. Those six categories are as follows:

1) Imitative; this category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2) Intensive; this is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive; responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated

questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue); it is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

5) Interpersonal (dialogue); it is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6) Extensive (monologue); Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that the students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

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

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,2013:157). How much effort in academic behavior and the success of performance is determined by how much perceived self-efficacy an individual has. A highly self efficacious person 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 dealing with the correlation between self-efficacy with anxiety, learning strategy and language performance. Language performance is the central consideration in this thesis. It deals with how learners express their idea toward writing, speaking, listening and reading (Brown, 2007). 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. Rubin (in Johnson, 1975:147) says that 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.

Diana (2009:298) 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 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, the writer can conclude that self-efficacy has a great influence toward academic achievement especially for speaking performance. So that for the students want to success in learning English and get the better in speaking they should improve their self-efficacy.

B. Relevant Research

There are some researches that have been conducted and they are relevant to this research paper, such as:

1. Mahyuddin conducted a research entitled: The Relationship between students self-efficacy and their English language Achievement (2006). A descriptive-correlation study was conducted on 1,146 students from eight secondary school in Petaling, Selangor. The findings showed that 51 percent of students had high self-efficacy while 48 percent showed low self-efficacy.They found

that, achievement in English language will improve when students have high self-efficacy in the language.

2. Olive conducted a research entitled: the Relationships among strategy use, self-efficacy, and language ability in foreign language learners (2007). This study investigated the interrelationships among language learning strategy use, self-efficacy and language ability. The study participants were thirty seven college students studying french at a Midwestern, medium-size, and university. The result of the study revealed the existence of positive and significant relationship among the three variables it was also found that the majority of the participants did not have a clear rationale for studying French, but had undertaken its study to fullfill programmatic requirements, which affected their strategic behavior.

C. Operational Concept

Operational concept is the concept which is used to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation. In planning the research, the operational concept can be formulated into particular words to get easy in measuring the research operation. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to students' self-efficacy and variable Y refers to students' speaking performance.

According to Bandura (1994:1) the indicators of variable X (students' self-efficacy) are as follows:

1. The students have a sense of self-efficacy.

2. The students believe with their ability to do every task.

3. The students improve their ability.

4. The students have good motivation and commitment.

5. The students selective to choose attitude in different problem or situation.

6. The students take learning by their experienced.

The indicators of variable Y (speaking ability) is established by Colorado Congress of Foreign Language - CCFLT (2014), an annual congress focused on developing English as the foreign language for non-American learners in Colorado. The indicators for good speaking are:

1. Students did their task on time and complete all the requiring of the performance with the rich, expand ad well elaborated material.

2. Students can make and arrange the content to be easy to comprehend and make no wrong interpretation on pronouncing the word during the performance.

3. Students can sustain and control their performance with few pauses or stumbling.

4. Students have rich and controlled use of vocabulary and can use idiomatic expressions accurately and appropriately during the performance.

5. Students are able to use basic structures or able to use advanced structures that may or may not be fully controlled whole performance.

D. The Assumptions and the Hypothesis of the Research

1. The Assumptions

Based on the theories and explanations above, the writer has assumption related to the relationship between students' self-efficacy and speaking performance. If the students have high self-efficacy, the students' speaking performance level will be high. In other words, the higher self-efficacy (Variable X) they have, the better speaking performance (Variable Y) will be achieved by the students.

2. The Hypothesis

a. Null Hypothesis (Ho); there is no significant influencebetween students' self-efficacy and their speaking performance at Ten Grade Students of Voactional High school Ibnu Taimiyah Pekanbaru.

b. Alternative Hypothesis (Ha); there is a significant influence between students' self-efficacy and their speaking performance at Ten Grade Students of Vocational High School Ibnu Taimiyah Pekanbaru.