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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Self-Efficacy

In teaching and learning process, many factors can influence the students' success, such as motivation. Without motivation, students will be difficult to determine the direction in learning. In line with the statement, Graham & Weiner, (1996); Schunk & Pajares, (2002) cited in Ghabdian & Ghafournia (2016, p. 38) state that many studies have shown that efficacy beliefs lead to greater motivation grater behavioral, cognitive, and motivational engagement in the classroom. Moreover, self-efficacy can affect motivation and choice of activities. Student with high self-efficacy will give great effort when facing difficulties, he probably says "I can do this." In contrast, student who has low self-efficacy may doubt his ability, he thinks "It seems hard and difficult." Besides, it also mostly concerns to answer the question: Can I do this task with this situation?

According to Bandura (1997, p. 3), self-efficacy is defined as a judgment about one's ability to organize and execute the courses of action necessary to attain a specific goal. Also Bandura (1989) cited in Tabrizi & Saeidi (2015, p. 159) said that self-efficacy is explained as people's beliefs about their own abilities to control events which may touch their lives, and their beliefs in their abilities to combine the motivation, cognitive resources, and other necessary actions to control task demands. Self-

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efficacy beliefs can change human functioning by providing individuals with the ability to influence their own cognitive processes and actions and so modify their surroundings. Regarding to the statement, Bandura (1997) cited in Ayoobiyani & Soleimani (2015, p. 160) claimed self-efficacy has a significant role in human functions. That is the reason why individuals functioning can be estimated by the beliefs about their abilities rather than by what they are truly capable of doing, in fact these beliefs can help to decide what individuals can do with their knowledge and skills.

In addition, Bandura (1986) cited in Ayoobiyani & Soleimani (2015, p. 160) described that self- efficacy is a general belief about one's capabilities to successfully control crucial actions in life. It refers to an individual's beliefs that he has the capability to attain a certain level of performance and attainment. Self-efficacy shows that human achievement depends on interactions between one's behaviors, personal factors and environmental conditions. The behavior of individual depends largely on early experiences at home. The home environment that stimulates curiosity will help build self-efficacy just as displaying more of that curiosity, and exploring activities would invite active and positive reciprocity. This stimulation enhances the cognitive and affective structures of the individual which include his ability to sympathize, learn from others, plan alternative strategies and regulate his own behavior and engage in self-efficacy.

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Therefore, these influences are strong determinants of the individual's level of achievement. Self-efficacy also affects how people approach new challenges and will contribute to performance since these beliefs influence thought processes, motivation, and behavior. Self-efficacy is not static and can change over time resulting from periodic reassessments of how adequate one's performance has been.

Based on the explanation from the experts above, self-efficacy is the persons' belief about their ability by determining how people think, motivating themselves and behaving. Self-efficacy helps to determine how much effort, perseverance and resilience being put on a task. In other words, the higher the sense of efficacy, the greater the effort, persistence and resilience will be. Efficacy beliefs also trigger emotional reactions. For example, individuals with low self-efficacy believe that a task is tough and hence builds stress, depression and a narrow vision on how to solve problems. On the other hand, those with high efficacy would be easier in solving difficult tasks.

a. The Role of Self-Efficacy

Almost all people can determine the goals they want to accomplish, things they would like to change, and things they would to achieve. However, most of the people also realize that putting these plans into action is not quite simple. According to Mikulecky et. al, (1996) cited in Siritaratn (2013, p. 462), self-efficacy plays a crucial role in the performance of individuals in several areas. And additional

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information from Bandura (1997) cited in the same source above, that self-efficacy influences pursued courses of action and decisions, the degree of expended effort, the level of perseverance and resilience to adversity in the face of obstacles, the affective states, and the degree of success realized. Bandura and others have found that an individual's self-efficacy plays a major role in how goals, tasks, challenges, including crisis, failed projects, and scandals are approached.

People with a strong sense of self-efficacy:

- 1) View challenging problems as tasks to be mastered
- 2) Develop deeper interest in the activities in which they participate
- 3) Form a stronger sense of commitment to their interests and activities
- 4) Recover quickly from setbacks and disappointments

People with a weak sense of self-efficacy:

- 1) Avoid challenging tasks
- 2) Believe that difficult tasks and situations are beyond their capabilities
- 3) Focus on personal failings and negative outcomes
- 4) Quickly lose confidence in personal abilities.

(Bandura, 1997: 39)

In other words, the learners with a high sense of self efficacy will persist longer at language learning tasks, exert more effort and

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employ language learning strategies successfully. They believe that they have control over the learning outcomes and thus have high expectations so normally demonstrate the goals to directed behavior. On the contrary, the learners with weak sense of self-efficacy tend to avoid the difficult task and will give up easily. They do not believe in their ability in doing something. In short, the students with low self-efficacy quit more easily in their academic pursuits than the students with high self-efficacy.

b. The Type of Self-Efficacy

In self-efficacy, there are some genres that distinguish each of self-efficacy itself. According to Baron (2004) cited in Rahemi (2007, p. 100), 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, engaged in leisure time activities.

3) Academic self-efficacy

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

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In this research, the type of self-efficacy is academic self-efficacy. Of course, academic self-efficacy is related to how students achieve their success in English learning, especially in listening.

c. The Sources of Self-Efficacy

Many literatures state that sense of belief or self-efficacy might obtain from some processes. The sources of information influence people's belief about their capabilities. According to Bandura (1986) in Ayoobiyan & Soleimani (2015, p. 160), there are four major sources of self-efficacy are as follows:

1) Mastery Experience

Enactive mastery experience is considered the crucial source of self-efficacy as the personal experiences of success or failure. Bandura (1997, p. 80) clarifies it by saying that successes rebuild a robust belief in one's personal efficacy and failures undermine it, especially if failures occur before a sense of efficacy is firmly established. People's belief about their efficacy can be developed by four main sources of influence.. Performing a task successfully strengthens our sense of self-efficacy. The success of someone in the past will improve the expectation and also improve someone's self-efficacy. It means that what our achievement will raise our level of self-efficacy.

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2) Vicarious Experiences

According to Bandura (1997, p. 87), vicarious experience is the social comparability between the self and those enjoying the same capabilities. That is, if a person sees someone near to his/her capabilities succeed, s/he succeeds in similar tasks. Similarly, witnessing the failure of a similar person in spite of the effort, would lead to decrease in their self-efficacy. Self-efficacy can be affected by observing the experiences of others. In other words, we can be motivated by others' capabilities and will try to do what they do well. For example, the student sees his friend performing a presentation successfully, and then he will try to copy or imitate the strategies that his friend's used. It means that to what other individual achievement can motivate us to believe that we have the same ability in gaining achievement.

3) Verbal/Social Persuasion

People are led to believe they can execute a task or behavior successfully through the use of suggestion, advice, or self-instruction. Pertaining to the statement, Bandura (1997, p. 101) stated that individuals verbally encouraged by explaining that they have the ability to make the given task, would do their best to demonstrate themselves and this will promote their self-efficacy. Verbal persuasion tries to convince individuals, who may doubt their capabilities, that they possess the skills needed for success at a

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given task. In education, verbal persuasion delivered by teachers often takes the form of verbal feedback, evaluation, and encouragement. Persuasion must be realistic, sincere, and from a credible source; otherwise it can negatively affect students' self-efficacy beliefs. The positive persuasion will increase people's self-efficacy, on the contrary, the negative persuasion will decrease their self-efficacy. It means that to what others say can influence our beliefs and our abilities.

4) Emotional and Psychological State

According to Bandura cited in Ningsih (2014, p. 20), some factors which have the role important in self-efficacy are our own responses and emotional reactions. When someone in a good emotion and physically fits, it can increase her or his self-efficacy. Otherwise, negative thoughts and emotions in one's would double the stress and lead to inadequate performance and failure. It means that the psychological factors will become the sources of people's self-efficacy.

In short, the most influential of these factors is enactive mastery experience, which refers to individuals' experiences with success or failure in past situations. To sum up, it can be said that self-efficacy is the interplay of information taken inactively, vicariously, socially, and physically. After formed, self-efficacy improves the quality of human functioning.

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d. Four Major Processes of Self-Efficacy

In self-efficacy, there are some major psychological processes through which self-beliefs of efficacy affect human functioning. According to Bandura (1993, p. 118), self-efficacy regulates human functioning through four major processes. They include cognitive, motivational, affective and selection process.

1) Cognitive Processes

The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behavior, being purposive, is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them.

2) Motivational Processes

Motivation is the important factor in self-efficacy because it plays a key role in the self-regulation. 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.

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3) Affective Processes

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 they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies. They view many aspects of their environment as fraught with danger. 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. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling. By the choices they make, people cultivate different competencies, interests and social networks that determine life courses.

All of the processes stated above hold the important roles in self-efficacy. Besides, motivational processes are the most important of others, because it can affect the self-efficacy itself. Without motivation,

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self-efficacy is nothing. It means that motivation and self-efficacy become synergy each other.

2. The Nature of Listening Comprehension

Listening is considered to be the one of the most important parts of the oral communication, which is receiving language through the ears. Listening is listed first not only because it appears first in natural first language acquisition but also because it is mostly used. Listening is one of the four skills besides writing, speaking, and reading which should be mastered by the students when they learn English. In line with the idea, Underwood (1989, p. 1) stated that listening is the activity of paying attention and trying to get meaning from something we hear. It means that we hear something with purpose. People tend to assume that listening is the same as hearing. In fact, both of them are different. While hearing is a physical ability, listening itself is a skill. According to Saricoban (1999), listening is the ability to identify and understand what others are saying. Another definition of listening from Fauzana (2014, p. 5) stated that listening is an active process by which the listeners receive, construct meaning from, and respond to spoken and nonverbal messages, which the listeners gets from visual and auditory clues in order to define what is going on and what the speakers are trying to express.

In addition, students do extremely need the comprehension with the interlocutors in real situation or even with native speakers to avoid misunderstanding among them. As O'Malley et al. (1989) cited in Kassem

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(2015, p. 155) stated that listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement. Listening comprehension is not only an activity of listening to the speakers, but it also tries to get message from the speakers. In this case, it is expected students should really listen to what the speakers say and pay attention.

From these meanings, it can be concluded that listening is a conscious activity. It involves a deep understanding of meanings that are sent in the forms of sounds, words, and sentences and these have to be processed by the brain. Meanwhile, listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Besides, listening comprehension is more than just hearing what is said: rather, it is the students' ability to understand the meaning of the words they hear and to relate to them in some ways.

a. The Types of Listening Comprehension

According to Nation & Newton (2009, p. 40), there are two types of listening as follows:

- 1) One way listening: it is typically associated with the transfer of information (transactional listening).
- 2) Two way listening: it is typically maintaining social relationship

(interactional listening).

Besides, Fauzana (2014, p. 8) states that there are five types of listening as follows:

- 1) Discriminative listening. It is the basic type of listening, whereby the difference between difference sounds is identified.
- 2) Comprehensive or active listening. It is type of listening which focuses to understand the spoken discourse.
- 3) Therapeutic or emphatic listening. It is aimed to not only understand about what speaker said, but also to feel the speaker's emotion.
- 4) Critical listening. It is about analyzing, evaluating, judging and forming opinion about what is being said. The listener is required to think critically what they have heard from the speaker. They may show their agreement, denial, suggestion, or other opinion about what the speaker said.
- 5) Appreciative listening: It means listening for pleasure and getting the certain information. It is also to appreciate what the people are talking about when we spend time with them. We feel enthusiastic and comfortable to the many conversations we do.

In line with the idea, Brown (2004, p. 120), divided the types of listening performance into four, each of which comprises category within which to consider assessment tasks and procedures.

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- 1) Intensive. Listening for perception of the components (phonemes, words intonation, discourse marker, etc) of a larger stretch of language.
- 2) Responsive. Listening to a relatively short stretch of language (a greeting question, command, comprehension check, etc) in order to make an equally short response.
- 3) Selective. Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to stretch of spoken language (such as classroom directions from a teacher, TV or radio news item, or stories). Assessment tasks in selective listening could ask students, for example to listen for names, numbers, grammatical category, directions (in map exercise), or certain facts and events.
- 4) Extensive. Listening to develop a top down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

In this research, listening includes all four of types above as test taker that actively participate in discussions, debates, conversations, role plays, pair and group work. Successful listening can also be looked

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at in terms of the strategies the listener uses when listening. A focus on how to listen raises the issues of listening strategies. According to J. Richards & Schmidt (2010, p. 559), strategies are procedures used in learning, thinking, etc., which serve as a way of reaching a goal. Strategies can be thought as the ways in which a learner approaches and manage a task, and listeners can be taught the effective ways of approaching and manage their listening.

According to Buck (2001, p. 104), there are two kinds of listening strategies as follows:

1. Cognitive strategies. Mental activities are associated to comprehending and storing input in working memory for later retrieval (comprehension processes, storing and using memory processes, using and retrieval processes).
2. Metacognitive strategies. Those conscious and unconscious mental activities that perform an executive function in the management of cognitive strategies (assessing the situation, monitoring, self-evaluating, and self-testing).

It means that between cognitive and metacognitive strategies, both hold the important roles in listening. If cognitive strategies relate to how students can understand and comprehend when they listened, then metacognitive strategies can manage what the cognitive strategies did.

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b. The Process of Listening Comprehension

According to Underwood (1989, p. 30) in her book entitled “Teaching Listening”, there are three stages in listening, such pre-listening, while-listening, and post-listening.

1) *Pre-Listening Activities*

In this stage, all of the background information and preparation of listening should be delivered and explained to the students. It means that the teacher may select certain words, difficult grammatical structures and expressions to explain through the discussion about the topic, and may also ask the students to predict the content or what speakers are going to say, based on the information they have already got. Certainly, it can help the students to focus on the topic by narrowing down the things that the students expect to hear and activate relevant prior knowledge and have already known the language.

2) *While-Listening Activities*

To be certain, it is important to make the students feel they want to listen and carry out in listening, especially in while-listening. Therefore, it must be interesting for them. During the listening experience, the students verify and revise their predictions. They make interpretation and judgement based on what they heard. The teacher may ask the students to note down key words to work out the main points of the text, in other words

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by taking note. The important aspect of this type activity is the need for the students to seek out the specific items and to let the other part pass. It gives them practice in ‘pricking up’ their ears at point when they think the information they want is about to be given.

3) *Post-Listening Activities*

Post-listening activities are important because they extend students’ listening comprehension. And also it can check whether the students have understood and whether they have completed whatever while-listening task has been set successfully. Another purpose of post-listening work is to reflect on why some students have failed to understand or missed parts of the message. Next, the purpose is either to give students the opportunity to consider the attitude and manner of the speakers of the listening text. Well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking.

Shortly, in pre-listening, the teacher tells the students what they will listen about; in other words, the teacher does a preparation to students in order they can achieve a high level of success and thus become confident that they can listen effectively. Then in while-listening, where it is the main activities in listening section, it should be

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interesting, so that the students feel they want to listen and carry out the activities. Lastly, post-listening activities embrace all the works related to a particular listening section which are done after the listening is completed. In other words, some post-listening activities are extensions of the work done at the pre-listening and while-listening.

3. The Relationship between Self-Efficacy and Listening Comprehension

Self-efficacy which is people's evaluation of their capabilities of performing certain tasks affects students' persistence, effort, and academic performance in academic settings. Bernhard (1997) cited in Kazemi et al. (2013, p. 705) defines the concept of self-efficacy as learners' beliefs about their abilities to accomplish a task. In line with the idea, Brown (2007, p. 156) had argued that if a learner feels he or she is capable of carrying out a given task, in other words, a high sense of self-efficacy, an appropriate degree of effort may be devoted to achieving success. Conversely, a learner with low self-efficacy may quite easily attribute failure to external factors, a relatively unhealthy psychological attitude to bring to any task. According to Barnhardt (2011) in Jabbarifar (2011, p. 118), if people have high positive self-efficacy about learning a second language, then they believe that they have the power and abilities to reach this goal. On the other hand, people with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the start.

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According to Schunk (1991) cited in Nasrollahi & Barjasteh (2013, p. 1839), academic self-efficacy can be defined as person's self-assurance in their own capabilities to successfully perform academic activities at a designed level. Similarly Jing (2006) had stated that self-efficacy in language learning can be perceived as students' judgment about their capabilities and their improvement in specific situations they are learning the language. However, self-efficacy can affect the students' ability in learning. The students with greater self-efficacy in particular area will have better performance in that particular area.

In the academic setting, many studies have shown that there is a positive relation between self-efficacy and academic performance. According to Tseng (2013, p. 258), self-efficacy, the belief that one can complete a specific learning task effectively, is of vital importance for students studying English as a foreign language. Based on the study that was conducted by Doordinejad & Afshar (2014) in Iran, they found a statistically significant positive relationship between foreign language learners' self-efficacy and English achievement. Another study was done by Rahimi and Abedini (2009), cited in the similar source before, they found that listening comprehension self-efficacy is significantly related to listening proficiency.

Based on the explanation from the experts above, the researcher can conclude that self-efficacy has the great influence toward academic achievement, especially in listening comprehension. So, for the students

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who want to be successful in listening comprehension and get the best result should improve their self-efficacy.

B. Relevant Research

According to Syafi'i (2007, p. 103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. To prove the originality of this study, it is very important for the researcher to show some review of previous studies. There are some researchers who had conducted and they are relevant to this research paper, such as:

- 1) A research was conducted by Mohammadreza Kazemi, Morteza Khodabandehlou and Shahrokh Jahandar (2013) entitled: *The Impact of Self-Efficacy on Iranian Intermediate EFL Learner's Listening Comprehension* in Islamic Azad University, Guilan, Iran. The study participants were 80 EFL students both male and female from 2 branches of Mellat English Institute in Rasht. Participants of all classes were all above 16 years old. They collected the data through an author-designed questionnaire and a model test of paper-based Longman TOEFL. The result showed that self-efficacy had an effect on Iranian Intermediate EFL learners' listening comprehension ability.
- 2) Haleh Mojarrabi Tabrizi and Mahnaz Saeidi (2015) from Islamic Azad University, Khoy, Iran held a research entitled: *The Relationship among Iranian EFL Learners' Self-efficacy, Autonomy and Listening Comprehension Ability*. The participants of this study were ninety female

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learners of intermediate level between 16 and 24 years old. They used questionnaire and test to obtain the required data. The data were analyzed by using three Pearson's Product-moment correlation coefficients. They found that there was a positive correlation among Iranian EFL learners' listening self-efficacy beliefs, listening autonomy, and listening comprehension ability.

- 3) Tri Kurniawati Ningsih in 2014 conducted a research entitled: *The Correlation between Self-Efficacy and Students' Reading Comprehension at SMAN 1 Moro Karimun Regency*. There were 49 students from science class chosen by random sampling technique as the participants. In obtaining the required data, she used questionnaire and test. The researcher found there was significant correlation between self-efficacy and students' reading comprehension at SMAN 1 Moro Karimun Regency.

C. The Operational Concept

In order to avoid misunderstanding and to clarify the theories used in this research, the researcher needs to explain briefly about the variables in this research. There are variable X and variable Y. The variable X as independent variable is about the students' self-efficacy. The variable Y as dependent variable is students' listening comprehension.

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According to Bandura (1997, p. 39), the indicators of variable X (students' self-efficacy) are as follows:

- a. The students believe in about their ability.
- b. The students improve their ability.
- c. The students have good motivation and commitment.
- d. The students are selective to choose attitude in different problem and situation.
- e. The students take learning by their experiences.

The indicators of variable Y (students' listening comprehension of narrative audio) are as follows (School-Based Curriculum (KTSP) Syllabus of English and Brown, 2004:120):

- a. The students' ability to identify the topic of narrative text that they heard.
- b. The students' ability to identify the figure of narrative text that they heard.
- c. The students' ability to recognize vocabulary (such noun and verb) used of narrative text that they heard.
- d. The students' ability to identify the communicative purpose of the narrative text that they heard.

D. The Assumptions and The Hypotheses**1. The Assumptions**

In general, the assumptions of this research can be expressed as follows:

- a. Each English learner has different level of self-efficacy in learning English, especially in their belief towards listening comprehension.

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- b. Students' self-efficacy influences their confidence in listening comprehension.
- c. The stronger self-efficacy the students have the better ability they will be in listening comprehension.

2. The Hypotheses

Based on the assumptions above, the researcher proposes two hypotheses as follows:

- a. H_0 : There is no significant correlation between students' self-efficacy and their listening comprehension.
- b. H_a : There is a significant correlation between students' self-efficacy and their listening comprehension.