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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

To avoid misunderstanding in this research, it is needed theoretical framework to relate this research study to the points investigated.

##### 1. The Concept of Listening

###### a. The Nature of Listening

Listening is an active, purposeful process of making sense of what we hear (Nunan, 2003:24). Listening is the learned process of receiving, interpreting, recalling, evaluating and responding to verbal and nonverbal messages. Wolvin in Umera (2007:40) stated definition of listening as “the process of receiving, constructing meaning from and responding to spoken and/or nonverbal messages”. Nonverbal cues such as body movement, frowning and smiling will help someone to interpret speaker’s messages. When people watch and listen to someone speaks, they often understand more than when they only listen. Yagang in Umera (2007:40) defined listening as the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

Listening skill has a vital role in developing foreign language competence. Nunan (1998:1) believed that listening is the basic skill in language learning. Without the listening skill, learners will never

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learn to communicate effectively. In fact, over 50% of the time that students spend functioning in a foreign language should affect intermediate foreign languages students' listening skills and their implications in the development of their communicative competence.

In short, listening is one of skills that should be learnt in language learning. When a person tries to communicate, he or she listens and tries to understand what others say. He or she should understand speakers' accent, grammar, vocabulary even their body movement.

#### b. The Nature of Listening Ability

Listening can be defined as the learned process of receiving, interpreting, recalling, evaluating and responding to verbal and nonverbal messages. According to Widgor and Garner in Lohman (1997:8), ability is how well a person performs a defined task if he does his best. Ability is also sometimes defined in terms of performance on a particular task or class of tasks. In the American Heritage Dictionary in Carroll (1993:3), ability is the quality of being able to do something: physical, mental, financial, or legal power to perform. Carroll (1993:16) regards ability as an aptitude or an achievement. It refers to variations in individuals' potential for present performance on a defined class of tasks. The performance of any task is affected to some extent by prior learning and experience.

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Listening ability is consistencies in listening performance across a variety of settings and tasks. (Buck, 2002:102). Listening ability is made up of language competence and strategic competence. Language competence is the knowledge about the language that the listener brings to the listening situation. This will include both fully automated procedural knowledge and controlled or conscious declarative knowledge. Strategic competence includes the cognitive and metacognitive strategies, or executive processes, that fulfil the cognitive management function in listening. This is the ability to use language competence and includes all the compensatory strategies used by second-language listeners.

In conclusion, listening ability is people's quality of being able to understand, process and comprehend of what they hear. It requires a person to receive, process and understand incoming information. In this research, listening ability refers to students' capacity or capability to receive, comprehend and do the listening task.

### c. Students' Listening Ability

Listening plays a key role in learning. Gilbert in Gilakjani and Ahmadi (2011:979) noted that students from kindergarten through high school were expected to listen 65-90 percent of the time. Listening is central to the lives of students throughout all levels of

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educational development. Listening is the most frequently used language skill in the classroom. Numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic.

Listening is also an important skill in language learning. Learners should hear language before seeing it in written form. According to Fauzana (2014:5), listening provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular. Listeners can improve their listening skill just as they improve any other skill. Listening is important because the listeners can learn new information through listening.

Brown (2006:3) stated that language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them. The listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. According to Gebhard in Pourhossein (2011:784), in the process of listening, understanding can only occur when the listener can place what he hears in a context. If the listener knows something about the speakers and his intention, understanding is much easier. Familiarity with the

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text makes listening easier for the listener as he is able to relate to his own background knowledge.

In conclusion, listening ability is important for students. Students' listening ability require understanding and catching the meaning that the speaker said in particular words and in particular occasions. Students need to match what they hear with their own background knowledge. Also, students should be familiar with the topic in the listening task given in order to make them easier while listening process.

#### d. Factors Influence Students' Listening Ability

Language learners can achieve different level of success in listening. The person factors affect learners' listening success. According to Vandergrift and Goh (2012:58), cognitive factors and affective factors are the most important factors in listening. Cognitive and affective factors are divided into:

##### 1) Cognitive factors

- a) Linguistic knowledge : refers to the knowledge that a student has in a language such as vocabulary knowledge and syntactic knowledge (grammatical knowledge).
- b) Discourse knowledge: sometimes called script knowledge, refers to awareness of the type of information found in

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listening texts, how that information might be organized, and how listeners can use the information to facilitate comprehension.

- c) Pragmatic knowledge: involves the application of information regarding a speaker's intention that goes beyond the literal meaning of an utterance.
  - d) Metacognitive knowledge : refers to the learners' knowledge and control of their listening process.
  - e) Prior knowledge: refers to all knowledge and experiences that learners have. The role of prior knowledge in facilitating listening prompts the current methodological principle of providing listeners with a context. Contextualized listeners have the resources to activate prior knowledge and to develop a conceptual framework for inferencing (top-down processing).
- 2) Affective factors:
- a) Anxiety: refers to the learner's perceptions about their listening ability.
  - b) Self-efficacy: refers to the learners' beliefs about their ability to successfully participate in learning activities.
  - c) Motivation

Furthermore, Steinberg in Alejandra (2013:59-60) asserted that students' success in listening is primarily based on their

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communicative competence (which relates to the learners' knowledge of the vocabulary, phonology and rules of the language), *discourse competence* (which relates to the learners' ability to connect utterances into a meaningful whole), *sociolinguistic competence* (which relates to the learners' ability to use language appropriately) and *strategic competence* (which relates to a learners' ability to employ strategies to compensate for imperfect knowledge).

## 2. The Concept of Self – Efficacy

### a. The Nature of Self - Efficacy

The concept of self-efficacy firstly is theory of Social Cognitive by Bandura. Social Cognitive Theory is a view about the human functioning emphasizing that humans can regulate their behavior. According to Bandura in Cubukcu (2008:149), self-efficacy is conceptualized as people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance. Self-efficacy plays powerful role in determining the choices people make, the effort they will persevere in the face of challenge, and the degree of anxiety or confidence they will bring to the task at hand

According to Bernhardt in Rahimi and Abedini (2009:16), self-efficacy is learners' beliefs about their abilities to accomplish a task. Self-efficacy influences learners' beliefs in their capabilities to

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achieve a goal or an outcome. Self-efficacy also refers to perceived capabilities for learning or performing behaviours at designated level.

Pajares in Rahimi and Abedini (2009:16) stated that self-efficacy is the students' judgments of their academic competence. Self-efficacy is a self-judgment of one's ability to perform a task within a specific domain. High self-efficacy in one domain doesn't guarantee high efficacy in another. The high self-efficacy will positively affect performance and good performance will enhance one's self-efficacy in turn.

According to Bandura's theory in Munoz and Jojoa (2014:45), human behavior, environment, and personal factors interact and influence each other through the process of reciprocal determinism. For example, a person's self-efficacy (personal factor) can be an indicator of how a person self-regulates their performance (behavior), and their performance can affect their future self-efficacy beliefs in turn. Bandura states that the most important characteristic of self-efficacy is that it is task and situation specific. That is, self-efficacy beliefs may differ according to the task a person is responsible for and the situation in which they need to perform.

In conclusion, self-efficacy is how people's feeling about their ability and how to manage an action to get what they want to achieve. Self-efficacy helps to determine how much effort, perseverance and resilience being put on a task.

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## b. Students' Self-Efficacy

Research on affective factors and motivation shows internal factors like internal feeling of confidence can affect learning achievement. Some affective factors in language learning are like a filter which filtrates the amount of input in learners' brains. People with high affective filter will lower their intake whereas people with low affective filter allow more input into their language acquisition device. Krashen in Du (2009 : 162) stated that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'.

Self-efficacy is one of the affective factors that influences students in language learning. Self-efficacy can lead to more engagement and better achievement. The more self efficacy a student has, the more they are engaged. The more they are engaged, the more they learn and the better they perform.

Başaran and Cabaroğlu in Genc et al (2016 : 54) revealed that students with poor proficiency in English are mostly those who do not believe that they can learn a foreign language. Self-efficacious students believe that their own abilities will improve as they learn more, and recognize that errors are part of learning. They feel confident to use, to communicate in foreign language and can gain more. So that, students with good self-efficacy tend to do better in second language ability.

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### c. The Classification of Self-Efficacy

Self-efficacy is also concerned with the differences between individuals with high self-efficacy and ones with low self-efficacy.

#### 1) High self-efficacy

Bandura in Zimmerman (2000:86) stated that people with high self-efficacy undertake difficult and challenging tasks more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities.

People with a high self efficacy :

- a) Develop deeper interest in the activities in which they participate
- b) Form a stronger sense of commitment to their interests and activities
- c) Recover quickly from setbacks and disappointments

#### 2) Low self-efficacy

According to Bandura in Abdullah et al (2014:51), people with low self-efficacy believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. It is not an easy task for the ones with low self-efficacy since they do not trust their abilities and worry about the failure just at the beginning. Ones with low self-efficacy have weak commitment to their goal

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and they mostly focus on their personal deficiencies and the idea of failure.

People with low self-efficacy :

- a) Avoid challenging tasks
- b) Believe that difficult tasks and situations are beyond their capabilities
- c) Focus on negative outcomes
- d) Quickly lose confidence in personal abilities

In short, high self-efficacy improves personal accomplishments and sees the task not as a threat but as a challenge to be better. It is easy for ones with high self-efficacy to start the task as they believe in their abilities. On the contrary, ones 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.

#### d. Dimension of Self-Efficacy

There are three dimensions of self-efficacy. According to Bandura in Bandura in Zimmerman (2000:83) , the dimensions are :

##### 1) Level or magnitude

Level or magnitude of self-efficacy refers to its dependence on the difficulty of a particular task. Bandura in Maddux (1991:63) stated that magnitude of self-efficacy refers to the number of steps

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of increasing difficulty or threat a person believes himself capable of performing. 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) Strength

This dimension refers to one's certainty about performing a given task. According to Bandura in Maddux (1991:63), this dimension refers to resoluteness of a person's convictions that he or she can perform a behavior in question. People with low self-efficacy are easily negated by disconfirming experiences, whereas people who have a tenacious belief in their capabilities will persevere in their efforts despite innumerable difficulties and obstacles.

#### 3) Generality

Generality pertains to the transferability of self-efficacy beliefs across activities. Bandura in Maddux (1991:63) stated that the generality of self-efficacy refers to the extent to which success or failure experiences influence self-efficacy expectancies in similar situations or contexts. 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.

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#### e. Sources of Self-Efficacy

According to Bandura (2002:3-5), there are four main sources of influence about people's beliefs of their efficacy. There are :

##### 1. Mastery experiences

Enactive mastery experience which is about the personal experiences of success or failure is considered to be the most influential source. Bandura stated 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. That is, successful experiences promote self-efficacy whereas failure lowers it. After achieving a challenging task, especially under difficult circumstances, the self-efficacy is developed. On the other hand, if a person gets accustomed to easy and quick success, that person may overestimate his/her capabilities and as a result there occurs discouragement.

##### 2. Vicarious experiences

Vicarious experience is the social comparison between the self and those who have similar capabilities. In the circumstances in which there is "no absolute measure of adequacy", people should assess their capabilities by examining the attainments of others. It means that if a person sees someone similar to himself or herself achieving something would think that he or she can also succeed in similar tasks. Similarly, witnessing the failure of a similar person in spite of the effort they show would lead to

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decrease in their self-efficacy. The key element here is the similarity since one's self-efficacy beliefs are influenced by the similar model, yet if the models are different from themselves, then beliefs of self efficacy are not much influence.

### 3. Verbal persuasion

Ones who are verbally encouraged by explaining that they have the ability to accomplish the given task would show greater effort, and this will promote their self-efficacy. Otherwise, the people who are unrealistically persuaded to be capable of overcoming the demands of the task may fail, which weakens their self-efficacy. As a result, they avoid trying again. Besides positive and encouraging feedback, discouraging ones have stronger influence on one's self-efficacy as it is easier to weaken the self-efficacy with negative appraisal.

### 4. Psychological and affective state of the person.

High anxiety, nervousness and tiredness can influence self-efficacy. These strong emotional states can provide hints about the success or the failure in the task. People have different point of view about the sources of their emotional arousal and how it will influence their performance. The ones who tend to think that their emotional arousal stems from personal inadequacies will lower their self-efficacy while the ones who think that it is a normal reaction that everyone experiences will not. Kavanagh and Bower

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in Bandura (2002:4) stated that mood also affects people's judgments of their personal efficacy. Positive mood enhances perceived self-efficacy; despondent mood diminishes it.

### 3. The Relationship between Students' Self-Efficacy and Their Listening Ability

Listening is a complex, active process of interpretation, far more than just extracting meaning from incoming speech. Listening is process of receiving, interpreting, recalling, evaluating and responding to verbal and nonverbal messages. Listening ability refers to students' capacity or capability to receive, comprehend and do the listening task.

There are some factors that influence listening. It can be cognitive and affective factors. According to Vandergrift and Goh (2012:71), one of affective factors is self-efficacy. Self-efficacy is people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura in Cubukcu, 2008:149). As Graham said in Rahimi and Abedi (2014:1455), effective listening depends on learners' self-efficacy for listening, on their confidence in their ability to make sense of the input to which they are exposed.

In conclusion, self-efficacy affects listening ability. Students with a strong sense of self-efficacy willingly undertake challenging tasks in listening process, expand greater effort, and show increased persistence in the presence of obstacles. However, students with a low self-efficacy feel



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that difficult tasks in listening are beyond their capabilities, so they avoid the challenging tasks.

### B. Relevant Research

1. A research was conducted by Rahil Mahyuddin, Habibah Elias, Mohammad Fauzi entitled “The Relationship between Students’ Self-Efficacy and their English Language Achievement.” 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 49 percent showed low self-efficacy. Correlation 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. The difference between this research and the present research is in the variable  $y$ . This research investigated students’ English achievement, however, the present focused on listening ability.
2. A research was conducted by Imron Wahyudi in 2012 entitled “The Correlation between Self-Efficacy and Writing Ability at the Second Year of Islamic SMA Darel Hikmah Pekanbaru.” The researcher found there was a significant correlation between Self-Efficacy and writing ability of the second year of Islamic SMA Darel Hikmah Pekanbaru,

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where the coefficient of “r” product moment with df 32 in the level of significance of 5% was 0.349 and the level of significance 1% was 0.449. At this level of significance, the coefficient of 0.491 was higher than the “r” table either at 5% or 1% levels ( $0.349 < 0.491 > 0.449$ ). The correlation between Wahyudi’s research and the present research is the variable X of the research, but Wahyudi made writing ability as variable Y.

### C. Operational Concept

The theoretical concepts stated above are still general and in abstract form. Therefore, they are required to be operationally described by a particular word that is easy to measure empirically. Therefore, in analyzing between self-efficacy and listening ability the researcher divided several indicators as a guidance to conduct this research into two parts, namely: the indicators of self-efficacy and the indicators of the ability in listening.

According to Bandura in Zimmerman (2000:63), the indicators of self-efficacy are as follows:

1. Magnitude

Students believe they can finish a difficult task in listening

2. Strength

Students can face difficulties and obstacles during listening task

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## 3. Generality

Students improve their listening ability in any listening activities

Furthermore, the indicators of listening ability are based on the syllabus at the school:

1. Students identify the meaning of expressions of congratulating someone.
2. Students respond to the expressions of anger
3. Students identify the certain information of the narrative text listened.
4. Students identify the event in the narrative text listened.

**D. The Assumptions and the Hypothesis of the Research**

## 1. The Assumptions

In this research, the researcher assumes some assumptions. They are as follows:

- a. The higher students' self-efficacy, the higher their listening ability will be.
- b. The lower students' self-efficacy, the lower their listening ability will be

## 2. The Hypothesis

a. Null hypothesis ( $H_0$ )

There is no significant correlation between self-efficacy and listening ability of the eleventh grade students at Senior High School 5 Pekanbaru.

b. Alternative hypothesis ( $H_a$ )

There is a significant correlation between self-efficacy and listening ability of the eleventh grade students at Senior High School 5 Pekanbaru.

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