CHAPTER II

LITERATURE REVIEW

A. Self-Efficacy

1) Definition of Self-Efficacy

In figuring out the definition, self-efficacy deals with the term of sense of belief. Basically, Bandura (1997) defined self-efficacy as the people's beliefs in their capabilities to produce desired effects by their own actions. He also defined that self-efficacy as a person's confidence in its capacity to organize and implement actions to achieve the goals set, and try to assess the level and strength in all activities and contexts. He further explained that self-efficacy is "what people think, believe and feel affects how they behave" (1986: 5 in Dodds, 2011: 19 in Mastur, 2016 :6). Furthermore, Baron & Byrne (2000) suggested that self-efficacy is an individual's judgment of his or her own ability or competence to perform a task, achieve a goal and produce something. Besides that, Feist & Feist (2002) also stated that self-efficacy is the belief of individuals that they have the ability to hold control over their own work in a particular situation (in Astrid, 2009: 1 cited in Mastur, 2016: 7).

On the other hand, it can be concluded that self-efficacy takes some crucial role in attaining or increasing people's own belief in their innate ability. However, self-efficacy is a strong suggestion to believing

self as a greatest control of people's own life. Everybody has their own self-efficacy. It is what people need in helping them to do an effort to reduce weaknesses or any kind of difficult thing they face in order to achieve the expected goals set.

2) **Classification of Self-Efficacy**

In general, categorizing people based on the level of their self-efficacy can be divided into two. According to Mastur (2016), this term proposed high self-efficacy and low self-efficacy. People with high self-efficacy, he added, will tend to be more involved in the situation and have strong belief of their competence to deal with challenging themselves to achieve goals. Meanwhile, those who have low self-efficacy prefer to avoid and stay away from the task and mostly associated with anxiety and less confidence to be able to perform well. Individuals who have a high sense of efficacy visualize success scenarios that provide positive guides and supports for performance. Those who doubt their efficacy visualize failure scenarios and dwell on the many things that can go wrong. It is difficult to achieve much while fighting self-doubt (Bandura, 1995; 6).

It proposed that having a high sense of belief means mastering the ability to correct, encourage, and convince of self that will make it easier for individuals to achieve extraordinary feats they have planned in a life. People with this type of individual view some difficulties, failure, and fear as no great matter. They are happy in dealing with them as experiences.

They placed themselves in the principle that it is okay to make mistake, it simply needs to be corrected. They just have to increase the efforts in order to do better or even the best at the next. Indeed, when people are faced with the task of managing difficult environmental demands under taxing circumstances, those who harbor a low sense of efficacy become more and more erratic in their analytic thinking and lower their aspirations, and the quality of their performance deteriorates (Wood & Bandura, 1989 quoted from Bandura, 1995; 6). This type of individuals has a lot of kind of negative thoughts about themselves when they are confronted with difficulty. They are too slow in correcting their own mistake and regaining their self-efficacy when facing a failure (Bandura, 1997, in Astrid, p.31 cited in Mastur, 2016; 8). Rather than having struggle to solve the problems, they usually prefer to deal a much with the over thinking of shortcomings they have, allying easily with despair, and not interested to force themselves in increasing effort to do better work.

3) **Sources of Self-Efficacy**

Related to Bandura's theory (1995; 3), individuals can build and learn to create and strengthening self-efficacy through four sources, namely;

a. Mastery Experiences

The first and foremost source of self-efficacy is through mastery experiences. Bandura (1995; 3) considered that developing a

sense of efficacy through mastery experiences is not a matter of adopting ready-made habits. Rather, it involves the small steps and incremental goals of achievement in supporting this development. People need to persevere in the face of ever-changing life circumstance and keep going on a rut in managing to get used to statecraft. He also added if people experience only easy successes they come to expect quick results and are easily discouraged by failure. The so-called success is one that has first met with failure. Then, people will learn how to repair in the aims of attaining the goals they have set.

b. Vicarious Experiences

The second factor involved in enhancing individuals' sense of belief is vicarious experiences provided by social models or people around them whom have similar capability they are also able to reach of. Mastur (2016; 9) stated that seeing people comparable to them capable of performing the same tasks will make them think that they, too, have the ability to finish the tasks. Similarly, observation of other's failings affects lower individuals' assessment of their abilities or they will diminish efforts in reaching the goals. It deals with the statement of Brown & Inouye (1978) that observing others fail despite high effort lowers observers' judgments of their own efficacy and undermines their level of motivation (in Bandura, 1995; 3).

Therefore, vicarious experiences involves either additional or a reduction behavior. Those, it creates the generalization of these responses to perform or behave roughly the same as what they have observed.

c. Social Persuasion

Social persuasion or verbal judgment also takes a role in strengthening personal's efficacy belief. People are directed based on suggestions, counsel, and guidance with the aim is to increase their confidence of capabilities they have. However, by concerning this case, people do not experience or observe directly about the circumstances so that this factor is not too great. It relates to Bandura's point of view; *"it is more difficult to instill high beliefs of personal efficacy by social persuasion alone than to undermine them"* (Bandura, 1995: 4). Those, it still helps them attaining the desired goals. Individuals who are verbally convinced tend to try harder to achieve success.

d. Physiological and Emotional States

Standing in a terrible emotion may diminish performance quality. Bandura (1995) proposed that mood also affects people's judgments of their personal efficacy. When dealing with the tough anxiety, horrible worry, or high level of stress, people will probably have a low expectation of their capabilities. Positive mood enhances

perceived self-efficacy; despondent mood diminishes it (Kavanagh & Bower, 1985 in Bandura, 1995: 4).

B. **Student Engagement**

   1) **Definition of Student Engagement**

   Some experts have definitely done in arguing their perspectives to discuss the definition of student engagement. Krause and Coates (2008: 493) defined student engagement as *"the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes"*. Similarly, Hu and Kuh (2001: 3) proposed engagement as *"the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes"*. Student engagement involved not only students themselves but also the institution in which they studied. It relates to Kuh (2009a: 683) who describes student engagement as *"the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities*.

   By considering these forgoing points, student engagement could be concluded as an important predictor factor in learning success. It requires attention, effort, cognition, and commitment of students which being connected to the desired outcomes and student development in the process of learning.

2) Dimensions of Student Engagement

Student engagement acquires willingness and effort to enhance the quality of being engaged as an active participant. It deals with the perspective of Harper and Quaye (2009a: 5) that engagement is more than involvement and participation – it requires feeling and sense – making as well as activity. Those, drawing on Trowler (2010: 5), Fredricks et al, (2004, 62-63), usefully identify three dimensions to student engagement which encompasses behavioral, affective, and cognitive dimensions. Behavioral dimension of engagement refers to student conduct that is beneficial to psychosocial adjustment and achievement at school includes student attendance, compliance with rules, and rating of social skill (Nelson, 2000 cited on Archambault et al., (2009:634). In this case, students show their behavioral engagement with the actions intended to train or developing abilities, whether an understanding or skillful one. They are with a good behavioral engagement will adhere to the norm, attend on the time, never miss a class and not interfere with the learning process.

The second dimension is affective engagement or usually called as emotional engagement. According to Nelson (2000, in Archambault et al., 2009:634) is affective engagement that refers to feelings (i.e., hesitation and anxiety), interests, perceptions, and attitudes toward school. Students

with a good emotional engagement will be interested in personal knowledge, enjoying the learning process, and have sense of belonging.

Meanwhile, the last dimension of engagement is cognition. Nelson (2000 cited in Archambault et al., (2009:634) proposed cognitive engagement addresses students' psychosocial investment in learning and the use of self-regulation strategies by students. He added that it covers perceptions of competency, willingness to engage in learning activities and to engage in effortful learning, and establishing task-oriented goals such as performance, mastery, and performance-avoidance goals. Thus, students with a good term of this dimension will be smooth in the subject examination, confident to face the test, will evaluate understanding by the grades they have got from the tasks, and will enjoy challenging themselves.

3) **Factors Affecting Student Engagement**

Some researchers identify several factors affecting student engagement. Gibbs and Poskitt (2010: 15-20) mentioned 8 things that influence student engagement in their book. Those are the relationship with teacher and pairs, motivation and interest, goal orientation, academic self-regulation, self-efficacy, relational in learning, cognitive autonomy, and disposition to be learner.

a. Relationship with teacher and pairs

Teachers play a huge role intended to lead students turning their goals up. Especially for English, students often face some difficulties in order to be involved in a class. In this case, either teacher or student is required to engage in all sorts of learning activities as good as possible. Martin & Dowson, (2009, in Gibbs & Poskitt, 2010: 15) acknowledged in terms of learning and achievement, "a strong sense of relatedness better positions students to take on challenge, set positive goals, and establish high expectations that extend and motivate them".

In addition, Gibbs & Poskitt (2010: 15) argued through relationship, students learn how to believe in self, how to drag themselves in the orientation of learning, and values they need to operate in academic environment. The learning environment including relationships and connectedness to peers, teachers and schools is strongly linked to educational motivation, engagement and attendance that in turn lead to higher academic achievement (Joselowsky, 2007 cited in Gibbs & Poskitt, 2010: 16). Therefore, *relationship with teachers and pairs* is absolutely matter linked to student engagement.

b. Motivation and interest in learning

Students' motivation can be illustrated as fuel to operate a machine. Sufficient learning motivation will encourage students to be active and having good performance in a class. Gibbs & Poskitt (2010:

17) defined motivation is a construct that describes what compels learners to invest time and effort. He also highlighted the key to explore motivation is to understand what sits behind the engagement of students and therefore what teachers can do to enhance this engagement. Bong's (2004: 296) research indicates that "the way that students feel about themselves and learning tasks differs markedly across situations, so that students who are highly motivated in one domain may or may not be enthusiastic in other domains". Thus, students with a high level of motivation will be engaged more often as what they have set themselves in dealing a much with the efforts.

However, Tsai et al., (2008) specifically explored how individual students' interest varied from lesson to lesson within a particular subject. They concluded that "interest experience as a momentary psychological state is influence by both situational factors and individual characteristics". As a result, *motivation and interest in learning* simultaneously have a great impact on how much the students are engaged in learning activities.

c. Goal orientation

Goal orientation is a self-governing behavior determining student efforts in getting on with learning activities. Appropriately, Harlen (2006 in Hattie, 2009) noted that goals influence the effort students put into learning tasks and direct the focus of future action.

Students, who focus on learning goals that are related to increasing their competency, tend to be intrinsically motivated, seek challenge and are more resilient in the face of setbacks (Gibbs & Poskitt, 2010: 20). Therefore, students who are aware of their needs, abilities, and understanding well of what they expect to be will take a chance in order being more involved in a class.

d. Academic self-regulation

Have a good academic self-regulation can lead students to the term of independence. This kind of learners is compelling to keep the goal in mind. Cleary & Zimmerman (2004, in Gibbs & Poskitt, 2010: 20) identified academic self-regulation relates to the degree to which students are motivated to learn, think about their own learning (use meta-cognitive processes), and proactively make use of self–regulatory processes (strategies and tools) to improve their learning.

Thus, they added that there is substantial evidence that students who have been taught how to use self-regulation processes and are provided with opportunities to use them, demonstrate high levels of engagement and achievement. Self-regulated learners will ask for help to work towards independence as they learn from their experiences. As a result, they analyze their performance and the strategies used in order to make adjustments in the future.

e. Self-efficacy

Setting goals and pursuing them is important to get to where people want to go. Hence, some experts have been done defining self-efficacy as the belief in people's own ability to succeed in achieving the goals. Gibbs & Poskitt's research (2010: 19) indicated a literature which suggests that students who are cognitively engaged possess a sense of confidence about themselves as capable learners. Those who have high academic self-efficacy participate more actively in learning, are more diligent, persist more, and complete tasks more successfully than those who have lower self-efficacy (Bandura, 1996 in Gibbs & Poskitt, 2010: 19). This kind of individuals is helped to set higher goals of learning, make them enjoy to all around, and have good feeling about a goal that will attain their intensity of being engaged in a class.

f. Relational in learning

As what has been discussed in *relationship with teacher and pairs* term, either teacher or student is required to engage in all sorts of learning activities as good as possible with the aim is to measuring student engagement. In this case, when students have opportunities to interact and exchange ideas with each other during lessons they are afforded opportunities to "justify, evaluate, and refine their ideas; to evaluate other possibilities; and to give and receive help" (Patrick et

al., 2007: 85). In addition, they stated that through encouraging this interaction, teachers are supporting students to develop cognitive tools and reflective behavior that equips them well to learn and achieve.

g. Personal agency

Personal agency allows teacher controlling and enhancing classroom management, understanding what is needed by students in the aim to promote their engagement during teaching and learning process as well as possible. Contributing to it, are a number of teaching approaches, (referred to as autonomy-supportive instructional behaviors) suggested by Tsai et al (2008) that build students' sense of capability and autonomy. These include: listening to students, asking them questions, acknowledging their wishes, responding to their questions, providing time for reflection, acknowledging students' perspectives and allowing them to sometimes work on their own (Gibbs & Poskitt, 2010: 18). The growing body of literature about students' agency stresses the need for teachers to consider the voice of youth and to take them seriously "as active participants and valued partners with adults in both their own education and decisions that affect the academic and social climate and culture of their learning environment" (Joselowsky, 2007). Therefore, learner agency is linked to set students shoes they actually do it, see what does it feel like to,

understanding their own strengths, knowing their own challenges, and then learn how to advocate for themselves as a learner.

h. Dispositions to be learner

Students who have a big disposition will be able to take feedback and to reflect on a lot of their experiences in order to continue to grow as a professional. It deals with the definition proposed by Gibbs & Poskitt (2010: 16) that dispositions are attitudes *acquired* through experience that incline individuals to behave in certain ways. For instance those who are cognitively engaged are likely to demonstrate "greater curiosity, interest, independence and desire for challenge" and "tend to be optimistic, adopt a proactive and positive orientation to their studies and are not debilitated by setback but rather respond to it with optimism and energy" (Martin, 2007: 417). They added that dispositions are created in much the same way that skills are learned, they are able to be influenced or fostered by the learning opportunities teachers and others (peers and family) provide for students combined with the success students experience.

C. **Intrapersonal Intelligence**

Intrapersonal intelligence students are usually not interested to be a center or be the limelight one. As what Gardner and Walters (1995 cited in Lawrence (2015) notes that how intrapersonal thinkers are most private, people with this type of intelligence feel that they know themselves, so they

think independently and prefer to work for themselves or have thought a lot about it. Accordingly, Fagella and Horowitz (1990) states how intrapersonal thinkers work alone and prefer individualized projects and having their own space. By those statements above, it is thoroughly appropriate being said that those intrapersonal people are mostly introverts.

Nonetheless, intrapersonal thinkers have a high self-awareness. They are good in correcting and knowing themselves. According to Piechowski (1997: 370) who defines that introspective individuals who are keenly and accurately aware of their own emotional life are characterized by intrapersonal intelligence or self-knowledge. They know what they are capable of and what they are not. Gardner (1986:252) cited in Piechowski (1997:370) included in his formulation of intrapersonal intelligence a *"continued development, where an individual has an option of becoming increasingly autonomous, integrated, or self-actualized … the end goal of these developing processes is a self that is highly developed and fully differentiated from others"*. Depart from this point of view, intrapersonal thinkers have their own way to reduce their doubts and fears to force themselves to be engaged as an active participant during learning English class.

D. Previous Study

Anggraini, Desilya et al., (2014) has conducted research entitled "The correlation between students' academic self-efficacy and their engagement in

speaking English class". Sixty one students of SMA Sugar Group Lampung Tengah were selected as sample of this research by using purposive sample. To collect the data, the researcher used two kinds of questionnaire; students' academic self-efficacy questionnaire by Pintrinch and De Groot (1990) and Engaged Learning Index by Schreiner and Louis (2006). The result showed that the coefficient correlation of two variables was 0.384 and it was significant where r-value is (0.384) > r-table (0.254). It was also found that students' academic self-efficacy contributed 14.8% to their engagement in speaking English class. So, it can be concluded that self-efficacy is a factor in determining quality of student's engagement in learning process.