

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher presents the review of the related literature concerning Self-Efficacy, Language Awareness, Speaking Ability, and the Previous Study.

#### **A. Self Efficacy**

##### **1. Definition of Self Efficacy**

The construct of self-efficacy was introduced by Bandura (1977) with the publication of the article Self-efficacy: Toward a unifying theory of behavioral change, and the book Social Learning Theory. Social learning theory views human action or behavior as being determined by interplay of the situation, the person's behavior, his cognitions and emotions. One of Bandura's interests is concerned with ways in which individuals regulate their own motivation, thought patterns, affective states and behavior through beliefs of personal and collective efficacy. He stresses the effect of one's perceived abilities on one's behavior.

Self-efficacy consists of two words; self and efficacy. Self is the identity of a person while efficacy is defined as the power to produce an effect (Zulkosky, 2009 in Nurjannah, 2015, p.7). He also mentioned that the synonym of efficacy includes effectiveness, efficaciousness, and productiveness. Bandura (1997) defines self-efficacy as referring to self-perceptions or beliefs of capability to learn or perform tasks at designated levels. 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.

The other authors have attempted to define self-efficacy, but they all paraphrase to refer to Bandura's definition. McCombs (2001) cites Bandura (1991), explaining self-efficacy judgments in reference to the learner's judgment of his or her competency for successful task completion. Schunk (2001) acknowledged that self-efficacy is a construct in Bandura's theory of human functioning and defined it as —beliefs about one's capabilities to learn or perform behaviors at designated levels.

Based on the explanations above, it can be concluded that self-efficacy is an individuals' belief and confidence in his or her own capabilities to perform or complete tasks and difficulties they face in order to overcome obstacles and achieve the expected goals. It is not expected to measure one's actual capabilities but, rather, the confidence that an individual holds in regards to particular abilities in spite of the fact that, as we will find in the following sections, self-efficacy beliefs can directly influence individual's efforts and activities and therefore, serve as an excellent predictor of one's future performance and ability (Bandura, 1997; Pajares, 1997, in Dodds, p.19).

## **2. Classification of Self Efficacy**

In general, self-efficacy can be divided into two categories; high self-efficacy and low self-efficacy. In performing a particular task, people with high self-efficacy tend to be more involved in the situation, while those who have low self-efficacy prefer to avoid and stay away from the task.

Individuals who have high self-efficacy tend to be more motivated to do a particular task, even a difficult one. They do not view the task as a threat they should avoid. They are not afraid to fail in performing the task. Instead, they increase their efforts to prevent a failure that might occur. Those who fail in their work, they usually regain their self-efficacy as quickly after experiencing failures (Bandura, 1997, in Astrid, 2009, p.30-31).

On the contrary, people who have low self-efficacy will try to avoid difficult tasks. Such individuals have low commitment in achieving the goals they set. When they face difficult tasks, they are busy thinking about the shortcomings they have, the distractions they face, and all the results that can be detrimental to them. They do not increase their efforts and give up very easily. They are too slow in correcting their own mistakes and regaining their self-efficacy when facing a failure. (Bandura, 1997, in Astrid, p.31).

### **3. Self Efficacy Dimensions**

Self-efficacy expectancies vary along three dimensions: magnitude, or level, generality, and strength (Bandura, 1997). Magnitude or level of self-efficacy is defined as the number of steps of increasing difficulty that an individual feels he/she is capable of doing some tasks. Bandura (1997) explains that the perceived personal efficacy may consist of accomplishing simple tasks, develop to moderately difficult tasks, or include totally hard tasks. The perceived capability for a given person is measured against levels or magnitudes of task demands that represent different degrees of challenge or obstacles to successful performance.

Generality of self-efficacy deals with the degree to which success or failure in handling tasks affect the level of self-efficacy in like situations or contexts. People's belief about their self-efficacy in different domains, and within the network of efficacy beliefs, some are of greater importance than others. The most fundamental self-beliefs are those around which people structure their lives (Bandura, 1997:43).

Strength of self-efficacy refers to the resoluteness of a people's convictions that they can perform the behavior in question (Maddux, 1995). Strength of efficacy beliefs is related to endurance or persistence in the face of hardships, challenges, frustrations, pain, and other barriers to performance. In this case Bandura, (1997) believed that strength of perceived efficacy is measured by the amount of individual's assuring about doing a given task.

#### **4. Factors Affecting Self-Efficacy**

Many studies have been conducted to find the relationship between self-efficacy and academic performance in mathematics (Hackett and Betz, 1989), reading and writing tasks (Shell, Colvin and Bruning, 1995) and the use of self-regulatory strategies (Bandura, 1989). Other examined self-efficacy in academic settings include evaluations of students,, expected performance in a given subject (Meece, Wigfield, and Eccles, 1990) and whether students believe that they are good at a given academic subject (Marsh 1990).

If one accepts that students,, self-efficacy is related to their academic performance, then the question remains: What educational practices enhance students,, self-efficacy? Alderman (1999) considered some factors that formed

students' self-efficacy towards learning. These factors are modeling, goal setting, information processing, encouragement and feedback and rewards, are known to affect self-efficacy and potentially increase it.

Modeling is the way in which a novice can learn how to master new skills. Modeling is effective and plays a vital role in increasing self-efficacy, according to Schunk (1989, 1991) because it can provide explicit information about how to acquire a skill and can raise the student's expectation that he can master the skill. Learners may acquire self-efficacy from observing peers. Similar peers offer a good basis for comparison and observing them successfully perform a task raises efficacy. On the other hand, watching a peer fail will lower it (Bandura, 1996). Observing peer models increases efficacy to a greater extent than teacher models or persuasion (Schunk, 1995).

According to Bandura (1997) self-modeling, which occurs when individuals watch replays of themselves performing tasks at their best, raises beliefs of personal efficacy and potentially improves performance. On the other hand, self-modeling of deficiencies has no gain for the individuals involved.

## **5. Sources of Self-Efficacy**

According to Bandura (1997), there are four big factors that influence someone's self-efficacy.

### **a) Mastery Experiences**

Individuals develop the beliefs of their capability through the results from their previous performances which may be interpreted in either direction. The students who are successful in their tasks in the past will be more confident in

doing their activity in the future. On the contrary, negative interpretation about previous tasks can undermine their personal efficacy. Mastery experiences, thus, serve as an excellent predictor of someone's future success.

b) Vicarious Experiences

Bandura (1997) individual's self-efficacy can also be influenced by vicarious experiences provided by social models or friends whom they assume have the similarity of competence and intelligence. 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. Information gained from comparing with their friends thus gives reference to individuals' own capabilities. Therefore, peer modeling is another big factor that affects students' personal efficacy.

c) Social Persuasion

People also develop efficacy beliefs through social persuasion or verbal judgment from others about their capabilities in doing something. Social persuasion may offer additional ways of increasing someone's belief that they can succeed. Bandura (1997) said that although social persuasion itself alone may not create huge increases in efficacy perception, "it is easier to sustain a sense of efficacy, especially when struggling with difficulties, if significant others express faith in one's capabilities than if they convey doubts".

d) Physiological and Emotional States

Physiological and emotional states influence self-efficacy in any opportunities as well. For example when we learn to associate poor performance

or perceived failure and success with pleasant feeling states, positive or negative mood, and other factors like fatigue, anxiety, etc.

## **B. Language Awareness**

### **1. Definition of Language Awareness**

Awareness of one's own knowledge and learning, or metacognition, is believed to make an important contribution to education by enabling learners to think about and improve their own learning (Bruner, 1996). Language awareness, or 'explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use' (ALA, 2009), is said to contribute to language learning (Hawkins, 1999) and second language acquisition by means of cognitive, metacognitive, and metalinguistic awareness and strategies (Ellis, 2005; Purpura, 1999).

Bourke (2008) defines language awareness as linguistic problem-solving. Moreover, he states that, "Language awareness is different in that it involves learners, individually or in groups, in exploratory tasks, very often on bits of language that need repair". Language awareness makes use of cognitive strategies such as noticing, hypothesis testing, problem solving, and restructuring to favor the students language learning. Rahmi and Erlinda (2014) point out the awareness of students in learning foreign language is important to be developed because students' knowledge of language leads to a greater and more confident use of acquired language. When learners have high awareness toward language they learn, it is expected that the learners will be confident and curious about the target language during the process of learning the target language.

According to Carter (2003), language awareness refers to the development in learners of an enhanced consciousness of and sensitivity to the forms and function of language. Furthermore, Bourke (2008) mentions the aim of language awareness is to develop an awareness of and sensitivity to form, and not just to learn a long list of grammatical items. In fact, sometimes the process of English learning in foreign setting does not stimulate and support the students to develop and enhance their awareness of language features. In this matter, to develop and maintain students' language awareness, the students have to explore structured input and develop an awareness of particular linguistic features by performing certain operations.

According to Chomsky (1960), humans are blessed with a Language Acquisition Device (LAD) that allows them to be able to learn whatever language is presented. It proposed the changes of thinking in the field of linguistics which has an impact on teaching foreign languages. The basic reason for the communicative approach is that, language is created in our minds (humans). Also, Rutherford (1987) proposed the concept rather similarly referred to as consciousness-raising. And some others experts argued that language awareness is the ability to analyze internalization of the language that we are good at mother tongue (L1) or foreign language (L2, L3). In short, language awareness is the ability to express hidden knowledge that may not be us realize.

- 1) In the concept of language awareness teaching is not emphasized in various forms drilling practice but precisely in the contextualization of grammar. Learning is more emphasized on input processing and



understanding, not repetition as in drilling. Basically, Bourke (2005) mentions these differences between language awareness and traditional grammar:

- 2) Language awareness cares about using the language for communications, while traditional grammar emphasizes learning about the language.
- 3) According to O' Sullivan, Jill K, 2007), Language awareness promotes the use of cognitive strategies such as noticing, hypothesis testing, problem solving, and restructuring, while traditional grammar emphasizes memorizing grammar rules.
- 4) Language awareness focuses on meaning first and then form and functions, while traditional grammar focuses on form only.
- 5) According to Elbaum, Sandra N (2005), Language awareness develops conscious learning of a specific grammar feature within a context that the student has to analyze, contrast, identify, etc., while traditional grammar presents a list of grammar structures that the student has to memorize.
- 6) Language awareness is input processing by using cognitive strategies that allow the student to notice how the language works and contrasting his/her interlanguage with the target language to make the necessary adjustments to his grammar learning; traditional grammar, on the other hand, is mechanical.

- 7) Language awareness includes more than just grammar; it includes vocabulary, morphology, phonology, and discourse.

In academic setting, language awareness is important for learners who learn English as a foreign language subject in their school. It is because language awareness can be assumed as a crucial factor in the process of language learning that the learners are required to be able to explore and discover more about how language features work by paying much attention to language in use which is regarded as possible to gain learners' insight into how language is used. However, the existence of students' language awareness in the process of English learning in foreign settings is sometimes neglected.

Furthermore, learning English is best learned and taught through oral interaction in the classroom because it can create and force the opportunities for the language learners to use target language and develop their linguistic competence.

## **2. Language Awareness Techniques Used in the Classroom**

Language awareness techniques are based on the communicative and constructivist approaches to language learning which consider the student as the center of the learning process, so that he/she takes an active role in their learning. For these approaches, the teaching/learning process is dynamic, participative, and interactive. The teacher guides students once he/she has activated their previous knowledge, to construct new and significant knowledge to be incorporated into their long term memory.

Learning often involves five steps: doing something; recalling what happened; reflecting on that; drawing conclusions from the reflection; and using those conclusions to inform and prepare for future practical experience, Scrivener, James (2005). This implies giving our students opportunities to use the language and helping them in all the process by demonstrating or modeling, guiding, questioning, giving feedback, giving instructions, making them think and reflect about the language and how it works, and last but not least, supporting them at all times.

Some technique can be used in classes to promote language awareness by Bourke (2008):

- 1) Language analysis. The students were provided with meaningful context to focus on a linguistic feature. Through a series of activities, they had to identify, compare, propose a rule and confirm or deny it.
- 2) Spot the error. The students were provided with a context in which there were several mistakes. They had to identify and correct them.
- 3) Unscramble the sentences. The students had to put the words in the correct order to form accurate sentences or questions.
- 4) Paraphrase. The students were given sentences and were asked to say it in a different way
- 5) Match the question with the answer. The students were given several information and yes/no questions with their answers in different order. They had to recognize the kind of question, then look for its corresponding answer and match them.

Schunk, Dale H. (1997) also proposes reception learning, in which students may relate new knowledge with previous knowledge, as being more effective for classroom purposes. The techniques proposed for our investigation promote thinking and active participation of the students in meaningful tasks that may allow them to understand the new language and how it works.

### **C. Speaking**

#### **1. Definition of Speaking**

Byrne (1986) speaking is one of two productive skills in language teaching and learning. It is defined as a two way process between speaker and listener (or listeners) and involves the productive skill of speaking and receptive skill of understanding. Meanwhile, Nunan (2003, p.48) defined that speaking consists of producing systematic verbal utterances to convey meaning. Moreover, Bygate (1987, p.1, in Mazouzi, 2013, p.5) argued: “Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer.”

Thus, speaking skill can be described as the ability to communicate orally to other people with the aim is to express their ideas and feelings. It involves producing, receiving, and processing information.

#### **2. The Importance of Speaking**

Speaking ability is an important aspect in learning a certain language, as Theodore Huebner (1960, p.4 in Mauludiyah, 2014, p.9) stated, “Language is essentially speech, and speech is basically communication by sounds”.

Penny Ur (1996) argued that of the four skills (reading, writing, speaking, and listening), speaking skill seems to be the most important one since foreign language learners are most of all interested in becoming actual speakers of the language. She also stated that people who know a language are often referred to as speakers' of that language (p.120).

### **3. The Nature of Speaking**

The nature of speaking has been discussed by many researchers. Byrne (1986, p.8) states that: "Oral communication is a two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding)".

For him, the speaker and listener participate in an oral communication process, and they use a productive skill which is speaking and receptive skill which is listening, because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

### **4. The Aspects of Speaking**

Harris (1969) stated that speaking ability has four components which are generally recognized in analyzing speaking. They are as follows:

**Pronunciation**, Harris (1969) includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English words correctly.

**Grammar**, Warriner (2002) said that communication in speaking will run smoothly if grammar is used in speaking. So grammar or structure is a very important aspect in speaking ability.

**Fluency**, Hornby (1974) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

**Vocabulary**, Is the range of words known or used by a person in trade, profession, etc. (Hornby, 1974) If students have many vocabularies, it will be easier for them to express their idea.

## **5. The Functions of Speaking**

A few language experts have attempted to categorize the functions of speaking in human communication. According to Brown and Yule, as quoted by Richards (2008, p.21), “The functions of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.” Below are the explanations of the speaking functions:

### **1) Talk as Interaction**

In interactional discourse, language is mainly used to communicate in our daily life. It is an interactive act of verbal expression which is done spontaneously by two or more persons. This is about how people try to convey their message to others. According to Yule, (1989, in El Fattah, 2006, p.37-38) this type of communication plays an important social role in oiling the wheels of social intercourse. So, the primary intention in this function is social relationship.

According to Richards, (p.3) some of the skills involved in using talk as interaction are:

- a) Opening and closing conversations
- b) Making small-talk
- c) Recounting personal incidents and experiences
- d) Turn-taking
- e) Interrupting
- f) Reacting to others
- g) Talk as Transaction

In transactional discourse, speaking is more focused on delivering the message and making sure that the others understand what we want to deliver, clearly and accurately. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989, p.27). In this kind of spoken language, students and teachers usually focus on meaning and talking in the way of their understanding. For example, classroom group discussions, teachers' classroom instructions, and problem solving activities.

Richard (p.4) also mentioned some of the skills involved in using talk as transactions, they are:

- a) Explaining a need or intention
- b) Describing something
- c) Asking questions
- d) Confirming information
- e) Justifying an opinion

- f) Making suggestions
- g) Clarifying understanding
- h) Making comparisons
- i) Talk as Performance

In this case, speaking activities are more focused on monolog rather than dialog. Speaking as performance can be seen at speeches, public talks, retelling stories, and so on. Examples of talk as performance are making a presentation, performing class debate, and giving a lecture.

In conclusion, there are three functions of speaking that are categorized by the expert that include talk as interaction, talk as transaction, and talk as performance. Those are kinds of talks we usually use in daily speaking with its different functions.

## **6. Types of Classroom Speaking Performance**

Brown (2001, p. 271) described there are six types of speaking, they are:

### **a. Imitative**

Teacher asks students to drill words in which the students simply repeat a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy. (Brown, p. 271)

### **b. Intensive**

This is the students' speaking performance with the aim to practice 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 paragraphs, reading dialogue with a partner in turn, reading information from charts, etc. (Brown, 2004, p.141)

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retorts. (Brown, 2001, p. 273)

d. Transactional (dialogue)

It was carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates. (Brown, 2001, p.273; Brown, 2004, p.172)

e. 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. (Brown, 2001, p. 274)

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, storytelling and short speeches (Brown, 2004, p.142).

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. 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.

## **7. Factors Affecting Speaking Performance**

Speaking happened spontaneously and orally among two people and more in real time. Some various kinds of influencing speaking fluency are cognitive factors, linguistic factors, and affective factors (Wang, 2014).

### **a. Cognitive factors**

Speaking process include conceptualization, formulation, and articulation (Levelt, 2007). Conceptualization concern with kinds of information selected to express meaning. Formulation refers to the ability of the speaker to choose the use of proper words in appropriate grammatical. Formulation deals with the speaker's ability to select proper words of grammatical structures. Articulation was speech articulatory organs that were articulated by the speaker.

These three processes occur simultaneously, because of that sometimes students make mistakes in face to face communication. Therefore, students speaking skills can be replaced by “hesitations, false-starts, grammatical inaccuracies, and limited vocabulary (Hughes, 2002, p. 77).” Briefly, fluency and accuracy of students English Speaking can be influenced. But human’s mind cannot focus on these three processes at once because they do not have enough capacity processors (Skehan & Foster, 1999). It is so forth for students who learn English speaking to keep their parity during the lesson.

b. Linguistic factors

Learner's oral proficiency has to use appropriate language forms (Saunders & O'Brien, 2006). Some components of linguistic factors include pronunciation, grammar, and vocabulary are very important considered by students. They also have to focus on the situation of conversation time. As supported by Harmer, (2002) speaking not only needs the knowledge how to produce the form language but also on when, why and what way to result in the words.

c. Affective factors

Some kinds of affective factors related to native language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. "Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when English foreign language learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Unlike children, adults are concerned with how they are judged by others.

**D. Previous the Study**

Previously, the writer reviewed some previous studies which have a correlation with this study in order to avoid unnecessary replication. They are useful for reference and comparison to the researcher's study since they have similar topics with the study.

A study conducted by Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006) aimed to find out the relationship between students' self-efficacy and their English language achievement in Malaysia. They found that 51 percent

of students had high self-efficacy while 48 percent showed low self-efficacy. Correlational analysis showed positive correlations between several dimensions of self-efficacy, that is, academic achievement efficacy, other expectancy beliefs and self-assertiveness with academic performance in English language.

Another previous study is “The Relationship between Self-Efficacy and Academic Achievement in Adults’ Learners” By Maria. The study examines the relationship between the academic self-efficacy of an adult learners group in an online learning context with their actual performance. Data were collected from 63 students of both genders, with an average age of 42 years old, selected from the first years of their undergraduate studies. The analysis of the data indicated that students’ level of self-efficacy is high (average=45) and a significant relationship exists between self-efficacy and academic achievement ( $r=0.286$ , at 0.05 level).

In addition, Mastur (2016) also conducted research about the relationship between self-efficacy and the speaking skill. He found that the average level of the students’ self-efficacy was 78 which according to the Five Likert Scale in chapter 3 ( $78 \div 20 = 3, 9$ ) can be described as high, while the average score of their speaking test was 77, which was good. Moreover, the researcher also got the correlation result between self-efficacy and speaking ability or performance of the students which was  $r=0.536$ . The result showed that there was a positive relationship between self-efficacy and speaking ability of English class of eight grade students of Al-Manar. It also showed that students who have high self-efficacy tend to get higher scores in oral tests than those who have low self-efficacy.

Jessy Lostaunau Gavidia (2012) has conducted an investigation about the use of language awareness to improve students' speaking achievement in a Private University. She proposed that it helped adult students to learn another language. The result from her investigation showed that the application of the language awareness techniques improved the level of speaking achievement in the English skills of the students taking a Master's Program in Education in a Private University.

In addition, Putri (2017) also conducted research entitled "The Correlation between Students' Language Awareness and Learning Styles towards Their TOEFL Listening Skill". This research was applied on students of English Education Study Program at University of Riau Kepulauan (UNRIKA). The result showed that there was a very low correlation between language awareness and learning styles to the dependent variable of students' TOEFL listening skill.

Based on those previous results, it can be concluded that there is a positive significant relationship between self-efficacy and, students' language learning process, skills and achievement not only in general but also in specific areas of the language. Also, language awareness has a positive impact on students' language learning. Therefore, Students' high levels of self-efficacy and language awareness helped them to improve their success in English language learning.