

CHAPTER II

LITERATURE REVIEW

A. Self-Efficacy

1. Definition of Self-efficacy

Self-efficacy extended to the core of the social cognitive theory, which emphasized the role of observational learning, social experience, and reciprocity in personality development. However, the definition of self-efficacy is not limited to the opinions of many experts. According to Bandura (1997), self-efficacy is an individual's belief in their ability to control their own functions and events, interconnected so that they can adapt well. He also described self-efficacy as a determinant of people who are thoughtful, self-motivated, and act in their daily lives.

Self-efficacy is a trust in one's ability to perform tasks. People who are very confident in their abilities must have worked, whereas people who always feel they fail at the beginning or pessimists will tend to fail in doing anything. According to Bandura (1991) an individual who has a high self-efficacy can achieve a more maximal performance because this individual has tremendous motivations on the other's behalf, as well as a goal that wants to be achieved, a very stable emotion and its ability to deliver a promising performance. Unlike individuals with low self-efficacy who would be less likely to go to great lengths or prefer cooperation in grouping so that he could not get his best performance.

Self-efficacy is one of the most influential aspects of self-science in an individual's daily life. This has to do with self-efficacy, which has an impact on what will happen to each person in determining the actions they will take to achieve their goals, including the evaluation of the various events they will face. Therefore, self-efficacy is the belief

that one can cope with situations and earn positive results, and self-efficacy has a great impact on behaviors, Santrock (2007).

Based on the above explanation, it can be concluded that there is a sense of self-efficacy. It is an individual's belief or belief in his or her inner ability to solve or achieve problems, achieve goals, and overcome obstacles in the process of achieving results in an unordinary situation.

2. Aspect of self-efficacy

There are some aspects regarding self-efficacy that can affect individuals. According to Bandura (2006), self-efficacy in each individual self will differ between one individual with the other by three aspects. Here are three aspects of that:

a. Level of difficulty task (level)

This aspect relates to the degree of difficulty of tasks that must settle a person, from simple demands, moderate, to which it requires maximum (difficult) performance. This aspect has implications for behavioral selection that will be tried or avoided. Individuals will try to act the manner he felt capable of doing and avoiding behavior sells that are beyond the limits of his perceived abilities.

b. Power level (strength)

This aspect relates to the strongness of one's beliefs regarding his possessed abilities. Individuals with self-high efficacy tends to abstinence to surrender, tenacious in increase his efforts despite the obstacles, compared to individuals with low self-efficacy. Aspects This is usually directly related to the dimension of the level, which is the higher degree of task difficulty, weaker perceived belief to finish it.

c. The area of the task field (generality)

This aspect has to do with the extent to which individuals are convinced of their abilities in various task situations. Self-efficacy.

individuals may be limited to only a particular field, while the other individual can include multiple fields at once.

Based on the above description, it can be concluded that the aspect-aspects of self-efficacy are aspects of the degree of task difficulty (level), aspects of power level (strength), and broad aspects of a task field (generality).

3. Processes Affecting Self-Efficacy

there are several processes affecting self-efficacy, According to Bandura (1997), psychological processes in self-efficacy who co-star in mankind there are 4 of them cognitive processes, motivation, affection and selection/selection process.

a. Cognitive process

Cognitive processes are thought processes, in their own right including acquisition of existing results, organizing, and use of information. Most human actions start from what they think first. Individuals who have high self-efficacy are more happy to have a similar forecast about the upcoming success. Instead individuals whose self-efficacy is low are more thinking about failure and things that can hinder the achievement of success. The form of personal purpose is also influenced by the assessment of self-capability. The more one puts himself or herself capable, then the individual will increasingly shape the effort-making in achieving his or her goal and the stronger the individual's commitment is in reaching for something.

b. Motivation Process

Most human motivations are resurrected through cognitive. Individuals provide motivation/encouragement for themselves and direct action through the thought-thinking stage beforehand. Trust in self-capability can affect motivation in some ways, namely defining individual predetermined goals, how much effort

is done, how resistant they are in the face of difficulty-their hardship and resilience in the face of failure.

c. Affective Process

The affective process is a process of setting emotional conditions and an emotional reaction. Self-efficacy perceptions of her ability to control stress sources have an important role in the onset of anxiety. Individuals who believe in their ability to control situations tend not to think about negative things and tend to think positively. Individuals who feel incapable of controlling situations tend to experience high levels of anxiety, always thinking about their shortcomings, looking at the neighborhood full of threats, exaggerating small problems, and over-anxious at small things.

d. Selection Process

The ability of individuals to choose activities and situations Certainly affecting the effects of an event. Individuals tend to avoid out-of-bound activities and situations their abilities. When individuals feel confident that they are capable of handling a situation, then they are less likely to avoid the situation. With the choice made, individuals can then improve their ability, interest, and their social relationship.

4. Factors affecting Self-efficacy

Self-efficacy can be influenced by several factors and it strongly determines the level of self-efficacy that a person has. According to Bandura (1997) stated that there are factors that can affect self-efficacy in the individual self among others:

a. Cultural

Culture affects self-efficacy through value (values) trust (beliefs), in the self-regulation process (self-regulatory process) which serves as a source of self-efficacy assessment and also as a consequence of the belief in self-efficacy.

b. Gender

Gender differences have also an effect on self-efficacy. This can be seen from Bandura's (1997) research states that women are more of high efficacy in managing their roles. Women who have roles other than as housewives, also as career women will have a high self-efficacy compared to working men.

c. The nature of the task at hand

Degrees of the complexity of the task difficulties faced by the individual will affect the individual's judgment of his own abilities. The more complex the task faced by the individual it will be the lower the individual assesses His ability. Conversely, if the individual is faced with an easy and simple task it will get higher the individual assesses his or her ability.

d. External intensive.

Another factor that can affect individual self-efficacy is the incentives he obtained. Bandura stated that one factor that can increase self-efficacy is competent continues insentif, that is, incentives given by others that reflect on one's success.

e. Status or role of individuals in the environment

Individuals who have higher status will acquire a greater degree of control so that the self-efficacy it has is also high. Whereas individuals who have lower status will have smaller controls so that the self-efficacy it has is also low.

5. Sources of Self Efficacy

there are certain factors that can affect one's self-efficacy. According to Feist & Feist (2010) Self-Efficacy can be developed through certain stages and can be studied through four things, namely:

a. Experience Mastering Something (Mastery Experience)

The experience of mastering something that is past performance. In a general performance that can be leveled will raise individual Self Efficacy, whereas poor experience or failure

can decrease self-efficacy. Once self-efficacy is strong and develops through a series of successes, the negative impact of common failures will be deducted in its own right.

b. Social Modelling

Observations of the success of others with comparable ability in working on a task will increase individual Self Efficacy in working on the same task. Similarly, observations of other people's failures will lower individual judgments on his or her abilities and individuals will reduce the effort he or she makes.

c. Social persuasion

Individuals are directed based on advice, advice, and guidance so as to increase their beliefs about possessed abilities can help the accomplishment of desired goals. Verbally convinced individuals tend to try harder to achieve a success. However, the influence of persuasion is not too great, as it does not provide experiences that individuals can directly experience or observe. On persistent depressed conditions and failures, it will lower the capacity of suggestive influence and vanish when it comes to unpleasant failure.

d. Physical and Emotional Conditions

Strong emotions will usually reduce performance, when a person experiences strong fear, acute anxiety, or high stress levels, likely to have low efficacy expectation.

B. Speaking Ability

1. Definition of Speaking Ability

Speaking is the most important part of communication, in addition to some staples such as listening and writing. Speaking is one of the very important skills in English, in that it is because English is an international language and it is not uncommon to be used in daily life in every country in the world. students who learn to use English to talk to their peers and sometimes also talk to tourists who are used to

visiting. According to Tarigan (2008), Speaking ability is the ability to utter articulation sounds or words to express, say as well as state thoughts, ideas, and feelings. Listeners receive information through a series of tones, pressures, and joint placement.

Speaking is a process of communication that is usually unplanned or planned in a way of mutually giving verbal and nonverbal information about what happens in everyday life or society in the form of social behaviour. According to Hasanah (2016), the purpose of speaking is for students to express their feelings in the language of, on the contrary, to overcome basic interactive skills such as exchanging greetings, thanking, apologizing, expressing needs, asking for information, serving, permissions, etc.

On the other hand, speaking can be referred to as oral communication and Speaking is one of the skills in English learning. This became one of the important subjects that teachers should give. That is why teachers have enormous challenges to allow their pupils to master English well, especially speaking English in class or outside of class. Astrawan (2013) stated that oral practices (speaking) become meaningful for students at a time when they should pay attention to what they say. Thus, students can learn better about how they require the ability to speak or express their ideas eloquently with proper vocabulary and good or acceptable pronunciation.

Speaking ability is the ability of students in expressing their ideas orally represented by speaking scores. Speaking is simply an oral trace of the ability he gets from structure and vocabulary. speech skills are more complex and difficult than people assume, and studies speak like studying other cases in learning language, naturalizing many cases for language teachers.

Based on the explanations already exposed about the above speaking ability, then researchers can conclude that speaking is one of the skills in a very important language and should also be studied in-

depth, as well as being the first way to communicate and interact or share ideas with others orally. Talking becomes the most difficult aspect of teaching and learning English because speaking should involve some important aspects such as grammar, vocabulary, pronunciation, and also involve some components in the language.

2. Aspects of speaking Ability

There are several important aspects in speaking ability that are an important element in speaking and that aspect has existed long ago, aspects in speaking According to Harris (1974) cited in (Kurniati, 2015) such as understanding, vocabulary, grammar, pronunciation, and also fluency.

In communication in our life, it takes the subject to respond to speaking and there happens a conversation Understanding the contents of the talk that are indeed indispensable in speech skills.

a. Grammar

The first aspect should be judged in speaking ability is a grammar or grammar that will be used in a particular sentence sentence. Grammar is a kaidah regarding the pattern structure or drafting of sentences in english, making it feasible and polite to pronounce.

On this aspect of speaking ability on this part of the grammar the thing to note is the proper use of tenses so that there will be no mispronunciation. You should be able to distinguish the use of existing tenses such as past, current, or future time.

b. Pronunciation

The next aspect of public speaking to be judged is pronunciation. The first part of the pronunciation to be judged is the word stress or emphasis on one or two particular syllables on a sentence. The next pronunciation assessment is the stress sentence is a certain word pressure on a sentence to make it easier to understand. The way in which a particular word merge and

pronunciation also becomes one of the assessments in the aspect of pronunciation.

This aspect of word repetition or word connection relates to the way of the combined pronunciation of vowel and consonant letters. Intonation is also an important thing to be noticed in English speaking to make others easier to understand your intentions.

c. Vocabulary

The mastery of vocabulary will also be judged in English because it will reflect how far your knowledge is. This vocabulary is a set of words in English that can be mastered. The more vocabulary it overwhelms, the better it gets to speak. This vocabulary strengthening is not only pronunciation but also meaning as well as a way to use it in speech skills

d. Fluency

Fluency is a very important thing in speaking, the more fluent or fluent a person in English will make him seem like a native speaker. The public speaking excess in English that needs to be known is that the level of fluency is excellent. fluency can also affect the mother tongue in the possession

e. Comprehension

Comprehension is the ability to understand something delivered or a message read. A deep understanding can lead one to new insights through increased understanding of vocabulary and language.

3. The Function of Speaking ability

The function of speaking is so important to learn that students can realize that the function of the ability to speak can have an effect on day-to-day activities. Brown and Yule as quoted in Richards (2008) describe three speaking functions, as follows:

a. Talk as Interaction

Talk as an interaction is a conversation by interacting with others. like greeting when meeting people, exchanging stories from each individual, as well as those can be called by interacting formally as well as informally.

b. Talk as Transactions

Talk as a transaction is a conversation that always focuses on what a person will say and what activities will be done later. for example give and receive messages delivered and can also be in shopping activities such as buying and selling.

c. Talk as Performance

Talk as a show is a conversation that refers to public conversation and is more common that conveys information to the audience, for example presentations in front of the class, gives speeches, and makes public announcements.

Of the above three speaking functions, it can be concluded that speaking abilities are essential for students to learn because they will always interact during the lesson, both in discussion, presentation, and so on, where they must perform interactions, transactions, and appearances during the lesson.

4. The Importance of Speaking abilities

Inside learning English, we need to master four basic skills such as reading, speaking, listening and writing. Among the four skills, there is one that is very important to learn by then that speaks, speaking is the most important thing because speaking ability is the basis of an interaction that is shaped by a communication, and is an important skill to show how we can effectively use language in an interaction that is done with others. According to Leong and Ahmadi (2017), speaking is the most important skill in because it requires the ability in conveying an information done while communicating with others. Similarly, Al-

Roud (2016) asserts that speaking is the most important skill in language to build a bond through communication between humans effectively.

In short, speaking is an important skill that tends to pay more attention to how people use a language in encouraging good communication with each other. Moreover, speaking abilities are the most important skill for acquiring foreign or second language learning and among the four main language skills, speaking is considered the most important skill that exists within our scope that exists in the wider society.

C. Previous Study

Previously, creators examined some of the preparations of thinking about it having a connection with this to maintain the strategic distance of the useless replication. They are valuable for reference and comparison of investigations by analysts because they have the same point as research.

The first study previously was "Self-Efficacy Relationship with the Achievement of "Learning Students Performed" by Handayani and Nurwidawati (2013). The study aims to know what the relationship between self-efficacy and the acceleration achievements of student attitudes. The population in this study was junior high school 1 Surabaya students. The subject of the study was the 1st Surabaya Junior High School students, namely participants marked by the 11-15 year old range. for the number of participants in this study were 24 students. Self-efficacy is measured by a scale based on Bandura's self-efficacy theory. This Study yields a correlation coefficient ($r = 0.657$) with $p = 0.000$ for a significance value smaller than the error rate ($p < 0.05$), hence the hypothesis accepted.

Another study previously was "The Relationship between Self-Efficacy and Academic Achievement in Adult Learners" By Goulão (2014) Learning to research the relationship between adult academic self-efficacy

learner groups within the context of online learning with actual performance. Data collected from 63 students of both sexes, with an average age of 42 years older, were selected from their first years of undergraduate studies. The analysis of the research data processing results suggests that students' self-efficacy rate is high (meaning = 45) and there is a fairly significant relationship between self-efficacy and academic achievement ($r=0.286$, at a rate of 0.05).

Another study conducted by Mahyuddin (2016) showed to decide "The relationship between student self-efficacy and their English achievements" in Malaysia. They found that 51 percent of students had high self-efficacy whereas 48 percent emerged low self-efficacy. Examination of relationships appears to be a positive relationship between some measurements of self-efficacy, in particular, victory in a scientific feat at school, certainty in a different desire, and self-affirmation with a scientific achievement present in English.

Referring to the above earlier studies, researchers used high school students as population materials and research samples. This center of consideration is the influence between students' self-efficacy on students' speech ability. In addition, the study differed from previous thoughts in that analysts used high school students, adult students, and could say quite understanding the goals of the researcher.