

CHAPTER II

THEORETICAL REVIEW

A. English Learning

English is one of the most important international languages to learn and master. This is because English is a universal language because is used as the main language in most countries in the world. Some countries, especially former Inggris colonies, make English a second language that must be mastered after their mother tongue. In Indonesia, English is a foreign language but English occupies an important position in the daily life of Indonesian people. This can be seen clearly in the world of education in Indonesia. English is one of the subjects taught to students from elementary to university levels.

English has an important role in all aspects of life. One of them is in the field of science and technology. In addition, English is used to develop international relations forums. English is very important in strengthening relations between nations in the world. Learning English has many benefits such as gaining knowledge and skills from various branches of science. The rapid flow of globalization in life will have an impact on the development and growth of language as a means of supporting the growth and development of culture, science, and technology. In this era of globalization, the Indonesian people must play a role in a world free of competition, both in the fields of politics, economy, and communication.

Indonesian people mostly complain about learning English. There are many reasons why Indonesians complain about learning English, such as being difficult to learn and too complicated. Most of us feel that English is not very important. For parents, they feel it is too late to learn English. In Indonesia, English is only learned at school and is not used in everyday life. That's why English is taught as a foreign language. A foreign language in language teaching is certainly different from a second language. The idea that English is the most difficult language of all languages and very much different from Bahasa Indonesia brings about conflicting conception on which grammar-free

or strict grammar approaches is better in learning and teaching, (Panggabean, 2015).

Learning is the process of an individual acquiring the knowledge, attitudes, and skills needed to face a life where necessary. Learning is a process to change themselves and better if everyone wills and not coercion. According to (Schunk, 2012) learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. People learn cognitive, linguistic, motor, and social skills, and these can take many forms.

English is needed because in the era of globalization where all systems use English. Learning English generally includes four language skills, namely speaking, listening, reading, and writing in addition to other aspects such as vocabulary. These linguistic aspects must be considered by English teachers in applying knowledge according to the needs of students. According to (Supratmi Pertiwi, 2020) English language skill achievement is divided into two parts of language functions, namely oral and written communication.

B. Self-efficacy

1. Definition of Self-efficacy

Learning English is considered one of the difficult subjects for students. They feel that with so many vocabularies, grammar and tenses it becomes difficult in learning English. Four abilities must be mastered such as writing, reading, listening, and speaking. English is their belief and confidence in their capability, so-called self-efficacy as defined by (Zimmerman, 1995) which said that self-efficacy is “the belief in one’s capabilities to organize and execute the course of action required to manage the prospective situation”.

One's belief in one's ability to control the function of oneself and the environment such as self-efficacy. Self-efficacy is a person's belief in his abilities that he can do something or overcome a situation that he will succeed in doing. According to (Bandura, 1997) that self-efficacy is a person's beliefs about task completion and perceived level of competence in

performing tasks. Self-efficacy will determine how people feel, think, motivate themselves, and behave. A teenager in solving problems, as well as in the adjustment process when in a stressful position, requires a belief in his abilities because it will determine the actions taken and the results.

Self-efficacy is the result of cognitive processes such as self-confidence, making a decision, or appreciation of the extent to which individuals can estimate their ability to carry out certain tasks or actions to achieve the desired results. Self-efficacy will affect several aspects of a person's condition and behavior. According to (Rustika, 2012) The role of thinking skills in the development of self-efficacy is quite large because people with high intelligence will be better able to remember and analyze the events that have been experienced so that the conclusions made will be more precise. Self-efficacy will affect behavior between individuals with the same abilities. This is because self-efficacy affects goals, choices, actions in problem-solving, and individual beliefs.

2. Dimension of Self-efficacy

Bandura (1997) notes three dimensions to self-efficacy such as:

a. Magnitude

Magnitude refers to the level of performance an individual believes that will achieve. This aspect is related to the degree of task difficulties encountered. The magnitude of self-efficacy, in a hierarchy of behaviors, refers to the number of steps of increasing difficulty or threat a person believes himself capable of performing. The perception of each individual will be different in seeing the level of difficulty of the task. This is because someone's belief in their task is different, some feel simple, moderate, or even difficult.

b. Strength

This aspect is related to the strength of someone's beliefs about his/her abilities. This is related to the resilience and tenacity of individuals in fulfilling their duties. Strength refers to the confidence the individual has that will achieve a particular level of performance. Strength is measured by asking the subject to indicate their confidence, expressed as a percentage. That will perform at a particular level of task difficulty. Individuals who have a strong belief in their abilities in carrying out their duties will continue to survive and always try even though they face many difficulties and challenges.

c. Generality

Generality is the feeling of ability shown by individuals in different task contexts through their behavior, cognitive and affective. Generality refers to the extent to which efficacy expectations for a task generalize across situations. The generality of self-efficacy expectations are focused on the extent of the experience of success or failure. This affects self-efficacy expectations to a limited extent, specific behaviors, or changes in self-efficacy expectations spread to other similar behaviors and contexts.

3. The Process of Self-Efficacy

Self-efficacy influential in the human action. Bandura (1994) explains that self-efficacy have an effect in the human behaviour through a variety of processes, such as the cognitive process, the motivational process, the affective process and the selection process.

a. The Cognitive Process

Bandura (1994) explains that a series of actions that human beings originally constructed in his mind. Individual beliefs about self-efficacy will affect how individuals interpret environmental situations, make decisions about what to do later. Through the process of cognitive this self-efficacy affect the actions.

b. The Motivational Process

According to the Bandura (1994) that human motivation are raised in the cognitive. Through the cognitive, someone can motivate himself and directs the actions based on information that have before. With the belief that individual can do something will motivates them to do something.

c. The Affective Process

Someone who has confidence in overcoming the situation will not be anxiety and feel calm. Conversely, if the individual is not confident in his ability to handle the situation, they will experience anxiety. According to Bandura (1994), that people who have the efficacy to overcome the problem using a strategy and designing a series of activities to change the situation. Someone will be anxiety when facing something beyond control of himself. Individuals who have high self-confidence will think something can be overcome, thereby reducing their anxiety.

d. The Selection Process

A selection influences by a person's beliefs in their ability. Someone who has low self-efficacy will choose actions to avoid or give up on a task that exceeds their ability, but on the contrary they will take action and face a task if they have the belief that they was able to handle it. Bandura (1994) asserted that the higher self-efficacy, the more challenging the activity will be selected the person. The process of self-efficacy affects the individual so that people who have high self-efficacy will easily overcome all the problems they face. Likewise, someone who has low self-efficacy will more easily give up and anxiety.

4. The Characteristic of Self-Efficacy

The students who have the will and confidence in learning to learn can be seen from their learning activities. There are more confident in what they want to do and are confident they can do it. Frank (2020) states the characteristic of self-efficacy in two points, namely high efficacy and low efficacy as follows:

a. The Characteristics of High Self-Efficacy

1) Self-Confidence

Self-confidence is one of the most obvious characteristics of self-efficacy. A person will do the task to the best of their ability to achieve success. Self-confidence will lead to experiences that will increase the ability of the individual. So the higher the self-confidence of an individual, the higher his self-efficacy

2) Accurate Self Evaluation

Individuals with high self-efficacy will be able to evaluate their own performance. They are not too critical or too positive. Individuals with high self-efficacy will be able to evaluate themselves to correct existing mistakes to lead to further success

3) Willingness to Take a Risk

Someone with high self-efficacy will not be afraid of failure or mistakes. An individual with high self-efficacy will be able to take risks because they will understand that the risks taken will increase the chances of success. This experience will certainly increase the individual's self-efficacy.

4) Sense of Accomplishment

Someone who has high self-efficacy will feel the achievement of the results of the tasks they do. This is because they often experience success. Success will be obtained if there is a willingness to take risks and pursue interests. Even if they fail and make mistakes, they will still feel a sense of accomplishment. This is because, someone with high self-efficacy will view mistakes as opportunities to improve themselves.

b. The Characteristics of Low Efficacy

1) Fear of Risk

Individuals with low self-efficacy will feel unable to perform tasks successfully. So that individuals with low self-efficacy will not take risks. They also will not want to try new things because they believe they will fail. This is certainly not very good for an individual.

One of the main ways to increase self-efficacy is through practice and experience

2) Fear of Uncertainty

Someone with low self-efficacy will always experience self-doubt. They will not want to try new things if they feel they will not succeed at doing them. A person with low self-efficacy will not find the things that make them successful.

3) Feeling of Failure

Individual with low self-efficacy often feels like a failure on himself. This is because brands will avoid new things because they do not want to take risks. As a result they will see themselves as failures and not experience success.

4) Impression Management

Impression management is the attempt to control how others might perceive you in order to be seen more positively. People with low self-efficacy feel they are not capable but may try to present a successful and competent image to others. Someone with low self-efficacy will hide mistakes from others. They do not want to learn from these mistakes so there is no increase in their self-efficacy

C. Previous study

In order to support the researcher sources, here are studies about using of self-efficacy in English learning process as follows:

1. The research from Ceylan Yangin Ersalia (Faculty of Education, Ondokuz Mayıs University, 2015) researched the relationship between students' academic self-efficacy and language learning motivation. It was found that there is a low-level negative correlation between English language learning motivation and self-efficacy beliefs of students in Grade 8. The results are also evaluated in terms of demographic features of the participants such as their gender and parental education level.
2. The research from Joel Mayo Torres and Ericson Olario Alieto (De La Salle University, 2019) researched English Learning Motivation and Self-Efficacy

of Filipino Senior High School Students. The present study is an attempt to examine how the two psychological constructs, motivation and self-efficacy, work among Filipino ESL learners. Since there is no significant difference on the levels of English motivation and English self-efficacy when the participants are grouped according to gender and academic tracks, it could mean that English teachers are not required to come up with instructional activities specific to each gender and academic track since all Filipino secondary ESL learners have the perception as regards the importance of English regardless of their genders and academic tracks.

3. The research from Husna Noor Mufida, Suharto Linuwih, and Sugianto (Universitas Negeri Semarang, 2018) this research aims to describe the state of self-efficacy on the application of learning discovery learning model on harmonic vibration topic. In addition to reveal the factors that influence the increase or decrease of students' self-efficacy with the application of discovery learning model. The results showed that the initial self-efficacy condition of students who had low initial increase although not significant. The condition of early efficacy of students before the learning process determines the level of student success in the learning process. Analysis of the first time self-efficacy of students with the low category can be used as an anticipation or prevent the final learning outcomes of students do not become low.