CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains briefly the underlying relevant theories to the research problem. It is essential to understand the meaning of this research in order to create appropriate understanding of the readers in this research that is the relationship between self-efficacy belief and students’ speaking achievements of eleventh grade at SMAN 02 Batu.

2.1 Speaking Skill

2.1.1 Definition of Speaking

Torky (2006,30) defines speaking as “the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language”. It means in order to speak English well students have to be spontaneously express his or her idea in real time using proper vocabulary, pronunciation, and sentence arrangement.

Moreover according to Richard (2008:19) students tend to judge their language learning based on how good they are in speaking skill mastery. It indicates speaking skill plays important role to increase students’ confidence in learning English or other languages for instants.
Based on definition above, researcher concludes that speaking skill is ability of students to communicate and to share ideas or knowledge verbally with others using appropriate utterance and suitable words and sentences.

2.1.2 Components of Speaking

In order mastering speaking students need to become skilled at five components of speaking, namely:

a. Pronunciation

According to Harmer (2007:248) “pronunciation teaching not only makes students aware of different sound and sound feature (and what these mean), but can also improve their speaking immeasurably”. Since learning pronunciation will make students aware of different sound like “this” and “these”. Not only sound but also how word produce in the mouth. Moreover, students will know a word whether need to be stressed or not.

b. Grammar

Grammar deals with language construction. It how students arrange good and understandable sentence when they speaking. Al-Mekhlafi and Nagaratnam explain that “We should see how grammar relates to what we want to say or write, and how we expect others to interpret what our language use and its focus”. Hence, grammar is important to be mastered if students want to speak English well.
c. Vocabulary

Vocabulary is the essential components of language learning especially speaking skill. Since students will not able to communicate and speak without any comprehension and memorizing English words. According to Al-Qahtani (2015:25) “vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning”. Therefore, vocabulary plays an important role for students to become skilled at speaking skill.

d. Fluency

The aim of foreign language learning is to speak freely and without hesitation (Yang, 2015:226). This fluency in speaking could only students master by practicing frequently. Fluency is the advance level compare to other components. When students are fluent to speak it will improve gradually students’ confidence and become mastered at speaking.

e. Comprehension

Comprehension is ability of students to understand information reasonably. Comprehension is needed by speaker and listener. Since without any comprehend what people saying to us, we can get lost the information. Therefore comprehension is important for students when they speak and listen as well.
2.1.3. Types of Classroom Speaking Performance

There are six types of classroom speaking performances proposed by Brown (2000:2) as explained in the following below:

a. Imitative

Students only imitate a word, a phrase or a sentence. This types of speaking more focus on pronunciation and grammar rather than other components of speaking. Imitative speaking need students gain some information before they produce orally without any extra explanation. In this stage, communicative competence is not acquired.

b. Intensive

Intensive speaking demand students to understand meaning to respond particular tasks yet, the interaction with others is minimized. The activities of intensive speaking are reading aloud, sentence and dialogue completion.

c. Responsive

Students respond to simple question, standard greeting and small talk and those are the activities in the responsive speaking. Students are encouraged to speak promptly.

d. Transactional

Unlike responsive speaking, interactive speaking acquires to produce many sentences and the complex one. Interactive speaking employs more than two people in the conversation. In this activity, students are sharing simple information or fact.
e. Interpersonal (dialogue)

In this activity students need to maintain social relationship with their partners. Therefore, it is more difficult than transactional activity since it involves casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”.

f. Extensive

In this advance level, Students are requested to report or sum up extended monologue of some speeches orally.

2.1.4 Assessing speaking performance

In order knowing students’ speaking achievement teacher should test their speaking proficiency. Assessment of speaking performance measures students’ developments. However, Harmer (2007:381) explain there are two characteristics of good test namely, validity and reliability. Test is valid when it tests what should be tested. Meanwhile, test is reliable if the test having consistent scoring measurement. That is why teacher should create a clear criteria scoring number.

Then, what should be tested in speaking performance? There are six components that to be tested in speaking performance. Firstly, grammar deals with how students control and construct sentence appropriately, accurately with the grammatical rules. Secondly, vocabulary deals with how well students to use vocabulary in proper range and precision. Thirdly is comprehension. It how good students to comprehend the context of the conversation and give precise respond due
to the question. Fourthly is fluency. It test students ‘confidence to speak without many hesitation to choose words when delivering the speech. Fifthly, it assess student’s pronunciation. How students are often mispronounce and produce proper sound of words when he or she speaking. Lastly, it is called by task. Rahmawati and Ertin (2014:202) explains that “task deals with finishing the command given during speaking task”.

### 2.1.5 The Roles of Teacher during Speaking Activities

According to Harmer (2007:347), the teacher’s roles during speaking activities into three roles namely: teacher as prompter, teacher as participant and teacher as feedback provider. Those are will be explained as follow:

a. **Prompter**

Sometimes students are suddenly stop their speech or they get lost in speaking (not sure about what he want to say next or lacking of vocabulary proficiency). In this situation, teacher encourage students to proceed the speaking. For instance, student are in the middle explain his or her dreams in the future but he is not sure how to start talking, teacher can give hint by saying “what do you want to become for 10 years next?”.

b. **Participant**

Teacher can also joint one or two groups when students are in the discussion activities. Teacher can be ordinary participant and he or she are not allowed to dominate in the discussion.

c. **Feedback Provider**
According to Harmer (2007:348)”the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approach”. Teachers need to consider whether to give feedback immediately or after the activities. Since too many giving feedbacks when students are doing the task it will discourage them to proceed. Moreover, teacher can assess or provide feedback after they are done with the task.

### 2.2 Definition of Speaking Skill Achievement

According to Algrabel and Dast (2001:45) achievements defined as “the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool”. In other words, achievement is overall of student’s cognitive responses to the given instruments in order to test their learning process.

Meanwhile as mentioned earlier, speaking skill means ability of students to communicate and to share ideas or knowledge verbally with others using appropriate utterance and suitable words and sentences.

In order to give clear understanding definition of speaking skill achievement is students ‘status in responding speaking skill test (how students use appropriate utterance, suitable words and sentences) after the learning process in one point at time.

#### 2.2.1 Determining Students’ Speaking Achievements

According to Harmer (2007:157) in order to create successful learning teacher have to know definea clear purpose of the learning process to students.
For example, teacher might tell students such as “today, we are going to have a topic about food and drink you like and dislike”. Then, teacher give them instructional standard or learning goal such as “in this topic we are going to practice simple present tense that we have studied in the previous meeting”. Learning goals are essential to measure students speaking achievements. According to National Board for Professional Teaching Standards (2009:29) “Teachers must monitor achievement regularly using a variety of formal and informal assessments for both individual students and the class as a whole”. In other words, students’ speaking achievements cannot be measured in single test. It must be done regularly and considerate students learning when class and student finished the learning goals.

After conducting the tests teacher must have assessment (or rating) scale in speaking skill in order to know students’ achievement within one semester for instance. According to Harmer (2007:387) there are five scales or ratings to assess the students’ performance:

a. Table 1. Assessment Scale for Oral Ability

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<tr>
<th>Score</th>
<th>Description</th>
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<tr>
<td>0</td>
<td>Student is almost unintelligible, use words wrongly and shows no sign of any grammatical understanding</td>
</tr>
<tr>
<td>1</td>
<td>Student is able to transmit only very basic ideas, using individual words rather than phrases or fuller patterns of discourse. Speech is very hesitant and the pronunciation makes intelligibility difficult.</td>
</tr>
<tr>
<td>2</td>
<td>Student transmits basic ideas in a fairly stilted way. Pronunciation is sometimes problematic and there are examples of grammatical and lexical misuse and gap which impede communication on occasions.</td>
</tr>
<tr>
<td>3</td>
<td>Student transmits ideas moderately clearly. Speech is somewhat hesitant and there are frequent lapses in grammar and vocabulary use. Nevertheless,</td>
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students makes him/herself understood.

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<tr>
<td>4</td>
<td>Student speak fairly fluently, showing an ability to communicate ideas with not too much trouble. There are some problems of grammatical accuracy and some words are inappropriately.</td>
</tr>
<tr>
<td>5</td>
<td>Student speaks fluently with few obvious mistakes and wide variety of lexis and expression. Pronunciation is almost always intelligible, and there is little difficulty in communicating ideas.</td>
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</table>

This such of scale could be a guidance for teacher to determine students’ speaking achievement. However, teacher should rearrange his or her own scale which is appropriate for students. For example, before any given material of speaking skill, score of student is 2 however after some practices and feedbacks score of student becomes 3. It is called by students’ speaking achievements since it shows progress not failure.

### 2.3 Definition of Self-efficacy

Self-efficacy was introduced by Albert Bandura in his 1977 paper about social cognitive theory. According to Bandura (1998) “People’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives”. In other words, people tend to determine their goal level if he or she thinks they can do it or achieve it by their own capabilities.

Self-efficacy produces confidence within people ‘minds. People who possess strong self-efficacy tend to have better recovering from failure than weak one. Furthermore, Bandura (1998:1) stated that efficacious people face failure such as
insufficient effort or knowledge which is needed and they approach challenging situations confidently as they can control it.

However Pajares (1996) explains that someone cannot easily attain the goals if they do not relate their eligible skill or knowledge with their self-efficacy. It means it is not only matter of self-efficacy or perceived-capability in order to accomplish their goals but also people’s skill and knowledge which they practice frequently.

According to the views are mentioned before, researcher concludes that self-efficacy is student’s belief in his own capability to attain particular level of any achievements or performances despite any situations or tasks.

### 2.3.1 Judgments of Self-efficacy

According to Pajares (1998:4) "Efficacy beliefs should be assessed at the optimal level of specify that corresponds to the critical task being assessed and the domain of functioning being analyzed". It means self-efficacy should be measured by specific level of tasks that being given and any domains that are correlated with the tasks. In order to prove appropriate measurement it is important to know judgments of self-efficacy namely level, generality and strength (Bandura:1997).

a. **Level**

The levels of students’ self-efficacy are different from one to another. It depends on how difficult the task or assignment is. For example, high
school students have to introduce without any preparation (name and hobby) him/herself in English it would be easy for every student in the class. Consequently, every student have high level in easy speaking activity. However when teacher asks students to explain climate change in English without any preparation it would be different. Some of students might be quite in the class. Hence, this kind of judgment deals with how well students to increase their self-efficacy in any level of tasks (lower or higher level).

b. Generality

Activities that students deal with might vary. According to Pajares (1998:4) “students may not judge themselves efficacious across all types of language arts activities.” It means their self-efficacy get lower or higher depend on how and what the activities and tasks are. Moreover, activities are also affects students’ self-efficacy. Students judge their self-efficacy through many occurred activities and tasks. Hence, the more students varied or encountered various conditions the more higher their self-efficacy.

c. Strength

The strength of students’ self-efficacy deal with the way students survive with demanding and challenging assignments or activities. Low efficacious students tend to quit and avoiding such kind of assignment.
Meanwhile high efficacious students would rather try and cope with it. Therefore, this kind of judgment is characterized by how tough their self-efficacy is.

### 2.3.2 Sources of Self-efficacy

Self-efficacy will improve or reduce depend on how students are approaching the difficult task. According to Bandura (1994:1) there are four major sources or four experiences that affect people’s self-efficacy namely, mastery experience, vicarious experience, verbal persuasion and psychological states.

a. **Mastery Experience**

Mastery experience is students ‘experience of their performances of tasks or assignments. Bandura (1994:4) stated that “the most effective way of creating a strong of self-efficacy is through mastery experiences”. It means in order to increase students’ self-efficacy they need many experiences whether it is successful or fail. If students go through only easy successes they will come up with rapid results and depress by failure. Hence a tough sense of self efficacy will need experience to overcome obstacles by persistent attempt.

b. **Vicarious Experience**

This is the second way of strengthening sense of self-efficacy named by vicarious experiences. It could be called as modeling influences. It emerges
when student sees another student’s success in his or herself. It will motivate and sustain their effort in doing performance better than before. According to Bandura (1994:1) the effect of modeling on increasing self-efficacy is strongly influenced by similarity to the models. It means students’ self-efficacy becoming stronger if the models or other students having similar abilities. However, it will be ineffectual impact if the models are way up high above them.

c. Verbal Persuasion

Usually teachers tell “good job or well done” to their students. It could be called as verbal persuasion. It strengthens their beliefs to what good scores or performances they need to gain. Hence, it is quiet effective for teachers to persuade their students verbally that they can do better.

d. Physiological States

The last sources of self-efficacy is physiological states. According to Britner and Pajares (2006:487) students get easier perceive high self-efficacy when they are occupied by positive arousal than negative one such as when they feel high anxiety, tension and in particular activities. It means when students are in good shape emotionally and physically, it will inhibit such a good performance in the class. However when it comes up a negative arousal emotionally or physically, it will produce poor performances of students.
2.3.3 Self-efficacy Affects Human Functioning

According to Pajares (2002) “self-efficacy can enhance human accomplishment and well-being in four ways”. The four ways namely, choice behavior, effort expenditure and persistence, thought patterns and emotional reactions, and Human as producers rather than foretellers of behavior.

a. Choice Behavior

Students tend to avoid activities which they are not confident with. This is in line with Pajares’ statement (2002), he claims that students rather would select activities which they are competent and avoid those activities in which they are not. Hence, self-efficacy influences human choice behavior in the daily activities.

b. Effort Expenditure and Persistence

Self-efficacy also determine the expenditure of effort that students need to do in particular activities. Some activities in the class are not always easy as they think. However self-efficacy persuade students to persevere when encountering some difficulties. High efficacious students tend to have strong persistence when facing adverse situations. Conversely, students with low self-efficacy tend to have unstable persistence and easily giving up when facing some obstacles.

c. Thought Patterns and Emotional Reactions
According to Pajares (2002) “high self-efficacy helps create feeling serenity in approaching difficult task and activities”. High self-efficacy enables students to reduce anxiety, stress and depression when approaching some challenging assignments or activities. In contrast, low self-efficacy determine students seeing obstacles are harder than really are.

d. Human as Producers Rather than Foretellers of Behavior

According to Bandura (1986:395) efficacious students tend to ensure their successes. In consequence, students are studying and practicing frequently in what they want to gain good scores for instance. Students will set up goal or achievement they need to attain as many as possible. Hence, high self-efficacy establish students’ achievements and successes.