

CHAPTER II

LITERATURE REVIEW

A. Self-Efficacy

1. Definition of Self-Efficacy

Self-Efficacy is interpreted as people's beliefs about their on capabilities to organize and manage some specific tasks, events or actions required to achieve performance designated levels that affect their lives (Bandura A. , 1994). In short Self-Efficacy is one's beliefs in ones' own ability to accomplish something successfully. People only do and accomplish thing that they believe they can accomplish it and they won't attempt something that they believe they can reach it.

Self-Efficacy impacts an individual's choice of activities, effort, and persistence. human beings who have a low feel of efficacy for conducting a undertaking may also keep away from it, folks who agree with they may be successful should take part with no trouble. Individuals who an experience efficacious is hypothesized to paintings tougher and persist longer after they encounter difficulties than people who doubt their skills (Bandura A. , 1977).

The academic self-efficacy refers to the belief of students' ability in finishing the academic task that is given at specific level (Bandura A. , 1986). The construc of self-efficacy is deferent with the daily term of "confidence".

Confidence is a term that refers to strength of belief but does not necessarily determine what the certainty is about. For example, the statement "I can be so confident that I will get success in some efforts". But self-efficacy is the person's belief on their capabilities in reaching a focused achievement. The confidence tends to lead to the person's motto and it is of the construct which has been embedded in the theoretical system but self-efficacy leads to the attitude of the subject in reaching a focused achievement (Bandura A. , 1997)

Students frequently receive precursory facts that they own the capabilities to perform a undertaking (e.g., "you could do that"). High quality precursory comments complements self-efficacy, however this growth will be temporary if next efforts flip out poorly. College students additionally derive efficacy data from physiological indexes (e.g., heart rate and sweating). Physical signs and symptoms signaling tension is probably interpreted to suggest a lack of talents.

Records obtained from these resources do now not routinely have an effect on efficacy; as an alternative, it's far cognitively appraised (Bandura A. , 1986). Efficacy appraisal is an inferential process in which persons weigh and combine the contributions of such personal and situational factors as their perceived ability, the difficulty of the task, amount of effort expended, amount of external assistance received, number and pattern of successes and failures, their perceived similarity to models, and persuader credibility (Schunk, 1989)

Self-efficacy is not the only influence on behavior; it is not necessarily the most important. Behavior is a function of many variables. In achievement settings some other important variables are skills, outcome expectations, and the perceived value of outcomes (Schunk, 1989). High self-efficacy will not produce competent performances when requisite skills are lacking. Outcome expectations, or beliefs concerning the probable outcomes of actions, are important because individuals are not motivated to act in ways they believe will result in negative outcomes. Perceived value of outcomes refers to how much people desire certain outcomes relative to others. Given adequate skills, positive outcome expectations, and personally valued outcomes, self-efficacy is hypothesized to influence the choice and direction of much human behavior (Bandura A. , 1989).

Self-efficacy might operate during academic learning. At the start of an activity, students differ in their beliefs about their capabilities to acquire knowledge, perform skills, master the material, and so forth. Initial self-efficacy varies as a function of aptitude (e.g., abilities and attitudes) and prior experience. Such personal factors as goal setting and information processing, along with situational factors (e.g., rewards and teacher feedback), affect students while they are working. From these factors students derive cues signaling how well they are learning, which they use to assess efficacy for further learning. Motivation is enhanced when students perceive they are making progress in learning. In turn, as students work on tasks and become

more skillful, they maintain a sense of self-efficacy for performing well (Schunk, 1989).

2. The Source of Self-Efficacy

There are four sources that can affect people's belief about self-efficacy (Bandura A., 1994), they are:

a. Mastery Experience

Mastery experience is one of the effective ways in strengthening the people's belief of self-efficacy. Perseverance and determination that are possessed in looking for the experience to encounter the problems yield the high level of self-efficacy. When the people obtain the difficulties, they will derive the useful command that success solely will be determined when they never give up and they always keep struggling.

b. Vicarious Experience

Vicarious experience is the way that can enhance people's self-efficacy by seeing and observing the success of the model because the effort that is conducted continuously. The observer will be assumed that they also have an ability to master the same way as done by the model in order that they will be successful.

c. Social Verbal Persuasion

A person persuaded verbally by the other people that she/he has an ability to master the task given, she/he is likely to mobilize all the greatest effort and always persist in it. It is different with someone

persuaded that she/he does not have the capability in finishing the task, she/he tends to give up easily when deals with the complicated problems and often avoid a challenging task that maybe able to enhance their ability.

d. **Physiological State**

A person's physiological state is the last source that can affect self-efficacy, some people assume that this is condition can give the assessment toward their capability. When people encounter stress that arise in bad condition so this poses the cue that they cannot master the condition and it can lower self-efficacy. And when they are in the activity that it need a force, they assume that the pain poses the cue of weakness of physical and this can also lower the belief of their potentiality.

3. Self-Efficacy and Its Dimension

Self-efficacy expectancies vary along three dimensions: magnitude, or level, generality, and strength

a. **Magnitude**

Level of self-efficacy is defined as the number of steps of increasing difficulty that an individual feels he/she is capable of doing task. (Bandura,1997) explains that the perceived persona 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.

b. Generality

Self-efficacy deals with the degree to which success or failure in handling tasks affect self-efficacy hope in like situations or contexts. People have self-efficacy beliefs in different domains, and within the network of efficacy beliefs, some are greater importance than others. The most fundamental self-beliefs are those around which people structure their lives (Bandura, 1997). Again, (Bandura, 2001) defines generality include to the diversity of activities or areas over which people find themselves efficacious: “Generality can vary across types of activities, the modalities in which capabilities are expressed (behavioral, cognitive, and affective), situational variations, and the types of individuals toward whom the behavior is directed”.

c. Strength

Self-efficacy refers to the resoluteness of peoples 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 individuals assuring about doing a given task.

B. Decision Making

1. Definition of Decision Making

Decision making is the process of identifying and selecting alternatives based on your unique preferences. The process of selecting a logical choice from among the available options, the United States, an emphasis on evidence-based decision-making in education has received renewed interest with the recent passage of the Every Student Succeeds Act. However, how best, in practice, to support the use of evidence in educational decision-making remains unclear (Peres & Gati, 2017).

Decision-making is regarded as the process resulting in the selection of a belief or an ideas. Every decision-making process produces a final choice, which may or may not prompt action. Decision-making is the process of recognition and choosing alternatives based on preferences and beliefs of the decision-maker. The related studies helped the researcher to recognize the different domains of decision making process .Also, these studies indicated the process of decision making is a process of generating ideas.

2. The Dimension Of Decision Making

Three interrelated parameters are postulated: *Process, Self-concept, and Conditions*; and within each parameter a number of constructs and processes are elaborated (Harren, 1979)

a. Process

The Model postulates a three-stage sequential process: *Awareness, Commitment, and Implementation*. Within each stage the person attends to certain issues and concerns, the resolution of which eventually leads to transition to the next stage. The factors resulting in the resolution of each stage and precipitating transition to the next stage are specified. Progress is ordinarily forward. Blocking in a given stage or recycling through the stages is possible, depending on a number of factors. Each stage is characterized as follows:

1) Awareness

During this stage, the individual attends to the present self-in-situation and expands one's time perspective to include part of the past and the future in one's psychological present. As one's stream of consciousness expands, there is a gradual awareness of where one is, at the moment, of where one has been, and of where one is going. This process can be a deliberate "stocktaking" or a more intuitive attention to present feelings. Reverie about the past, and fantasy about the future. Specific aspects of the self-in-situation are: consideration of the consequences (costs and benefits) of one's present course of action; awareness of one's present level of success and satisfaction with the consequences of prior decisions; one's

degree of self-confidence in decision making; and degree of environmental press (e.g., immanence of deadlines, pressure from significant others) for decisions.

2) Commitment

This is first a private, subjective conviction, and then a “trying-out-on-others” process for feedback, with gradual progression from reversibility to irreversibility. That is, as one announces one’s intention, first to intimate others, and then to others in one’s work group, and as the evaluative feedback is positive, the individual’s confidence in commitment increases. The individual then incorporates and integrates the commitment with existing aspects of the self-concept system.

3) Implementation

Assuming that the decision is implementable, the second factor is the “value” characteristic referred to in the same quotation. This has to do with the adjustment aspect of the decision, both in terms of objective Success Outcomes and subjective Satisfaction Outcomes. Success Outcomes involve the degree to which significant others in the implementation context (i.e., professors, classmates, bosses, coworkers, or friends accept, respect, and value the individual and acknowledge her or his contributions).

b. Self-Concept

In this model, Self-Concept refers to those vocationally relevant attitudes or traits which the person attributes to him or herself. Taken together, these traits can be considered as one's vocational self- concept, which in turn is organized as part of one's self- concept system. Two aspects of the Self-Concept that are central to the model are *Self-Esteem* and *intuitive*.

1) Self-Esteem,

It refers to one's subjective sense of satisfaction with which one is. One's Self-Esteem is based on prior and current interpersonal evaluations from others (see Conditions, below). To the extent that one is able to accurately incorporate interpersonal evaluations and to modify one's self-concept system accordingly, one's level of self-esteem will be realistic (i.e.. consistent with others' expectations and evaluations).

2) Intuitive

As in the rational style, the intuitive decision maker accepts responsibility for decision making. The intuitive style, however, involves little anticipation of the future, information-seeking behavior, or logical weighing of factors. Rather, it is characterized by the use of fantasy. Attention to present feelings, and an emotional self- awareness as the basis for

decision making. Commitment to a course of action is reached relatively quickly, and its basic “rightness” is felt internally. Often the individual cannot state explicitly how he or she decided. This style is less likely to result in effective decision making than the rational style. Due to fluctuations over time in the individual’s internal state and to limited capacity to accurately represent an unfamiliar situation in fantasy.

c. Condition

The two parameter of the model refers to the immediate and anticipated situational factors affecting the decision maker and his or her present psychological state. The following types of Conditions are postulated: *Interpersonal Evaluations and Psychological States*.

1) Interpersonal Evaluation

This refers to the positive and negative reactions and feedback the decision maker receives from others. It includes: acceptance, liking and approval, or their opposites, as well as performance evaluations (e.g., grades). Positive evaluations reinforce the person’s past decisions being implemented and current decisions in the Planning and Commitment stages, whereas negative evaluations cause blocking in a given stage or regression to an earlier stage. Some negative evaluation, however, is necessary in order to initiate the Process. That is,

sufficient state anxiety needs to be generated in the person in order to mobilize him or her and to precipitate the Awareness stage.

2) Psychological States

This condition refers to the level of state anxiety aroused in the person as a function of the other Conditions and the decision-maker Characteristics. A curvilinear relationship between anxiety and decision making is postulated; either high or low anxiety results in ineffective decision making, while moderate anxiety is facilitative. Moderate anxiety precipitates the decision-making Process and fosters progress through the stages, whereas low anxiety results in continuance of one's present course of action without any perceived need to decide. High levels of anxiety result in various defensive avoidance behaviors such as: denial to awareness: procrastination; impulsive commitment or implementation: and projection of responsibility for decision making (Harren, 1979).

C. Debate Students

Debate is one of the strategy to teach speaking skill for students, the reason why the researcher choose debate. Because, Debate is the strategy of English learning which has several processes of learning, such as discussion of the topic, public speaking process, writing process, commitment to stand the case, and deciding some option. In that process students trained to be

confidence and thinking in fast time. These characteristics are in line with the idea of self-efficacy and decision making.

As the sample of this research because the existence of debate in Kediri city is known well by the stake holder of education. Especially, debate competition in East Java as the famous competition for Student Senior High School, by joining debate competition students get many experiences for improving their ability in English. Debate students means that some students as the representative of each school to join in debate competition.

Besides that, why researcher choose debate students as the sample of this research because, what the characteristic that are owned by the debate students is related to this variable. For instance the characteristic of self-efficacy, based on the theoretical of self-efficacy above they already have it, such as having high self-confidence when they deliver their speech while debating and they have ability of problem-solving when they face some problems.

Debate students also have superiority to support this research such as, have high confidence because they have already joined in some competition to speak in front of many people, students have ability in speaking English, in debate also have the process of deciding something to the some case of debate, it can train the student to know how to decide something by measuring the risk of their decision.

By considering those things, researcher takes debate students as the sample of this research. It can be support this research and give some contributions to the others stake holder of education.

D. Previous Study

Some researchers also have already conducted same topic of this research. They also discussed about Debate Method, Self-Efficacy, and Decision Making skill. The latest study which conducted by (Ahmed, 2018), by the research of “The Impact of Debate Strategy on Developing English Vocabulary and Decision Making of French Department Students at Al-Arish Faculty of Education” he used quasi experimental design. The aim of study was to investigate the impact of debate strategy on developing English vocabulary and decision making of French department students at Al-Arish faculty of education. Thirty of third – year French university students were selected to be the experimental group of the study. It was concluded that using debate strategy to university students was effective on developing their vocabulary and decision making.

Other researcher is conducted the same topic, the research by (Paradewari, 2017) in her study “Investigating Students’ Self-Efficacy of Public Speaking” she used quantitative study, the aims is to investigate students’ self-efficacy of public speaking. This study was conducted to 43 students of Public Speaking Class in English Language Education Study Program of Sanata Dharma University from academic year 2016/2017. The data were obtained from the questionnaire and interview. The data were

obtained from the questionnaire and interview. The results showed that 1) the students are aware of their self-efficacy while doing public speaking (81.4%), 2) the students have a higher self-efficacy in public speaking (79%).