

CHAPTER II

Review of Related Literature

This chapter presents review of theories concerning the research topics and conceptual framework underlying the study. The details of the theoretical review and conceptual framework are presented as follows. There are some points reviewed in this proposal.

The discussion covers academic self concept as variable *X1*, self efficacy as variable *X2*, English Speaking achievement as variable *Y*. In other word, two independent variables insist of the definition, the component, dimension, indicators, the factors affecting academic self concept and self efficacy, the factors influenced academic self concept and self efficacy. Then dependent variable is English Speaking Ability which insist of the definition of speaking, speaking ability, speaking componentss, and speaking assesement.

A. Academic Self Concept

1. The Definition

For the first, self concept is one of the psychological aspects that important to explore, study, and affect for person. Self concept in individual has many significations based on other sources, for example according to Shavelson, Hubner, & Stanton (1976: 407-441), "Self-concept is formed through experiences with the environment and is influenced especially by environmental reinforcements and significant others." In a similar way, self concept as the totality of the individual's thoughts and feelings with reference to himself as an object.

Started in the statements above, it can be sort in academic self concept. Byrne (1984: 427-456) said, "Academic self-concept refers to individuals' knowledge and perceptions about themselves in achievement situations, those are both in formal

academic in classroom and extracurricular activity.” It much draws educational researchers’ attention because of it influences on students’ academic functioning. Atmasari also said that, “Academic Self Concept is the assessment of a person's academic ability, which includes the ability to follow lectures or lessons, ability in achievement in the academic field, as well as activities on campus or in the classroom which is also related to perceptions, thoughts, feelings, and perception of people toward his/her academic.” (Atmasari, 2009)

The universal importance of self-concept and multidisciplinary appeal is highlighted by which self-concept enhancement is identified as a major focus in variation settings, including education which it classifies in doing assignment, the achievement, development, and sport/exercise. As Craven, Marsh, & Burnet, (2003: 3) statement, they noted in their study, “In regard to education, this pervasive significance of selfconcept has been acknowledged in educational policy statements listing the development of a positive self-concept as one of the key goals of education.” So, self-concept is presumed to impact positively on academic achievement. The progress and performance of a positive academic self-concept has also been shown to mediate positive influences on multiple desirable educational outcomes. For example self-concept has been demonstrated to impact upon motivation, effort, and anxiety.

2. The Component

There are a several different components of self-concept: physical, academic, social, and transpersonal. The physical includes what we look like, height, weight, our sex, what kind of clothes we wear; what is number of foot size, what kind of home we live in, and so forth. The academic self-concept relates to how well we do in school or

how well we learn. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. The social self-concept describes how we relate to other people and the transpersonal self-concept describes how we relate to the supernatural or unknowns. From Astuti (2014: 15), it consists two components:

a. The real self-concept

The real self concept is individual concept form who and what is he or she. This concept is dominantly determined by role and interaction with other people, and the other people reactions towards himself.

b. The ideal self concept

It is the picture of individual concerning to performance and personality that he or she desired.

So, based on the two sources, the components of academic self concept can be conclude that individual can be seen in the fitst, his/her picture of physical, the personality, the academic, and the way he socialize with other people. The second, his/her ideal concerning the performance that he/she wants. Self ideal is started since childhood and influenced by important people such parent. And hope at teen-age will be formed through identity process from people around him/her like parents, friends, teachers, and the like. It can be mentioned for examples, he/she desire in achievement in school scope, the ambition to be success, and so on.

Self-concept is a domain-specific construct according to the multidimensional, hierarchical model of self-concept. In this model, global self-concept is divided into

academic and nonacademic components. The academic component is divided into self-concepts specific to school subjects, including English and Mathematics, whereas the nonacademic component is divided into physical, social, and emotional components. (Mc. Inemey, Cheng, Mok, & Lam, 2012: 250).

3. The Dimension and Indicators

There are many opinions of self-concept dimension. The first come from Calhoun & Acocella (1995), they noted that self concept consists of three dimension or aspects:

- a. Knowledge, is what individual knows about himself/herself. There are one thing describing him/herself in brain, complement, weakness, age, gender, nationality, job, etc. In this academic scope, the students is describing themselves based on their academic in school.
- b. Hope, individual has hope to him/herself to be ideal self.
- c. Assessement. Individual position as a judge about him/herself. Is it conflicting with individual expectancy and his/her standard.

The others opinion of self concept according to Staines (Burns, 1993: 81) has three aspects. Those are:

- a. Basic Self Concept. This aspect is an individual's view of his or her status, role, and ability.
- b. The Other Self. This aspect is a self-image of someone who comes from the judgment of others. This becomes the main point to look at someone's personal picture. Statements, actions, gestures from others to individuals gained step by step will form a self-concept.

- c. Ideal Self. This aspect is a set of descriptions of aspirations and what is expected of the individual, some in the form of desire and the necessity.

The indicator can be formed by the dimension above. Here, the indicator of basic self concept is Students' perception concerning to English speaking and their ability. The indicator of the other self is students' self image from others' assessment. The indicator of the ideal self is students' expectation to their English ability.

4. Characteristics of Academic Self Concept

Brooks & Emmert (1976) said that there are many individual characteristics differences with positive self concept and negative self concept.

Those differences can be showed through some indicators:

- a. Confident in the ability to solve problems
- b. Feel equivalent with others
- c. Receive praise without shame
- d. Realize that everybody have various feelings, desires, and behavior that are not entirely acceptable by people
- e. Have the ability to improve themselves
- f. Have the ability to express unfavorable aspects and try to change them.

People who have negative self concept, can be seen if:

- a. Sensitive with criticism but his/her perception is that criticism as people attempt to impose his/her self-esteem.
- b. Tend to avoid open dialogs
- c. Always defend opinions with erroneous logic

- d. Very respect for the various praise and all the attributes that support his self-esteem to be the center of attention
- e. Have a tendency to be hypercritical to others
- f. Rarely even never express appreciation or recognition of the advantages of others
- g. Have feelings of irritability, tend to complain and belittle others
- h. Feel unpopular and unnoticed by many people, that's why it tends to react to create hostility.
- i. Do not want to blame himself but always sees himself as a victim of an improper social system
- j. Pessimistic of all that is competitive, reluctant to compete and excel and helpless against the competition that harms him.

Academic self concept relates to perceptions, thoughts, feeling, and assesment toward the academic ability. Positive self concept is occured when he/she pretends him/herself are able to be performance in academically, feel comfortable arround school areas, spirit to do assignment, and so on. Negative Academic Self Concept occurs he/she is looking at self negatively. Such as unable performance in school, feel he/she is dislike by other friends, and etc.

5. The Factors Affecting Academic Self Concept

In the book of Tim Pustaka Familia (2006: 34-35), there are two opinions about the factors affecting academic self-concept. According to Coopersmith, there are three factors playing role in self concept formation as follows:

- a. Ability. Everyone has potential, hence someone have to be given a chance in order that they can do something.

- b. Meaningful feeling factor. If everyone are always given with meaningful feeling, they will configurate positive attitude in own self. Otherwise, if someone gets a negativ treatment from other people then it will be impact negatively to him/herself.
- c. Benefaction. If someone has meaningful feeling, so he/she will get benefaction in his/herself.

While there are other factors affecting academic self concept (Fiits, 1971 in Agustiani, 2006: 139) as follow:

- a. Experience, particularly interpersonal experience which it can appear positive feeling and worth. Experience is occured when individual make contact to other people and environments. This relate to development of self concept itself.
- b. Competence in appreciated area by individual and other people. It means an individual have skills and abilities that show directly to people. They will see and judge, appreciating, and give comments. So, individual get a appreciation from them.
- c. Self-actualization, implementation, and realization from actual potential. Individual have potentials both in physics and psychological. They want to reach what they want through the implementation from his/her potentials.

Based on the two opinions above, it can be said that the factors influenting self-concept both in its formation and development are from own self and outside the self. From own self includes the ability, benefaction, and self-actualization. They are the most important aspects from inside individual to get the best self-concept. And from outside there are meaningful feeling, experience, and competence in appreciated area by individual and other people. These aspects basically from other people reaction for

perceive individual. This often happened in school scope, especially students and teachers.

6. The Factors Influenced by Self Concept

Self-concept can be influencing something. Absolutely for progress and performance of individual. The first, this effect of self-concept have connection to interpersonal. Positive self-concept will produce positive relationship to own self also vice versa. For example Andi has positive prejudice for his self, so he accepts his powerness and weakness and live a happy life. It creates harmony. Positive feelings encourage individual to do positive activity.

The second, self concept is related to the quality of relationships with others. When person have harmony relation with own self, person will tend to produce harmony relation with others and vice versa. Many studies reveal that people in stressed level and depression is unable having a relationship with other people.

B. Self Efficacy

1. The Definition

Many people define and describe this definition. For example, Albert Bandura noted that “self-efficacy is defined as a person’s belief about his or her ability to successfully achieve a specific task.” (Hashim, O’Neil, & Hocevar, 2002: 341–364). In order words, self-efficacy can be cause of achievement in various things, ofcourse in academic scope, such as pass examination, get high score in English, get champion of speech contest, and so on. Everyone hass each self-efficacy. The concept of self efficacy lies at the center of psychologist Albert Bandura’s social cognitive theory. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways.

Bong & Skaalvik (2003: 5) noticed that “Self-efficacy is presumed to explain and predict one’s thought, emotion, and action. However, efficacy judgment is less concerned with what skills and abilities individuals possess. It considers more important what individuals believe they can do with whatever skills and abilities they may possess.”

More specifically about Academic Self Efficacy, Schunk (1991: 207-231) said that academic self-efficacy refers to individuals’ convictions that they can successfully perform given academic tasks at designated levels. So, as students, they have belief that they can be success in all levels of academic and tasks from teacher.

Opinion comes from Khotimah, Radjah, & Handarini (2016: 60-67), they said that academic self-efficacy’s signification is as individual belief toward the ability, the more certain in his/her ability, so the effort that he/she does is bigger and more active. Because he/she is sure that ability can help him/her to do duty and tasks and reach high academic achievement.

2. The Dimensions and Indicators

Handayani & Nurwidawati (2013) wrote the components of self efficacy come from Albert Bandura. He revealed that self efficacy consists of three dimensions, namely:

- a. Level / magnitude, related level dimensions with the difficulty of the task.
This dimension refers at the level of difficulty of the tasks that individuals believe will be able to cope
- b. Strength, dimension strength related to the power of judgment about individual skills. This dimension refers to the degree of stability the individual to the beliefs he or she makes. This stability determines durability

and individual resilience in business. This dimension is an individual belief within maintain certain behaviors.

- c. Generality, the dimension of generality is a the concept that one's self efficacy is unlimited on a specific situation only. This dimension refers to the variation of the situation in which the assessment about self efficacy can be applied.

The level of self-efficacy refers to its dependence on the difficulty of particular task, such as spelling words of increasing difficulty; generality pertains to the transferability of self efficacy beliefs across activities, such as from algebra to statistics; strength of perceived efficacy is measured by the amount of one's certainty about performing a given task. Self-efficacy measures ask students to judge how well they can execute particular courses of actions.

Sovia (2011) refers to the dimension of self efficacy which is formulated by Bandura, Brown mentioned that there are five aspects of self efficacy:

- 1) Able to do certain task surely
- 2) Able to motivate herself to do some actions which are needed to finish the task surely
- 3) Sure that ourselves are able to be diligent to face the task
- 4) Sure that ourselves are able to hold out the obstacle and the difficulties
- 5) Able to finish a problem in any situatuon surely.

2. The Factor Affecting Academic Self Efficacy

Information for shaping self-efficacy beliefs comes from the following four major sources (Bong & Skaalvik, 2003):

a. Enactive mastery experience.

One's prior experiences with the tasks in question provide the most reliable source of information for efficacy beliefs. Successes strengthen self-efficacy. One's achievement that is often obtained will improve self-efficacy. Whereas failures will decrease his/her self-efficacy. If an individual gets success because of factors outside of him/her, usually it will not bring influence to upgrading of self-efficacy. But if an individual gets success because of his/her own effort and has the ability to pass obstacles, thus it could be beneficial to his/her self-efficacy.

b. Vicarious experience.

Achievement experiences in people which have similarity to an individual's performance on the tasks usually will increase an individual's self-efficacy. For example, John has the same hobby as Andi, that is writing. John is successful ahead of Andi. The success experience from John will affect Andi, thus it pushes Andi to do modeling. Modeling thus serves as another effective source of efficacy information. It cannot occur when someone sees the different than his/her self.

c. Verbal persuasion.

Persuasive communication and evaluative feedback from significant others also influence one's judgment of self-efficacy. Verbal persuasion is most effective when people who convey the efficacy information are viewed as knowledgeable and credible to do the tasks.

d. Physiological reactions.

Some signs such as sweating, heartbeats, fatigue, aches, pain, and mood changes also send a signal to people that affects their efficacy appraisal. The higher self efficacy is marked by stress level and anxiety also vice versa.

Bandura also identifies that self efficacy is believed to affect tenacity toward difficulty, the presence of cognition in assisting or inhibiting and the extent of depression and stress occurring under difficult conditions. (Handayani & Nurwidawati, 2013).

3. The Factors Influenced by Self Efficacy

Self-efficacy determines how people feel, think, and motivate and do deeds. Like belief various effects, include the four majors, those are cognitive, motivation, affection, and selection process.

Bandura labeled this individual difference self-efficacy and sought to measure it using task-specific scales. Although self-efficacy and outcome expectations were both hypothesized to affect motivation, he suggested that self-efficacy would play a larger role because “the types of outcomes people anticipate depend largely on their judgments of how well they will be able to perform in given situations” (Bandura, 1986: 392).

Those all can be conclude that self efficacy bears a motivation dominantly. Individual who has high self efficacy in mind can thinking clearly and positive thinking. Individual can control and keep spirit in mind how they will be able to perform in given situations.

C. Speaking Ability

1. The Definition of Speaking

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. Those basic are speaking, listening, writing, and reading, in terms of their direction and modality. Speaking is the productive, oral skill. Modality refers to the medium of the language (whether it is aural/oral or written). Thus, speaking is the productive, oral skill. (Bailey, 2004: 2).

Clark and Clark said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success. (Nunan, 1991).

(Tarigan, 1986: 26) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. He also states that speaking is the ability to pronounce articulation of sound or words to express though, ideas, and feels. Speaking is a system of sign which is audible and visible using muscels of human being for the purpose of that ideas. So, speaking is only sound or word pronunciation. Speaking is a means to communicate the ideas that are arranged and developed with the listener's need.

2. The Definition of Speaking Ability

There are two definitions of speaking ability from Lado and Tarigan. The first comes from Lado, he says that speaking ability is described as the ability to report acts or situation, in precise words, or to converse/express a sequence of ideas fluently. The second, speaking ability according to Tarigan, he states that speaking

ability is a skill to communicate a speech articulation or to speak a talk for expressing some ideas and messages.

3. Speaking Component

To speak English we have to know the important component. The component is what aspect influencing how well people speak English. To measured speaking competence according to Harmer (2007: 343) speaking skill consists of three elements: pronunciation, fluency, and intonation.

a. Pronunciation

Pronunciation is the way individual speak a language or particular word and sound. It means that the sound of the word is same as the structure of the word in phonology. If we get it then we can speak better. If we want to be able to pronounce the word correctly, we must learn and practice pronunciation everyday. If we do it, we will be able to speak better.

b. Fluency

Fluency is an important element in speaking. Speaking fluently will help us to be able to speak well in front of people. Speking fluently is difficult. If we want to speak fluently, we must practice every day and every time. We can watch English movie and listen English music program. As we know, foreign people can speak fluently.

c. Stress and Intonation

Stress is an extra force used when pronouncing a particular word or syllable. Then intonation is the rise and the fall of the voice in speaking. According to Kathleen Baley, intonation is another very important supra

segmental phoneme. Intonation is the relative rise and fall of the pitch in an utterance. Intonation helps us recognize questions (“It’s ten o’clock” versus “It’s ten o’clock?”). Intonation also helps us detect speaker attitudes, such as surprise, sarcasm, or disbelief. (Bailey, 2004: 13)

4. Speaking Assessment

A major concern for teachers is how we can assess students’ speaking abilities in the new language. There are four basic criteria to keep in mind as we devise, use, or adapt tests of speaking and pronunciation.

The first is make sure that we are testing what we are teaching and what the students want to be learning. the central concept is that we determine in advance what we want to measure. We then design items, tasks, or prompts. The second criterion is when must believe that the result of the test is reliable. Reliability is concerned with consistency. The third is understand quite well- practicality, the test or other assessment procedure can only be useful if it does not make unreasonable demands on resources, including time, money, and personnel. The fourth criterion is washback (or instructional impact). Whether the test encourage people to prepare for speaking tasks, or does it cause them to study grammar rules or obscure vocabulary items. (Bailey, 2004: 21).

There are two types of tests. The first is a direct test of speaking, it is an oral proficiency interview, a conversation, or an unscripted role-play can be considered direct tests of speaking. The second, an indirect test of speaking, it means that it is one in which the test-takers do not speak, the students fill the blank with a suitable word based on the paragraph, it can be called conversation cloze test. (Bailey, 2004: 21).

D. The Evidences about Those Correlation

Study on academic self concept and self efficacy to academic achievement have been conducted in some researches. The researcher describes those researches as some evidences to create the basic hypothesis. These evidences are about correlation between academic self concept to school achievement and self efficacy to school achievement. The researcher compiles the annotated bibliography from those researches to ease the reader to read.

1. The correlation between Academic Self Concept and Academic Achievement.

There are four evidences of this point as following: The first, Coetzee (2011) set out to investigate The Relationship Between Students' Academic Self-Concept, Motivation And Academic Achievement At The University Of The Free State in his thesis of Master of Education, University of South Africa. The research aimed is to determine whether the academic self-concept and the motivation of quantity surveying students can predict the level of academic achievement in all four of the study years. A quantitative approach is to be implemented in this study and In this study a non-experimental research design. Convenience sampling will be used because it is convenient for the researcher to use the residential students at the Department of Quantity Surveying at the University of the Free State. All the residential students in their first to fourth years of study. The result shows some different result based on the grades. With the second and third year students, a positive correlation was found between academic self-concept and academic achievement. This indicates that the higher the academic self-concept, the better is the academic achievement. Therefore, the second and third year quantity surveying students who have a high or positive

academic self-concept, are more likely to demonstrate higher academic achievement. Thus it can be concluded that in respect of the second and third year students in the Department of Quantity Surveying, it is more beneficial for their academic achievement if they have a positive academic self-concept. However there was no significant relationship between academic self-concept and academic achievement in the first and fourth year students in the Department of Quantity Surveying.

In the first evidence of Louise Rolene Coetzee thesis above, the researcher just take main point of the result from the relationship of Academic Self Concept and Academic Achievement in short explanation.

The second, (Gashvini, 2011) conducted a study of relationships between academic self-concept and academic performance in high school students. In the *Procedia Social and Behavioral Sciences* journal. The purpose of this research was to determine the relationship between the academic self-concept and academic performance. The sample consists of 363 students from 10 high schools were chosen by using multistage cluster sampling method. The research finding showed a close relationship between academic self-concept and measures of academic performance. Academic self-concept powerfully and positive predicts general performance in literature and mathematics. Feel it is necessary to give adequate and sufficient attention to self-concept and self-esteem and teachers should be offered methodological guidance in order to work on these throughout the educational process.

The third, (Mc. Inemey, Cheng, Mok, & Lam, 2012: 249–269) studied of Academic Self-Concept and Learning Strategies: Direction of Effect on Student Academic Achievement in *Journal of Advanced Academics*. This study examined

the prediction of academic self-concept (English and Mathematics) and learning strategies (deep and surface), and their direction of effect, on academic achievement (English and Mathematics) of 8,354 students from 16 secondary schools in Hong Kong. Academic self-concept. The first method, to operationalize English and Mathematics self-concept, perceive their academic capabilities. English self-concept was measured with five items that those were chosen from the ASDQ. The second, to operationalize learning strategies, items were chosen from the LPQ which measures how students. The third, to measure the academic achievement, standardized achievement tests were used to assess students' academic achievement in English and Mathematics. The English achievement of students was assessed by the English Language Ability Calibrated (ELAC) Scale developed by A. Y. P. And finally, the findings suggest that academic selfconcept, learning strategies, and academic achievement have reciprocal relationships with each other.

The fourth, (Mirfaka, 2013). He conducted the thesis entitled The Correlation between Students' Self-Concept and English Achievement of The First Grade Students at MAN Kota Kediri 3 in 2012/2013. There are three aspects of self concept: Academic self concept, social self concept, and personal self concept. This study is included the correlation between them in which the researcher finds out the correlation between students' self concept including three aspects of it and their English achievement. The result establish that the correlation of them is 0,416 and significant level are 0,318. It means that there is a positive and significant correlation between the self concept of the first grade students at MAN Kediri 3 and their English achievement.

2. The correlation between Self Efficacy and School Achievement.

The researcher finds 3 evidences by following:

The first, (Handayani & Nurwidawati, 2013). They conducted Hubungan Self Efficacy Dengan Prestasi Belajar Siswa Akselerasi (The relationship between Self Efficacy and Acceleration Students Achievement). In *Character* journal (pg.22). This study aimed to determine the relationship between self-efficacy and student achievement on acceleration. Data analysis techniques used using Spearman rank correlation analysis with significance level 0.05. This research resulted in the correlation coefficient ($r = 0.657$) with $p = 0.000$ for significance value is less than the error rate ($p < 0.05$) then the hypothesis is accepted. This means that there is a relationship between self efficacy by accelerating student achievement. This study proves that students with self efficacy acceleration that they know they have completed the task difficulty level and believe their efforts in a variety of situations. Students acceleration with high self-efficacy believe they can improve the performance of the desired learning with peers who have the same intelligence.

The second, (Surrachman, 2012) researches on her thesis entitled The Correlation between The Students' Self Efficacy and Their English Speaking Ability at STAIN Kediri. The study is conducted to know whether the stronger students' self efficacy, the higher their English speaking ability will be. The research design of this study is quantitative descriptive approach. The data sources of this study are the students of Speaking 3 class of English Department of STAIN Kediri. In this case, she is calculating and analyzing using IBM SPSS software ver.17.00 for Windows. The researcher found that the data distribution is abnormal, so the researcher uses *Spearman* to know whether there is correlation between two variables. The result shows that the Sig. (0.0049) $< \alpha$ (0,05), so H_0 is

rejected. This means that the two variables, students' self efficacy and their English speaking ability are related, but the correlation is very low because the coefficient correlation is 0,189. Although very slow, it shows a positive direction. So the result shows that the stronger students' self efficacy, the higher their English speaking ability will be. Also it makes the result that it shows about prediction of students' English speaking ability from their self efficacy is only 3,6% accuracy.

The third, (Chairiyati, 2013) investigates about Academic Self Concept and Self Efficacy to School Achievement in *HUMANIORA* journal (pg.1125-1133). She is looking for those relationship using SPSS to know the respondents characteristic. The design of the study was descriptive - correlational, with a study sample of 192 children. And regression analyze between 2 independent variabel and dependent variabel result a regression model $y = 2,399 + 0,010x - 0,008x$. The results showed only variable Self-Efficacy (SE) contributes positively to academic achievement. It is supported by the value of t-statistic greater than 1,645 for the value $p < 0,05$. Hence it can be said that the dependent variable (academic achievement) can be predicted with self-efficacy academic.

Those above are the evidences that can be compiled the hypothesis of the multiple correlation between students' academic self concept and self efficacy toward English speaking ability in English Department of STAIN Kediri.