CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents the definition and explanation of the variables, it is to know the correlation among Self-Confidence, Self-Efficacy and English reading achievement of second grade students of MAN 3 Nganjuk. This chapter consists of definition of Self-Confidence, definition of Self-Efficacy and its indicators, definition of English reading comprehension and achievement. The last is explains about the extent of correlation among Self-Confidence, Self-Efficacy and English Reading Achievement.

2.1 Self-Confidence

2.1.1 Definition of Self-Confidence

Self-Confidence is convinced of one's ability and judgment or judgment in carrying out the task and choosing an effective approach. This includes trust in his ability to face an increasingly challenging environment and confidence in his decisions or opinions (Yawei, 2018). This Self-Confidence is a positive term, because an individual who enables himself to develop a positive assessment both of oneself and the environment or situations they face. High Self-Confidence actually only refers to the existence of several aspects of the individual's life where he feels competent, confident, capable, and believes that he can

because it is supported by experience, actual potential, achievements and realistic expectations of oneself (Bandura, 1986).

We cannot deny that Self-Confidence becomes an essential role in learning process to be successful. It is also important in developing reading skill. According to Kanza, Self-Confidence becomes one of the key factor in enhancing reading skill through presentation because with this factor, the speaker can deliver their opinions or ideas clearly (Kanza, 2015). However, feeling confident when doing one task may not generalize to another task (Krueger & Dickson, 1994).

Based on the opinion of the experts above it can be concluded that Self-Confidence is the existence of Self-Confidence, trusting and beliefs of themselves to act as behaviour as expected as a feeling that is confident in his actions, responsible for his actions and not influenced by others.

2.1.2   The Characteristic of Possessing The Self-Confidence

According to Hakim mentions some characteristics of individual who have proportional confidence, including:

2.1.2.1 Always feel calm when doing something.

2.1.2.2 Has sufficient potential and ability.

2.1.2.3 Able to neutralize tensions that arise in various situations.

2.1.2.4 Able to adapt and communicate in various situations.

2.1.2.5 Having a mental and physical condition that is sufficient to support his appearance.

2.1.2.6 Have enough intelligence.

2.1.2.7 Having the ability to socialize well.

2.1.2.8 Always reacting positively in dealing with various problems, for example by staying strong, patient and steadfast in facing tough life problems will only strengthen one's Self-Confidence. Additionally, Self respect is the most important thing in growing confidence in yourself. Believe in your own abilities and strengths. Every individual who has Self-Confidence will eventually be able to appreciate themselves positively.

In another reference according to Wise in the Journal of social and clinical psychology, there some indicators of Self-Confidence to know the feeling whether it is available:

2.1.2.1 Direction and values: People have to know what they want, where they want to go and what's really important to them. These directions will increase the desire of Self-Confidence.

2.1.2.2 Motivation: People are motivated by enjoying what they like to do. In fact, they are likely to get so engrossed in what they are doing that nothing distracts them.

2.1.2.3 Emotional stability: They have a calm and focused approach to how they face the challenge through moody

situation. People notice difficult emotions such as anger and anxiety, but they work with it rather than letting it overcome themselves.

2.1.2.4 A positive mind-set: people have to belief that they have ability to stay optimistic and see the bright side even when they encounter setbacks. They hold a positive regard for themselves as well as other people.

2.1.2.5 Self-awareness: people know what they are good at, how capable they feel on it, and how they look and sound to others. They also acknowledge that they human being, and they do not need to be perfect.

2.1.2.6 Eagerness to develop: the desire or eager to do the task and challenge is essential. People enjoy stretching themselves, treating each day as a learning experience and discovering a new experiences.

2.1.2.7 A willingness to take the risks: people have the ability to act in the face of uncertainty and put themselves on the line even when they do not have the skills to get things right, they have to belief and get willings to face it well.

2.2 Self-Efficacy

2.2.1 Definition of Self-Efficacy

Self-Efficacy is a specific human confidence to do something or work successfully. According to Bandura, Self-

Efficacy belief as a psychological construct is rooted in a social learning theory developed by Bandura. In his research with recovering heart attack victims, Bandura found that patients' belief in their ability to overcome phobias about exercise affected their performance. Bandura theorized that an individual's beliefs, based on previous experiences, are closely linked to behaviour with respect to phobias and efficacy. Self-Efficacy beliefs are defined as "judgements of how well one can excute courses of action required to deal with prospective situations" (Bandura, 1982, p. 122).

The essential thing of Self-Efficacy is the initiation of presistence at behaviours appear and concerning at the skill and capabilities of being able to successfully cope with environmental demands and challenges. The definition of Self-Efficacy has been expanded, however, to refer to "people's beliefs about their capabilities mobilize the motivation and all courses that needed to control over the task demands. Hence, Self-Efficacy concerned judgement are not only to the skill that people own but it also can do with judgement of whatever skills one possesses.

2.2.2 Dimensions of Self-Efficacy

Self-Efficacy expectancies are viewed as varying along three dimensions: magnitude, strength, and generally (Bandura, 1986).

Magnitude of Self-Efficacy refers to the step of increasing difficulty or threat a person believes himself capable of performing (Maddux, 1995). For example, a person who is trying to abstain from smoking may believe that he can maintain abstinence under conditions in which he feels relaxed and in which no others present are smoking. He may doubt, however, his ability to abstain under conditions of higher stress and when in the presence of other smokers (Diclemente, 1986).

Strength of Self-Efficacy expectancy refers to the resoluteness of a person's convictions that he or she can perform a behaviour in question. For example, two smokers may believe themselves capable of abstaining from smoking at a party, but one may hold this belief with more conviction or confidence than the other. Strength of Self-Efficacy expectancy has been related repeatedly to presistence in the face of frustation, pain, and other barries to performance (Bandura, 1986).

Generallity of Self-Efficacy expectancies refers to the extent to which success or failure experiences influence Self-Efficacy expectancies in a limited, behaviourally specific manner, or whether changes in Self-Efficacy expectancy extend to other similar behaviours and contexts. For example, the smoker whose Self-Efficacy expectancy for abstinence has been raised by successful abstinence in a difficult or high-risk situation may

enlarge his feelings of Self-Efficacy to other contexts in which he has not yet experienced success or mastery (Maddux, 1995).

In conclusion, Magnitude focuses on whether an individual believes that he or she can complete the task. Strength reflects an individual's confidence at completing the various components of the task or t various levels of difficulty. Finally, generality is the extent to which self-efficacy on one task generalizes to other tasks or domains. Generality is particularly important when understanding how Self-Efficacy estimates on one task generalize to other related tasks, such as academic domains (Bong, 1997).

2.2.3   Indicators of Self-Efficacy

According to Bandura, there are indicators of Self-Efficacy that will be conducted, those are:

2.2.3.1   Mastery Experiences: Bandura believes that the more people successfully perform a task the more their sense of Self-Efficacy strengthens. On the other hand, if people fail to face the task, that may undermine or even weaken Self-Efficacy

2.2.3.2   Social Modelling: It means that you gather the information from other people's successfully to build the own Self-Efficacy.

2.2.3.3 Social Persuasion: When someone complimenting you or saying telling positive and encouraging can help you to overcome self-doubt. Hence, it will produce the feeling of finishing task with best effort.

2.2.3.4 Psychological Responses: Moods, emotions and physical reactions and even the level of stress can affect how people feel about ability to succeed. These types of psychological responses play a very important role in self-belief.

2.3 English Reading Comprehension

2.3.1 Definition of Reading

Reading is an activity carried out by individuals in knowing something. By reading someone will get various information that can be used in aspects of his life such as clothing, food, shelter, health, education, achievement of ideals, and aesthetics. Reading also will open someone's horizons wider so they can compete with other people. It is impossible for experts from various fields of knowledge to know their fields without reading (Al-Mohana, 2011).

English reading skill is one of four important skills that should be achieved in developing a good understanding in second language learning context. In English learning, we need to master the four skills such as reading, speaking, listening and writing.

Among these four skills, reading helps people to get an information or something new in their life.

There are a lot of definitions of reading that have been suggested by expert in language learning. According to Rezvan Adelnea, reading comprehension is one of the crucial skills fundamental for any language learner including the high school students. The students need to make their reading comprehension better to further their studies in higher education or many projects that teachers ask them. So far, a number of methodologies have been introduced in teaching English language in general and reading comprehension in particular. Among various approaches in teaching reading comprehension such as critical reading, critical discourse analysis, and skill model. (Adelnea, 2016).

In addition, to do the reading section also needs the reading skill. When students read, they use many different skills. They need to work on them one at a time. According to Jeffries here are six important skills students will work on:

2.3.1.1 Previewing. Before students start reading, they have to find out something about what they will read. Then they can start thinking about the subject. Students will be able to read faster and with more understanding.

2.3.1.2 Ask questions as students read. This keeps students' mind on what they read. Asking questions helps them to pay attention. It also helps them to remember what they read.

2.3.1.3 Guessing what new words mean. It takes too much time to look up every word. Ad if they stop, they may forget what they are reading about. Use the whole sentence or paragraph to guess the words is better choice.

2.3.1.4 Finding the topic and the main idea. The topic and the main idea let students know what part is important. To find the topic and the main idea they have two questions, those are "what is this about?" and "what does the writer want to say about this content?".

2.3.1.5 Understanding patterns in English. A pattern is a way of putting ideas together. If students find the pattern, they ca understand more and students will also remember more.

2.3.1.6 Using signal words. Some words are like signposts on a highway. They tell students what direction the writer is going. And they help them to follow the writer's ideas. Signal words also help them to guess what they will read about.

From the experts' definition above, it can be concluded that reading is a process of understanding and gaining such information needed and it can be delivered as the opinion to

become the good communication. It also requires to be developed to build successful learning and be able to pervade English clearly

2.3.2 The Importance of Reading

The first problem in learning process is understanding the context. Students often feel unsecured when they try to create their own opinion based on text they read. They may afraid to make errors in reading, get bad comments, and feel embarrassed when people are looking at them while they are reading loudly because of lake pronunciation mastery, they do not know the words and cannot spell it or so on. According to Al-Mohana, there are the reasons why reading is important when students learning a new language:

2.3.2.1 Reading helps you learn to think in the new language.

2.3.2.2 Reading helps students to build a better vocabulary

2.3.2.3 Reading makes students more comfortable with written English. Hence, students can also write better English if they comfortable with the language.

2.3.2.4 Reading may be the only way for them to use English if they live in a non-English speaking country

2.3.2.5 Reading can help students if they have a plan to study in an English speaking country.

2.4 Achievement

Achievement is a good value in reaching something good from students. The students' intellectuality determines the students' efficacy and confidence in getting the achievement. Achievement is something that people did or got after planning and working to make it happens successfully, and also it gives the feeling of satisfaction. According to David P. Haris in the book of Testing English as a second language "Achievement is a progress on toward the instructional objective of specific study of training program".

In addition, in the Journal Of College Students Development, Ebel also said that achievement is an outcome of education. He states that most of cases achievement that the students have although it cannot show achievement completely but it can hold. Achievement is the expectancy of finding satisfaction in mastering challenging and difficult performance. The achievement of the student is as the success improvement of them.

Teachers also need to decide when he / she moves to the next chapter of the topic. They have to make sure that students have mastered the previous subject before going to the next chapter. Simply, students' achievement is needed to decide when teacher should go on to the next chapter or review the previous chapter.

In conclusion, that is achievement as the result of study and to know the extent of ability that students achieved is important to be

available. Students' achievement is necessary needed for the teacher and for the students.

2.5 The Correlation among Self-Confidence, Self-Efficacy and English Reading Achievement

Mastering English reading skill is important to face the era. Hence, people are known their understanding of English by their reading. But in reading, most of people are not confident to built the main or impression about what they have read. Hence, to feel the confident and have Self-Efficacy for getting achievement is important, in education case, students will have desire to reach what the goal of study. Reading is an important part of human life. The main basic component that must be mastered by elementary school till senior high school that students' understand about content or paper they read is still lacking. It is hard to read the lessons especially with other language and knowledge. The cause is very complex, for example, lack of teacher ability, infrastucture and perhaps educational facilities are still need to be increased, students learning interest is not optimal, and students are not confidence to believe in theirs' thought of reading. There are many other factors that make students less able to master basic skills especially reading.

Self-Confidence is the beliefs that students can perform their ability perfectly. This feeling is important to be available in every person, because with this feeling students can impulse their ability to be better and

reach the goals of study especially English reading skill. Yawei Wang states that people with high specific Self-Confidence perceived options as distinctive, and preferred a large assortment (Yawei wang, 2018). However, students who are not having Self-Confidence feeling they will get a high social anxiety, and preferred a large assortment only when social influence was silent. They will not understand English because of low Self-Confidence, even they are able on it.

In another case, there is Self-Efficacy, this also kind of belief, but it is more specific. Generalized Self-Efficacy has been defined as one's willingness and determination to initiate and tenaciously stay with an undertaking in the face of physical and emotional adversity. Self-Efficacy beliefs affect the students' performance to expert in learning not only on subject what they good at, but they may good in facing any subject or task even they have no ability on it. This feeling gives the strength to perform very well and construct them to understand and break the matter (Bandura, 1986).

Students who have the kind of belief they cannot only finish the task by having ability on it, but they can also finish the task or challenge even they do not master on it. This feeling is becoming strong power to reach the successfully in reading for sure. Hence, researcher belief that when students have two kinds of this belief, Self-Confidence and Self-Efficacy, they will reach the goals of study not only in reading achievement but also all skills that exist. Those Self-Confidence and Self-

Efficacy constructs students' psychological function to encourage learning process. Bandura (1997) believed that self-efficacy and confidence were directly related. In turn, a student with high self-efficacy would be likely to put forth more effort in order to become a better reader (Brittany, 2017).