

CHAPTER II

LITERATURE REVIEW

This chapter elaborates several theories that researcher applies to conduct this study. It describes both theory and explanation on social media-used perception, self-efficacy and speaking skill. The more explanation is discussed below.

A. Perception

This part discusses about the nature of perception, process of perception, and factors affecting perception.

1. The Nature of Perception

The biological process of perception takes place in the human brain. It is a process that deals with signals or information entering through the five senses—taste, smell, touch, hearing, and sight.¹⁴ One can react to someone's knowledge either favorably or unfavorably by summarizing and analysing it. The process is called as perception. An object's meaning is formed after it is perceived by a person in its surroundings.

Another way to define perception is as the way something, an event, or information is interpreted according on the interpreter's personal experiences. Depending on the individual, their brain will translate the experiences into different impressions. Consequently, the result of the mind in a certain situation can likewise be characterized as perception.¹⁵ One definition of perception is an information-interpretation technique that

¹⁴ Slameto. "Belajar dan faktor-faktor yang mempengaruhinya." *Rineka Cipta*, (2003): 124.

¹⁵ Jalaludin, R. "Psikologi komunikasi". *PT. Remaja Rosdakarya*, (2003): 33.

utilizes the senses.

2. Process of Perception

Perception is an internal process that does not happen instantly. Walgito asserts the process of perception is divided into several phases.¹⁶ A person's perceptual process starts when they are exposed to environmental stimuli. Sensory equipments are then used to transfer it to the brain. The individual's motivation and personality determine how the stimulus is interpreted. After that, the individual interprets the data as a reaction to the stimuli.

There are some steps involved in using the perception process.¹⁷ The stimulus from the thing intensifies the senses in our bodies. The stimuli come from both internal and external sources. The central nervous system of our brain then receives the stimuli. The person is aware of the object that their sense tools have detected once the brain has processed the stimulus. Furthermore, he emphasized that one must focus on what they are seeing in order to notice anything.

3. Factors Affecting Perception

Several elements are thought affecting perception.¹⁸ First, strong stimulus. In order for a person to directly perceive it, it must awaken their awareness. Second, psychology. It includes experiences, motivation, and the capacity for thought, whereas physiology is related to the sensory

¹⁶ Walgito, B. "Pengantar psikologi umum." *Andi: Yogyakarta*, (2004). 200-268.

¹⁷ Walgito, B. (2004).

¹⁸ Walgito, B. (2004).

instruments in our bodies. Third, environment. A stimulus-producing situation can also affect perception, particularly when it involves a human object. In this instance, various people's social backgrounds and perspectives differ from one another.

According to Iska, selective attention is the first factor that affects perception.¹⁹ Humans are continuously aroused by their surroundings, and we are not always able to respond to everything that we encounter. The person's values, needs, and prior experiences come in second. Each person's background and values give impact on how they perceive things. The object's attributes, including its size, proximity, motion, and sounds, come in third. Large things have the potential to be perceived as more interesting than small ones.

B. Social Media-Used Perception

This part discusses about the definition of social media-used perception, the impact of social media English contents, social media in English language teaching and learning, and the influence of social media in learning speaking.

1. Definition of Social Media-Used Perception

Technological growth is accelerating around the world. All aspects of human life rely heavily on technology. Social media is one of today's developing technologies.²⁰ It is a cross between public media and personal communication in that it allows information to be shared one-on-one between

¹⁹ Iska, Z. N. "Psikologi pengantar pemahaman diri dan lingkungan." *Jakarta: Kizi Brothers, (2008): 84-85.*

²⁰ Manning, J. "Social Media, Definition and Classes of. In K. Harvey (Ed.), *Encyclopedia of social media and politics*". *Thousand Oaks, CA: Sage (2014): 1158-1162.*

individuals. It as an online mediator that gives chance for people to connect, collaborate, share, communicate, represent themselves, and form virtual social ties. As a result, social media enables users to interact, communicate, and share content with many friends and the global community.

Social media is interesting to use. It is an attractive smartphone application.²¹ Almost everyone uses social media due to its effectiveness in providing and sharing information even when people are separated by long distances. People merely need internet access to use social media, which is available in many places. They do not need to travel to a specific location or meet someone because they can find what they are looking for on social media. They are able to pick up new knowledge that they were previously unaware of.

Using social media English contents wisely is good for the users. It is due to its number of advantages in many areas of human life.²² Talking about social media used and perception, it is a multifaceted process that comes from the social media used which it entails concentrating on the item, using our senses to obtain information, and analyse that information to produce response that influences our behaviour including at speaking skill.

²¹ Abugohar, M. A., Yunus, K., & Rashid, R. A. "Smartphone Applications as A Teaching Technique for Enhancing Tertiary Learners' Speaking Skills: Perceptions and Practices." *International Journal of Emerging Technologies in Learning* 14, no. 9 (2019): 74–92. <https://doi.org/10.3991/ijet.v14i09.10375>.

²² Ariantini, K. P., et.al. "Integrating Social Media into English Language Learning: How to and What Benefits According to Recent Studies." *NOBEL Journal of Literature and Language Teaching* 12, no. 1 (2021): 91-111. <https://doi.org/10.15642/NOBEL.2021.12.1.91-111>.

2. The Impacts of Social Media

Technology is an essential part of millennial existence. Technological specialists are increasingly focused on building communication technologies that are simple, inexpensive, and accessible at all times and from any location, including social media. Numerous social media applications are available for everyone to choose from and own.

TikTok is a social network that is utilized as a learning tool because of its large user base, extensive feature set, and high-quality content.²³ Next is WhatsApp. it is fast messaging program that allows users to send each other photographs, videos, photos, and audio messages. Then, Instagram is another prominent social networking platform these days. Users have the option to upload videos or photos to share with their friends or followers. Furthermore, people use a variety of social media sites that cannot be described individually. Adopting social media in our lives will improve the effectiveness and efficiency with which we share information and communicate.

In contrast, social media has a detrimental impact. One of them is that social media might make us to be lazy when it comes to building social relationships or communicating directly in real life. People sometimes prefer to stay at home instead of going out and spending too much time due to the simplicity of conversing via social media. Having social contacts, however,

²³ Ferstephanie, J., & Pratiwi, T. L. "The effect of Tiktok platform to develop students' motivation in speaking ability: a classroom action research." *Wiralodra English Journal* 6, no. 1 (2022): 1-12. <https://doi.org/10.31943/wej.v6i1.147>.

is important in order to feel socialized in one's surroundings. In this instance, we have to be able to strike a balance between using social media and maintaining real-life social ties.

Social media utilization is absolutely essential on today's life. The tangible benefits have a significant impact on all aspects of our lives. It's only that we still have to exercise caution when using social media because it, like real life, has its own set of standards that must be followed. We should also refrain from utilizing it excessively, as anything in excess is bad.²⁴

3. Social Media in English Language Teaching and Learning

Education experts and scientists are keen to incorporate social media technology into secondary and higher education teaching and learning activities because of social media's enormous potential.²⁵ The social media usage as a learning aid in English has grown over time. This change arose as a result of social media's ability to facilitate communication and stimulate rapid sharing among users. Here are five social media platforms focus on English contents that have had numerous users in Indonesia since and have standard characteristics as representations of learning platforms.²⁶

The first is YouTube. YouTube is becoming increasingly popular as a

²⁴ Dirjal, A. H., & Ghabanchi, Z. "The Impact of Social Media Application in Promoting Speaking Skill of Iraqi University Learners of English: A Skypebased Study." *Arab World English Journal* 28, no. 2 (2020): 76-89. <https://doi.org/10.24093/awej/elt2.5>.

²⁵ Junco, R., Elavsky, C. M., & Heiberger, G. "Putting Twitter to The Test: Assessing Outcomes for Student Collaboration, Engagement and Success". *British Journal of Educational Technology* 44, no. 2 (2013): 273-287. <https://doi.org/10.1111/j.1467-8535.2012.01284.x>.

²⁶ Patmanthara, S., Febiharsa, D., & Dwiyanto, F. A. "Social Media as A Learning Media: A Comparative Analysis of Youtube, Whatsapp, Facebook and Instagram Utilization." *International Conference on Electrical, Electronics and Information Engineering (ICEEIE)*, (2019): 183- 186. <https://doi.org/10.1109/ICEEIE47180.2019.8981441>.

learning tool among 21st century higher education students.²⁷ Researchers and educators are particularly interested in the use of YouTube.²⁸ YouTube has advantages like user-friendly navigation and complete content availability.²⁹

The second is WhatsApp. Using WhatsApp to create groups between teachers and students can help the process of learning by providing immediate access to many of internet resources.³⁰ WhatsApp adds a new dimension to teaching and learning activities by providing facilities that users can use at any time and from any location, like video, image, and voice note media.³¹

The third is Instagram. Instagram's popularity makes it a potentially useful learning tool, and its eye-catching images can increase students' motivation to learn.³² How to use Instagram as an effective medium for language learning by establishing proper learning goals.³³ Teachers utilize Instagram as a social constructivist strategy to provide additional feedback to students. Second, teachers utilize Instagram to supplement traditional classroom instruction by assigning more engaging tasks to students.

²⁷ Sabiri, K. A., & r Manzoo, H. "Descriptive and Thematic Analysis of Students' Perceptions of YouTube in Education." *Journal of English Education* 7, no. 1 (2022): 1-16.

²⁸ Avci, U., & Askar, P. "The Comparison of the Opinions of the University Students on the Usage of Blog and Wiki for Their Courses." *Journal of Educational Technology & Society* 15, no. 2 (2011): 194-205.

²⁹ Clifton, A., & Mann, C. "Can YouTube Enhance Student Nurse Learning?." *Nurse Education Today* 31, no. 4 (2011): 311-313. <https://doi.org/10.1016/j.nedt.2010.10.004>.

³⁰ Patmanthara, S., Febiharsa, D., & Dwiyanto, F. A. "Social Media as A Learning Media: A Comparative Analysis of Youtube, Whatsapp, Facebook and Instagram Utilization." *International Conference on Electrical, Electronics and Information Engineering (ICEEIE)*, (2019): 183- 186. <https://doi.org/10.1109/ICEEIE47180.2019.8981441>.

³¹ Gon, S., & Rawekar, A. "Effectivity Of E-Learning Through WhatsApp as A Teaching Learning Tool." *MVP Journal of Medical Sciences* 4, no.1 (2017): 19-25. <https://doi.org/10.18311/mvpjms/0/v0/i0/8454>.

³² Patmanthara, S., Febiharsa, D., & Dwiyanto, F. A. (2019).

³³ Aloraini, N. "Investigating Instagram as an EFL learning tool." *Arab WorldEnglish Journal (AWEJ) Special Issue on CALL*, no. 4 (2018): 174-184. <https://dx.doi.org/10.24093/awej/call4.13>.

The fourth is Facebook. There are four crucial elements to consider when using Facebook: (1) fostering communication, (2) fostering contact, and (3) creating social relationships, and (4) participating in available communities.³⁴ Facebook is a trustworthy network or platform that allows teachers and students to communicate and connect, as well as share and download learning resources.³⁵

The fifth is TikTok. The world's most widely used app recently is TikTok, with the typical user being young age people.³⁶ We can utilize TikTok as a media platform to produce, edit, and share videos for other users to watch. Learning from videos are one of the most popular types of videos on TikTok, particularly among students.³⁷

4. The Influence of Social Media in Learning Speaking

Learning how to speak properly and effectively is the main objective of English language teaching.³⁸ Students in an EFL (English as Foreign Language) lesson may find it difficult to communicate in English. The structural form of English differs greatly from Indonesian. Many English

³⁴ Patmanthara, S., Febiharsa, D., & Dwiyanto, F. A. "Social Media as A Learning Media: A Comparative Analysis of Youtube, Whatsapp, Facebook and Instagram Utilization." *International Conference on Electrical, Electronics and Information Engineering (ICEEIE)*, (2019): 183- 186. <https://doi.org/10.1109/ICEEIE47180.2019.8981441>.

³⁵ Lam, L. "An Innovative Research on The Usage of Facebook in the Higher Education Context Of Hong Kong." *Electronic Journal of E-learning* 10, no. 4 (2012): 378- 386.

³⁶ Weimann, G., & Masri, N. "Research Note: Spreading Hate on TikTok." *Online Taylor & Francis* 46, no. 5 (2020): 752-765. <https://doi.org/10.1080/1057610X.2020.1780027>.

³⁷ Omar, B., & Dequan, W. "Watch, share or create: The Influence of Personality Traits and User Motivation on TikTok Mobile Video Usage." *International Journal of Interactive Mobile Technologies* 14, no. 4 (2020): 121– 137. <https://doi.org/10.3991/ijim.v14i04.12429>.

³⁸ Leong, L., & Ahmadi, S. M. "An Analysis of Factors Influencing Learners' English Speaking Skill." *International Journal of Research in English Education* 2, no. 1 (2017): 35-41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

teachers report that their students are less active in learning to speak and respond passively during speaking practice. This issue will be essential if it is not addressed, as speaking is the most crucial skill in English that students have to learn.

Students behave in this way when they are learning to talk for a variety of reasons. Because they are apprehensive about making mistakes, they are less inclined to practice speaking English. When interacting with a large group of people, they feel embarrassed during their speaking practice. Students find it challenging to enhance their speaking skills due to limited possibilities and various contexts in which to practice the English language.³⁹ It is critical to improve alternate methods to improve an oral ability.

As we have already covered the various social media's advantages, it can serve as a substitute for traditional teaching methods to improve students' speaking and learning. Social media gives students the ability to learn anytime, anywhere, and eliminates the need for traditional classroom settings when it comes to speaking instruction. They can design their own tasks on social media, which helps to facilitate learning activities.⁴⁰ Several speaking exercises are available on social networking platforms, allowing students to practice without worried of making mistakes.

Students can easily create new social media accounts and use them to

³⁹ Leong, L., & Ahmadi, S. M. "An Analysis of Factors Influencing Learners' English Speaking Skill." *International Journal of Research in English Education* 2, no. 1 (2017): 35-41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

⁴⁰ Tafani, V. "Teaching English through Mass Media." *Acta Didactica Napocensia*, 2, no. 1 (2009): 81-95.

learn languages.⁴¹ Through social media English contents, students will be more involved in educational process of how to communicate independently. They can speak up with confidence and explain whatever they want to. During the learning process, they are not obliged to practice it in front of others. Social media will help students learn how to communicate, nevertheless.

C. Self-Efficacy

This part discusses about the definition of self-efficacy, classification of self-efficacy, source of self-efficacy, dimension of self-efficacy, and function of self-efficacy.

1. Definition of Self-Efficacy

Self-efficacy is the belief in one's own abilities and coordinate anything in accordance with activities to attain an existing achievement, which might indirectly influence how they respond to life situations. This demonstrates that self-efficacy influences how kids behave, think, and understand how to encourage themselves.⁴² Furthermore, when students have strong self-efficacy, they see a problem or obstacle as an opportunity to improve themselves even more. Self- efficacy can also define beliefs as driving behaviors that has the power to impact a person's life and is a major component of human motivation and behaviour.

Furthermore, defines self-efficacy as a person's conviction that, under

⁴¹ Danya, G. "Influence of Social Media on English Language Learning." *Journal of English Language and Literature* 3, no. 1 (2016): 105-110.

⁴² Bandura, A. "Self-efficacy: The exercise of control". *New York: W. Freeman and Company* (1997).

specific circumstances requiring particular skills, he or she can finish a task or job. Someone's perception and interpretation of an experience influences his or her self-efficacy.⁴³ Students' self-efficacy refers to the capacity to plan and make judgments about what someone needs to do in order to attain particular goals, both in learning and in assignments, at a satisfactory level.⁴⁴ That it is forms from four sources: personal experiences, observations of other psychological emotions, social persuasion, and experiences. Therefore, self-efficacy can be described as a person's belief in their ability to do a specific task or job, which influences how the individual thinks, behaves, and responds to specific events in their lives.⁴⁵

2. Classification of Self-Efficacy

High self-efficacy and low self-efficacy are the two general criteria for classifying self-efficacy. High self-efficacy is individuals are often involved in a variety of activities and enjoy challenging jobs or tasks because they believe that by doing so, they will gain new experiences. In addition, they do not fear failure; instead, they work to avoid it from happening. As a result, persons with high self-efficacy typically exhibit motivation and may quickly rebuild their sense of self after failing.

Oppositely, those who have low self-efficacy, typically avoid tasks or

⁴³ Hidayah, A. "The Relationship between Students Self-Efficacy and Their Speaking Ability." (*A Study at English Education Department Students of Syarif Hidayatullah Jakarta*). *International Journal of Learning and Teaching* 3, no. 2 (2022): 148-153.

⁴⁴ Schunk, D. H., & Mullen, C. A. (2012). "Self-efficacy as an engaged learner. In S.L. Christenson, A. L. Reschly, & C. Wylie (Eds.)." *Handbook of research on student engagement*, Springer Science + Business Media, (2012): 219–235. https://doi.org/10.1007/978-1-4614-2018-7_10.

⁴⁵ Pajares, F. "Self-Efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature." *Reading & Writing Quarterly* 19, no. 2 (2003): 139–158. <https://doi.org/10.1080/10573560308222>.

labor that they perceive as obstacles or difficult, and as a result, they are less likely to be committed to reaching their objectives. Additionally, when presented with challenges, they often focus on their flaws rather than making an effort to avoid failing, which actually causes them to get impeded and makes it difficult for them to regain their self-efficacy following these failures. Someone with strong self-efficacy tends to easily re-awaken it.⁴⁶

Furthermore, students with high self-efficacy or positive evaluations of their skills are more focused on mastery, prefer to participate in hard projects, and have a favorable impact on themselves. Students with low self-efficacy or negative perceptions of their abilities are tend to shy away from challenging undertakings and show less persistence in overcoming them.⁴⁷

3. Source of Self-Efficacy

There are four variables that affect students' self-efficacy.⁴⁸ The first includes mastery experiences. Students who complete their activities correctly are more confidence in performing them again in the future. But when these students fail to complete their assignments, they lose confidence in their ability to complete the following one.⁴⁹ Mastery experience can predict a person's future success.⁵⁰ Therefore, it can be argued

⁴⁶ Bandura, A. "Self-efficacy: The exercise of control". *New York: W. Freeman and Company* (1997).

⁴⁷ Tavares, V. "Theoretical Perspectives on International Student Identity." *Journal of Comparative & International Higher Education* 13, no. 2 (2021): 83-97. <https://doi.org/10.32674/jcihe.v13i2.2949>.

⁴⁸ Bandura, A. (1997).

⁴⁹ Mastur. "The Relationship Between Students' Self-Efficacy and Their Speaking Ability". (*A Study at MTs Al-Manar Aceh Besar*), *UIN Ar Raniry Repository Journal*, (2016).

⁵⁰ Chen, H. Y. "The relationship between EFL learners' self-efficacy beliefs and English performance". *PhD thesis, Florida State University*. (2007): 8.

Clifton, A., & Mann, C. "Can YouTube Enhance Student Nurse Learning?". *Nurse Education Today*

that an individual would have confidence in his talents based on the results they have done in the past, which is termed mastery experience.

The second is vicarious experience. It can influence individual's self-efficacy. This is evidenced by the similarity of intelligence and competency among these individuals, as well as positive examples or models from friends, family, and others.⁵¹ In addition, seeing other people with similar talents and who can complete the activity successfully can have an impact on the individual's self-efficacy. Peer modeling is another element that has a major effect on students' self-efficacy.⁵²

The third is social persuasion. Social persuasion is the spoken assessment of others on an individual's talents. Social persuasion has little effect on an individual's efficacy, it might supply confidence rather than blaming arguments to the individual.⁵³ As a result, when an individual receives a positive appraisal, it can indirectly affect their self-efficacy views.

The fourth is physiological and emotional. They might influence individual's self-efficacy. As a result, physiological and emotional factors influence self-efficacy in all actions.⁵⁴ How someone can learn to correlate negative views of success with positive moods like happiness or negative moods like anxiety, fear, and so on.⁵⁵ As a result, it is possible to conclude that

31, no. 4 (2011): 311-313. <https://doi.org/10.1016/j.nedt.2010.10.004>.

⁵¹ Bandura, A. "Self-efficacy: The exercise of control". *New York: W. Freeman and Company* (1997).

⁵² Mastur. "The Relationship Between Students' Self-Efficacy and Their Speaking Ability". (*A Study at MTs Al-Manar Aceh Besar*), *UIN Ar Raniry Repository Journal*, (2016).

⁵³ Bandura, A. (1997).

⁵⁴ Mastur. (2016).

⁵⁵ Maddux, J. E. "Self-efficacy: The power of believing you can." *In C. R. Snyder & S. J. Lopez (Eds.), Handbook of positive psychology, Oxford University Press, (2022): 277–287.*

physiological and emotional factors influence individual self-efficacy.

4. Dimension of Self-Efficacy

Magnitude, strength, and generality are the three dimensions of self-efficacy.⁵⁶ Below is the explanation of the dimensions:

a. Magnitude or level

Self-efficacy magnitude refers to sequence in which challenging beliefs are increased that a task can be performed or completed. A person's perceived efficacy can start from his success in completing easy tasks, develop into quite challenging tasks, or include very difficult tasks. A person's perceived ability is measured against the level or magnitude of task demands representing different levels of challenge or obstacle to successful performance.

b. Strength

Self-efficacy strength is the measure of an individual's confidence in their ability to perform an action well. People with low self-efficacy is easily negated by conflicting experiences. They feel like a failure from the experience that has been obtained. In contrast, people that are confident in their capabilities will continue their work in spite of innumerable challenges and setbacks.

c. Generality

Self-efficacy relates to the degree to which success or failure in

⁵⁶ Bandura, A. "Self-efficacy in changing societies." *New York: Cambridge University Press.* (1995).

completing tasks affect self-efficacy hope in similar circumstances. Everyone has self-efficacy belief within networks of beliefs about effectiveness in different domains. The most fundamental self-belief is the belief in which they those their lives.

5. Function of Self-Efficacy

Self-efficacy serves a purpose in determining how people judge their skills. It functions a set of close factors that describe how people behave, think, and react emotionally in a specific scenario based on their experience.⁵⁷ Bandura illustrates how self-efficacy operates on people. People assessing themselves might have numerous effects, including what they wish to do. As a result, people may choose exercises that they believe they are competent of, but avoid them if they do not correspond to their area of expertise.

Self-efficacy has an impact on a person's capacity to endure hardships or unpleasant circumstances. Those who have low self-efficacy may give up or progressively reduce their efforts, whereas those with strong self-efficacy will continue to conquer hurdles. It helps people prepare for uncertainty, particularly for tasks that must be finished and obtained. High self-efficacy will allow them to devote more time to achieving the best results, such as focusing on cognitive effort and employing high-quality learning materials. As a result, the preparatory has the benefit which period helps people develop a sense of resilience while learning new skills and knowledge.

⁵⁷ Bandura, A. "Self-efficacy mechanism in human agency." *American Psychologist* 37, no. 2 (1982): 122–147. <https://doi.org/10.1037/0003-066X.37.2.122>.

Self-efficacy influences how people think and respond to their circumstances.⁵⁸ People who observe inefficiencies tend to focus on their shortcomings and are preoccupied with potential impediments. Self-centered concerns cause stress and detract from execution, which could have been focused on how to improve performance.

D. Speaking Skill

This part discusses about the definition of speaking, function of speaking, basic types of speaking, components of speaking, and learning speaking process.

1. Definition of Speaking

Speaking is a process of contact between two or more individuals that uses sounds in word form to express meaning or a goal based on ideas or emotions.⁵⁹ It comprises of structured verbal expressions. Speaking also defines it as a productive competence in language that has meaning.⁶⁰ Speaking is a productive skill that can be empirically and immediately seen.⁶¹ Speaking as the creation of speech as part of daily activities that need interaction.⁶² It is the primary skill in language that people utilize to convey information directly by making sounds with organized vocal statements within them.

Speaking requires some skills that must be learned by the speaker. These competencies include language proficiency, communication, sociolinguistics,

⁵⁸ Bandura, A. "Self-efficacy mechanism in human agency." *American Psychologist* 37, no. 2 (1982): 122–147. <https://doi.org/10.1037/0003-066X.37.2.122>.

⁵⁹ Bailey, K. M. "Practical English Language Teaching: Speaking." *New York: McGraw-Hill ESL/ELT* (2005): 119.

⁶⁰ Nunan, D. "Practical English Language Teaching." *New York: McGraw Hill*, (2003): 286.

⁶¹ Brown, H. D. "Principles of Language Learning and Teaching (5th ed.)." *New York: Longman* (2007): 56.

⁶² Thornbury, S. "How to teach speaking." *Harlow, UK: Pearson Education Limited*, (2007): 190.

strategy, and discourse.⁶³ When a language learner or speaker mastering certain competencies, it is possible to conclude that he or she is proficient in speaking.

The first is language proficiency. This ability enables the speaker to correctly learn and practice the sounds, vocabulary, and sentence structure of English. It deals with the process of forming sounds in word form that are appropriate for pronunciation.

The second is communication competency. It is competency that motivates the speaker to speak actively and communicate with other speakers in order to transmit his or her thoughts and understand the meaning of others. This skill enhances communication or engagement among speakers.

The third is sociolinguistic competency. It describes how well the speaker applies the language they have learned in a variety of contexts. The speaker must be able to use the language in any settings and circumstances.

The fourth is strategic competency. It is a skill that involves using language to compensate for gaps in skill and knowledge. The speaker must be strategic in selecting a strategy that can shift the trapped words by using an expression while speaking.

The fifth is discourse competency. It describes how the sentence's pieces are combined. Cohesion and coherence both contribute to discourse competency. They both have an impact on each other and stroll together when chatting.

2. Function of Speaking Skill

Speaking has its own functions. The functions of speaking skills can be

⁶³ Bailey, K. M. "Practical English Language Teaching: Speaking." *New York: McGraw-Hill ESL/ELT* (2005): 119.

classified into three groups.⁶⁴ The first is speaking as interaction, which indicates that communication occurs spontaneously between persons for the purpose of transferring information or messages in social relations. It is really important to be mastered.

The second is speaking as transaction, which means communication is more focused on the content or essential of the information to be conveyed and on how the listener can understand what the speaker is conveying. Teachers and students typically focus on meaning and discussing how to provide understanding to one another. The third is speaking as performance, which focuses on monologue rather than dialogue and serves the function of performance, such as speech, storytelling, announcement, and so on.

3. Basic Types of Speaking

Speaking can be divided into five types.⁶⁵ The first is imitative, which means that the talent involves repeating a speech, word, or phrase. The second is intensive, which indicates mastery of lexical, phrasal, grammatical, or phonological words like rhythm, intonation, stretch, and so forth. The third is responsive, which refers to the speaker-listener engagement in short chats, conventional greetings, simple comments, and so on.

Next, the fourth is interactive, which means that the communication process between speakers and listeners is complicated and involves the exchange

⁶⁴ Richard, J. C. "Teaching Listening and Speaking: From Theory to Practice". *The University of Sidney*, (2008): 1-37.

⁶⁵ Brown, H. D. "Language Assessment; Principles and Classroom Practices." *Cambridge: Cambridge University Press* (2003): 5.

of talks between two or more people. The fifth is extensive, which means that oral production is more extensive and sophisticated, such as speeches, presentations, narrative, and so on, where with less possibilities to interact with listeners.

4. Components of Speaking

Speaking consists of four aspects.⁶⁶ They are pronunciation, grammar, vocabulary, and fluency. The first is pronunciation. Pronunciation is the foundation of speaking, which is linked to intonation and sounds.⁶⁷ It is a method of accurately producing sounds in word form, similar to native speakers. There are several aspects to pronunciation, including articulation, rhythm, intonation, and peripherals like gesture, body language, and eye contact.

The second component is grammar. It is a linguistic structure. It is a systematic approach that can assist people in conveying meaning in linguistic contexts. Grammar's role is to establish the correct structure so that the meaning expressed is evident to others. Grammar is really important when speaking. It alters people's understanding.

The third component is vocabulary. It is a suitable word or diction in language. It is a key factor in language. When someone produces effective skills, he or she must use acceptable vocabulary. Furthermore, having a large vocabulary makes it easier to explain thoughts or feelings to people clearly, whether orally or in writing.

⁶⁶ Harris, D. P. "Testing English as Second Language." *New York: Mc Grew Hill Book Company*, (1996): 101.

⁶⁷ Harmer, J. "The Practice of Teaching English Language Teaching". *England: Longman*, (2001): 154.

Finally, fluency is the fourth element. The ability to speak clearly, concisely, and successfully is a skill. It is the free and uninterrupted expression of spoken words. The goal is to enable the speaker express feelings without any hesitation and significant pause.

5. Learning Speaking Process

To become a competent speaker, we must refract ourselves in order to learn all aspects of the speaking skill. We need to understand the components of speaking. If we are exposed to the language enough, we will almost surely be able to utilize it.⁶⁸ When we have a large vocabulary and a solid understanding of grammar, which is backed up by outstanding pronunciation and performance, we get closer to speaking perfection.

Speaking is a productive language talent that is distinct from other abilities. Not only does it require understanding the skill, but it also requires action and daring. Here, trust in oneself is crucial. When we understand the need of speaking properly but lack the courage to do so, it is almost meaningless.

Speaking frequently is the primary method of achieving this phenomenon. It's because perfection comes from practice. Speaking ability is influenced by numerous factors, all of which have an impact on one another and the effectiveness of the speech. They go hand in hand, and a skilled speaker is able to strike a balance between the two.

⁶⁸ Harmer, Jeremy. "The Practice of English Language Teaching." *New York: Longman Group UK, (1991): 88.*

E. Previous Studies

Nur, Hajar, & Sianna conducted the previous study.⁶⁹ The goal of this study is to assist English learners in determining which sort of social media is most useful for improving speaking skills. This study compares 15 articles published during the last six years. The results of the study indicate that social media of all kinds can be helpful for learning English, but the researcher found that YouTube is the most widely used social media platform and the one that EFL students have utilized the most over the past six years to hone their speaking abilities.

Another earlier investigation was carried out by Melayanti, Sawitri, and Pramerta.⁷⁰ The study's objective is to ascertain the connection between speaking ability and self-efficacy in tenth grade students at Senior High School 6 Denpasar. According to the findings, speaking skills and self-efficacy are significantly correlated in tenth grade students at the school.

Suharja also looked into the potential for a substantial correlation between students' self-efficacy and their speaking performance.⁷¹ 95 students from Dayanu Ikhsanuddin University are among the participants. The examination of the data demonstrated a high correlation between the students' speaking self-efficacy and their speaking performance. The chance value of speaking with self-efficacy is 0.001. Ho was rejected and Ha was approved because $p < 0.05$. It is evident from

⁶⁹ Nur, A. A., Hajar, S., & Sianna. "The Effectiveness of Social Media on EFL Learners' Speaking Skill". *Journal of Language Teaching and Pedagogy* 2, no. 2. (2021): 311-313. <https://doi.org/10.31850/laparole.v4i2.1119>.

⁷⁰ Melayanti, N. L., Sawitri, N. L., Putu D., & Pramerta, I. G. P. A. "The Correlation Between Self-Efficacy and Speaking Skill of the Tenth Grade Students of SMAN 6 Denpasar in Academic Year 2019/2020." *National Scientific Journal of Mahasaraswati University* 1, no. 2 (2020): 22-33.

⁷¹ Suharja. "The Correlation of Self-Efficacy to the Students' Speaking Performance in EFL Context at University of Dayanu Ikhsanuddin Baubau." *English Education Journal (E2J) Research Journal*, (2020): 17-25. <https://doi.org/10.55340/e2j.v6i1.285>.

the data that students' speaking performance and speaking self-efficacy are positively correlated.

Kusmartini conducted another previous study.⁷² She investigated how multimedia and self-efficacy affected students' speaking abilities. 140 engineering students from the State Polytechnic of Sriwijaya involved in this study. The results demonstrated the respondents' speaking performance and their perceived level of self-efficacy were significantly correlated. Respondents' self-efficacy level and their perception of multimedia usage were significantly correlated. Hence, the students' speaking performance is significantly influenced by both multimedia usage and students' self-efficacy.

Mohammed, Ibrahim & Yunus wanted to know the correlation among social media usage, social media multitasking and the impact of students' academic self-efficacy on Malaysian youth academic performance.⁷³ 644 Malaysian students were enrolled in higher education provided quantitative data for this study, which employed a cross-sectional research design. The findings showed a positive and significant correlation of students' self-efficacy and their multitasking and social media use.

⁷² Kusmartini, S.E. "Contribution of Multimedia and Self-Efficacy towards Students' Speaking Performance: Correlational Study." *Jurnal Bahasa Inggris Terapan* 8, no. 2 (2022): 92-104. <https://doi.org/10.35313/jbit.v8i2.4622>.

⁷³ Mahir, T.S.M., Ibrahim, F, & Yunus, N. "Exploring the Relationship of Social Media Usage and Multitasking of Social Media on Self-Efficacy and Academic Performance." *Jurnal Komunikasi: Malaysian Journal of Communication* 37, no. 1 (2021): 227-243. [10.17576/JKMJC-2021-3701-13](https://doi.org/10.17576/JKMJC-2021-3701-13).