

CHAPTER II

LITERATURE REVIEW

This chapter discuss theoretical framework that are related to this study. This chapter covers review of related literature that gives about the topic. This chapter includes some theories of speaking ability, self-efficacy, and provide some previous studies.

2.1 Speaking Ability

According to Brown (2007) Speaking is a productive skill that can be empirically and directly observed. Then, Thornbury (2007) explains that speaking is the production of speech as part of daily activities that entail interaction. Moreover, Bygate (1987) defines speaking as the ability to use spoken language to investigate thoughts, eagerness, considerations, and feelings of other individuals in order to create a message clearly transmitted and well understood by the listener. In addition, Kayi (2006) argues that speaking is the process of improving and sharing meaning through the application of verbal and nonverbal communication in a variety of situations. Moreover, Underhill (1987) defines speaking as two-way communication with interactive role flipping between the speaker, who delivers a message, and the listener, who interprets and responds.

According to Mazouzi (2013), speaking is an interactive process of meaning construction that includes producing information, receiving information, and processing information. Moreover, Boonkit (2010) said that speaking is one of the macro skills that is required in learning any language for successful communication. Then, Richards (2008) defines speaking as a factor to measure

good teaching and learning in the classroom as one of the productive skills. Therefore, from the statement above, it can be inferred that speaking is an ability to communicate between speakers and listeners to express their feelings, thoughts, intentions, etc, orally. However, speaking is also an important ability for students, where students' ability to speak is considered as a student's achievement in learning languages, especially English.

2.1.1 The Function of Speaking Skill

Speaking skill is an important skill to be mastered by EFL students in learning English. According to Richard (2008) the function of speaking skills can be divided into three categories. The first is speaking for interaction, which means that communication is carried out by individuals between other individuals, which is carried out spontaneously and has certain reasons for conveying information or messages in social relations. Then, the second is speaking for transaction, which means communication that is more focused on the content or the essential of the information or message to be conveyed and focused on how the listener can understand what the speaker is conveying, in learning English usually teachers and students more focus on meaning and talking about how to give understanding to each other. Furthermore, the third is speaking as performance that this type more focuses on monologue than dialogue, where the function of this type is as performance, such as speech, storytelling, announcement and etc.

2.1.2 The Aspect of Speaking Skill

According to Karim and Muhammad (2019) that there are some aspect in speaking, such as pronunciation, grammar, fluency, vocabulary, and accuracy.

The first is pronunciation. According to Thornbury (2005) that the basic knowledge of speaking skills is pronunciation. Then, Rahayu (2005) stated that Pronunciation is a process related to the phonology of grammar which consists of elements related to how sounds are pronounced. Furthermore, Harmer (2001) defines pronunciation as the basis of speaking, which is related to intonation and sounds. Therefore, pronunciation is the aspect of speaking that has to be mastered to make English pronunciation accurate (Aprilia, 2022)

The second is grammar. According to Harmer (2001) that grammar is a structure that can be changed by adding or replacing words so that it becomes a sentence in that language, namely English. The use of grammar in written and spoken is very different, especially for the structure. As stated by Harmer (2001) that there are interesting things in spoken grammar where when speaking, the use of grammar can be ignored. Furthermore, Harmer (2001) stated that neglecting grammar does not mean eliminating grammar, but reducing it without destroying meaning, and this is a characteristic of an informal conversation.

The third is fluency. According to Leong and Ahmadi (2017), fluency is the ability to speak that can be understood by the listener, and is important for the speaker so that the listener does not misinterpret the meaning. Furthermore, Bailey and Nunan (2004) define fluency as a speaker's ability to pronounce language clearly, fluently, and precisely according to native English speakers. Therefore, it can be inferred that fluency is the ability to speak that is related to the fluency, clarity, and accuracy of a speaker in conveying information or messages to listeners so they don't misinterpret.

The fourth is vocabulary. According to Hidayah (2022) vocabulary is a basis for learning English language. Then, According to Husnu (2018) stated that humans understand their need to enrich new words in life and use them as communication in everyday life. Thus, it can be inferred that vocabulary is a very basic thing for human life, where vocabulary is needed as a basis for communicating in everyday life. Moreover, in learning to speak, vocabulary has a very important role for an individual since vocabulary is the basis of learning a language. In addition, Fitri (2020) in her research stated that students who have rich vocabulary will find it easy to create various sentences in certain languages.

The last is accuracy. According to Bailey and Nunan (2004), accuracy is the ability in speaking to choose the right phrase, words, and English grammatical structure to convey the intended message or information to listeners. In addition, Brown (2001) defines accuracy as the ability of speakers to speak clearly, and correctly articulate in terms of grammar and phonology of the target language. Moreover, Hidayah (2022) stated that accuracy is more focused on the accuracy of the language in speaking including intonation, pronunciation, grammar, and articulation. Therefore, it can be concluded that accuracy is more related to how the speaker speaks correctly in the target language in terms of pronunciation, intonation, grammar, etc.

2.1.3 Factors Affecting Speaking Skill

According to Pawlak and Waniekklimczak (2015), Speaking is a dynamic skill that can be assessed in the aspects of pronunciation, grammar, vocabulary, fluency, comprehensibility, coherence, and cohesiveness, as well as the ability to

communicate and adjust one's speech to a certain social background. From the statement, it can be seen that when students want to be able to speak language several aspects should be acquired. However, Riastati (2018) stated, there are some factors that affect students' willingness to communicate related to their speaking ability in the classroom.

The first is motivation. According to Riastati and Noordin (2011), motivation has a considerable influence on students' desire to speak. Besides that, Hosni (2015) argues that motivation is crucial in learning a spoken language because it impacts whether learners are able to complete the speaking tasks, how much time they spend learning, and how long they retain. In addition, Dincer & Yesilyurt (2017) divided motivation into three categories, such as amotivation, internal motivation, and external motivation. Amotivation represents a lack of self-determination in activity or a lack of desire to act. Essentially, it stems from their own failure to achieve the desired objective. Then, internal motivation is the influence that comes from within the individual or student to seek innovation and challenges that can train and explore the individual's ability to speak. The last is external motivation, which is the influence that comes from outside the individual, and it can come from family, friends, or the environment from the individual or students.

The second is anxiety in speaking or communication apprehension. According to Riasati and Noordin (2011), a feeling of tension and anxiety related to the condition of learning a foreign language is referred to the communication apprehension. Moreover, Juhana (2012) stated that feelings of anxiety or fear can affect individuals in speaking, it makes individual pronunciation unclearness and

less fluency in communicating. In addition, Hidayah (2002) said that this feeling of fear or anxiety can also indicate EFL students who have difficulty communicating in a foreign language.

The third is perceived speaking ability. According to Riastati (2012), perceived speaking ability is the perception of students' speaking ability, and it is the factor that contributes to students' willingness to speak English. Moreover, Bandura (1997) defines self-perceived or self-efficacy as beliefs in their capabilities to achieve a certain level of performance or task, so that it can influence the individual in the way they thought, speak, and act. Furthermore, Riastati and Noordin (2011) stated that self-perceived is a considerable aspect that influences the level of individual speaking ability.

The fourth is the topic and interlocutor. According to Riastati (2012), with whom students speak is also a determining factor for students' willingness to speak such as gender, age, etc. Moreover, Riastati and Noordin (2011) stated that topic selection also influences students' willingness to speak, because if the topic selection contains elements of events that are happening or familiar to the students' this can also increase students' courageousness and interest in speaking in the classroom. Therefore, the choice of topic and with whom the students speak or the interlocutor quite influences students' willingness to speak.

The last is a negative evaluation. Negative evaluation from others is also considered the influence students' willingness to speak (Riastati, 2018). Furthermore, Juhana (2012) defines this negative evaluation as a result of the influence of students' fear and anxiety when they make mistakes while speaking,

so that they are laughed their classmates and get evaluations from their teachers. Therefore, negative criticism or evaluation also quite influences students' willingness to speak English.

2.1.4 Types of Speaking

According to Brown (2003), there are five types of speaking. The first is imitative, meaning that the ability is related to repeating a word, phrase, or sentence. The second is intensive, meaning competence in speaking in terms of grammatical, phrasal, lexical, or phonological terms such as intonation, stretch, rhythm and etc. Then, the third is responsive, meaning that there is responsive interaction between speaker and listener in short conversations, standard greetings, simple comments, etc. The fourth is interactive, meaning that the communication process carried out between speakers and listeners takes place in a complex manner related to the exchange of conversations between two or more participants. The last is extensive, meaning that oral production is more extensive and complex such as speeches, presentations, storytelling and etc, where opportunities to speak with listeners are limited.

2.2 Self-Efficacy

Bandura (1997) defines "self-efficacy as a person's belief in their capabilities, to do and coordinate something in accordance with actions to achieve an existing achievement, and can indirectly affect the way they respond to events in life". This shows that self-efficacy affects students in the way they act, think, and understand how to motivate themselves. Furthermore, Bandura (1997) argues that when students have high self-efficacy, they will perceive a challenge or difficulty

as an opportunity to make themselves even better. Then, Alawiyah (2018) defines that self-efficacy beliefs drive behaviors that can affect one's life and are an important part of human motivation and behavior.

In addition, Lelita (2016) defines self-efficacy as the individual judgment in which the individual can do the task or job in a particular situation and requires certain abilities to achieve it. Furthermore, Hidayah (2022) stated that Individuals' perceptions and interpretations of their experiences shape their self-efficacy. Then, according to Schunk and Mullen (2012) students' self-efficacy is students' beliefs regarding their ability to organize and make decisions about what they need to do in order to achieve certain goals, both in learning and in assignments to reach a satisfactory level. Moreover, Pajares (2003) stated that it forms from four bases, namely their own experiences, observations of other people's experiences, social persuasion, and psychological states. Therefore, it can be concluded that self-efficacy is an individual's (students') belief in their capability to achieve a particular task or job, thus influencing the way the individual thought, acts, and respond to particular situations in their life.

2.2.1 The Classification of Self-Efficacy

The classification of self-efficacy, in general, is divided into two categories, that is high self-efficacy and low self-efficacy. Then, people who have high self-efficacy tend to be involved in various situations, and they enjoy the tasks or jobs that provide challenges because they feel that by being involved in these things they will get new experiences, besides that they are not afraid of failure, however, they try to prevent the occurring of those failures. Therefore, in general, people

who have high self-efficacy tend to be motivated and easily regain their self-efficacy after experiencing failure.

In contrast, people who have low self-efficacy tend not to be involved in a task or work that they think is an obstacle or difficulty, they regard it as something that must be avoided, then, people who have low self-efficacy tend to have low commitment to achieving their goals. Furthermore, when they faced difficult things, they tend to think about their shortcomings rather than trying to prevent their failures, this is what actually makes them interfered and difficult to get their self-efficacy back after experiencing these failures. In line with Bandura (1977) stated that someone who has high self-efficacy tends to quickly awaken his self-efficacy again. Moreover, Tavares (2021) stated that students who have high self-efficacy or positive perceptions of their abilities will be more oriented towards their mastery, they tend to prefer to be involved in challenging assignments, and have a positive impact on themselves. Furthermore, Tavares (2021) stated that students who have low self-efficacy or negative perceptions of their abilities, tend to be more oriented toward how to avoid difficult tasks and tend to show less persistence in facing difficulties, so their main goal is only about how to avoid, rather than trying to overcome those difficult tasks.

2.2.2 The Sources of Self-Efficacy

According to Bandura (1997), there are four factors that influence students self-efficacy. The first is mastery experiences. According to Mastur (2016) students who have passed their tasks correctly, they tend to be more confident in doing their tasks again in the future. However, when these students fail to

complete their assignments, they will tend not to be confident in completing their next assignment. Moreover, Chen (2007) stated that mastery experience can be used as a determinant of someone's success in the future. Therefore, it can be concluded that an individual will have confidence in his abilities based on the results they have done before, which is called mastery experience.

The second is vicarious experience. According to Bandura (1997) vicarious experience can affect individual self-efficacy. This can be seen from the similarity of intelligence and competence between these individuals through good examples or models from friends, family, etc. In addition, when the individual sees other people who have the same abilities and can get through the task well, then it can affect the individual's self-efficacy. Therefore, according to Mastur (2016), another factor that is quite large in influencing student self-efficacy is peer modeling.

The third is social persuasion. Social persuasion is a verbal judgment from others about the individual's capabilities. According to Bandura (1997) even though social persuasion does not really have a big impact on an individual's efficacy, it can provide confidence rather than giving blaming arguments to the individual. Therefore, when an individual gets a good assessment, indirectly this assessment can also influence one's self-efficacy beliefs.

The fourth is physiological and emotional. According to Mastur (2016) physiological and emotional can affect individual self-efficacy. Thus, in every action taken, these physiological and emotional conditions affect self-efficacy. furthermore, Maddux (2002) gives the example of when a person learns to

associate their negative perceptions of success with positive moods such as happy or negative moods such as anxiety, fear, etc. Therefore, it can be inferred that physiological and emotional have an impact or influence on individual self-efficacy.

2.3 Previous Studies

There are several studies that related to the same topic of this research that is self-efficacy, and speaking ability. The first previous study carried out by Alawiyah (2018), with the title “Speaking Self-Efficacy and EFL Students Teachers Speaking Achievement”. This study was to find out the significant correlation between students’ speaking self-efficacy and their speaking achievement and to know the significant influence of speaking self-efficacy on their speaking achievement. This study use quantitative research method, and use correlational research design. Then, the population of this study is 470 students of English Education Study Program of Tarbiyah Faculty and Teaching Sciences at State Islamic University of Raden Fatah Palembang in academic year 2017/2018. The sample of this study was 103 students of all the students in sixth semester that chosen by using purposive sampling technique, but there were 96 students participating when the study was conducted. Then, to measures students’ speaking self-efficacy and students’ speaking achievement, this study use a questionnaire and speaking test. Then, the result shows that there was a statistically significant positive correlation between self-efficacy and speaking achievement in p-output was 0.00 which was smaller than 0.05 ($0.00 < 0.05$). In addition, the correlational coefficient of the test was .349. Thus, the level of correlation was weak. This

study also indicated that students' speaking self-efficacy influenced their speaking achievement with a contribution of 12.2%.

The second previous study was conducted by Liu (2013) with the title “English Bar as a Venue to Boost Students’ Speaking Self-Efficacy at the Tertiary Level”. This study aims to investigate the effects of an English Bar, on students’ self-efficacy enhancement, which is “English Bar” is a self-access center for students’ to practice their English Speaking skills. The subject of this study is the students of university in south China, that is 100 participants includes in this study. This study use questionnaire and interview to collect the data. This study use qualitative reserach method. The result of the study showed that students' who frequently visited the “English Bar” had high self-efficacy levels, in contrast to students who rarely attended the “English Bar”. Thus, students' have a high level of self-efficacy, tend to be able to respond to questions quickly, and have more confidence in their performance especially speaking skills. Furthermore, these students show they are more frequently communicating than other students'.

The third previous study was by Salekha (2021), with the title “The Correlation Between Self Efficacy Beliefs and Students’ Speaking Achievements At SMP Negeri 1 Mesuji in the Academic Year 2021/2022”. This study was to find out the significant correlation between students' self-efficacy and speaking achievement in the eighth grade of SMP Negeri 1 Mesuji in the academic year 2021/2022. The population of this research was the eight grade of SMP Negeri 1 Mesuji. The sample were two classes of VIII-3 and VIII-4, consisting of 58 students from those two class. This study use quantitative research method, and use correlational research design. To collect the data this research using

questionnaire and the students' speaking score from the teacher. Then, the result of the study shows that there is a correlation between students' self-efficacy and speaking achievement in the eighth grade of SMP Negeri 1 Mesuji in the academic year 2021/2022. It can be seen from the data analysis, was obtained Sig (P-value is $0.029 \leq \alpha = 0.05$), which means (Ho) was rejected and (Ha) was accepted.

The fourth previous study was carried out by Mastur (2016), with the title “The Relationship Between Students' Self-Efficacy and Their Speaking Ability”. This study aims to find out whether there is a relationship between self-efficacy and speaking achievement in English language courses of the eight grade students of MTsS Al-Manar. The participants of this study were 32 students from eight grade class in academic year 2015-2016. This study use quantitative research method, and use correlational research design. Then, in collected the data the researcher use questionnaire for self-efficacy and documentation students speaking score for speaking ability. The result explained that there is a significant relationship between self-efficacy and the speaking ability of the eight grade students of MTsS Al-Manar. It can be seen from the table interpretation of r-value, the result of r-calculated (.536) is between 0.400 and 0.600. From the significance (2-tailed), get the score .002. It means Sig<0.05 so the null hypothesis (Ho) is rejected and (Ha) is accepted. Therefore, this value shows that there is a positive correlation between the two variables.

The fifth previous study was conducted by Muttaqin (2020), with the title “The Correlation Between Students Self-Efficacy, Language Awareness, and Speaking Achievement at 11th Grade Students' of MA At-Thohiriyah Ngantru”.

The researcher took the data from 40 students of 11th grade which is being the sample of this research. Then, in collected the data the researcher use two questionnaire for self-efficacy and langauage awareness, then speaking test for speaking score. The result of the correlation coefficient shows 0.602 for self-efficacy and correlation coefficient 0.467 for language awareness, which means that there is a positive correlation value between the two variables. Moreover, a significant value was 0,000 for self-efficacy and 0.002 for language awareness. This means there is a significant relationship between self-efficacy and language awareness of students' speaking achievement. Then, Sig. F = 0,002 < 0,05 which means (Ho) is rejected and (Ha) is accepted.

Based on the statement above, in general, the previous studies examined the relationship between self-efficacy and several variables such as motivation, language awareness, speaking achievement and etc. This means that the previous studies have similarities with the research that will be carried out by the current researcher, regarding the research design and research methods used, namely correlational research designs and quantitative research methods. However, with different variables, and different subjects, where in previous studies the subject studied were students at the university level and junior high school level. Furthermore, in this study, the researchers used senior high school level, that is SMAN 4 Kota Kediri as subject.

This study choose the senior high school level, namely SMAN 4 Kota Kediri as the research object because there were several problems that occurred at SMAN 4 Kota Kediri while doing teaching and learning process. In the learning process, students were very interested and enthusiastic participating in English

lessons, but they tend to be silent and lack confidence, when asked to do speaking activities, such as answering questions from the teacher, practicing dialog tasks that have been made with friends or peers, and others. Then, they will only speak when under coercion and encouragement from the teacher. Moreover, when the researcher asked why they did not want to speak English, most of the students answered, they were ashamed, were lack of vocabulary and grammar, were not good in English courses, and were afraid if they do mispronounce. Therefore, this study will focus on the relationship between students' self-efficacy and speaking ability at SMAN 4 Kota kediri.