CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Speaking

a. Definition of speaking

Brown (2004), stated that speaking is a productive skill that can be observed directly and empirically, the observation is always related to the accuracy and effectiveness of the test-taker's listening skills.

Collie and Slater quoted in (Masroh, et al (2019), Said "Speaking will encourage the development of fluency in spoken English. Because the fluency of speaking is show that someone easily to talk with the other people without the worried and shy to make a mistake.

Huda, N. quoted in (Safitriani & Jayadi. 2021), stated that in general, speaking can be defined as delivering meaning (ideas, thoughts, or contents of the heart) using spoken language, so that they can be delivered to other people. Speaking is a communication process using sounds produced by the human speech appliance in which messages are sent from one source to another.

Suharja (2020), said "Speaking is a productive skill in the oral mode and becoming the highest reason for the language learner to learn a new language."

Harmer quoted in (Ambarita, et al 2023), stated that speaking is a discussion between two individuals involves listening and speaking,

these two things determine whether or not the information provided is conveyed. This means it trains receptive skills which are often combined with the use of productive skills.

Researcher concluded that speaking is a skill that needs to be mastered and trained so that students can communicate well, and then speaking is a productive skill. So, speaking can be interpreted as a process of conveying or expressing ideas, thoughts, feelings, and information from someone to another person.

b. What a good speaker does

Learning a new language, especially English, has its challenges. One of them is the challenges that come from within ourselves, namely lack of self-confidence, fear of making mistakes in speaking when using English, and lack of practice. According to Safitriani & Jayadi (2021), There are several things that a good speaker usually does, as follows :

1) Read out Loud

Reading out loud can help us practice pronunciation in English. Apart from that, practicing pronunciation in English can train us to get used to speaking in English and help us increase our confidence when speaking in English. According to Supraba, et al. (2020), Said "An activity to read something loudly is called as reading aloud, reading aloud is very essential that can support speaking".

2) Speak Slowly

Speaking slowly can help us clarify our pronunciation when speaking and help us be more relaxed when speaking English. And slowly helps us become more confident and seem more natural. According to Safitriani & Jayadi (2021), stated that Speaking slowly can give us more time to think and formulate the words we want to say, speaking slowly shows calmness and confidence.

3) Do not be Afraid of Making Mistakes

Fear of making mistakes is one of the reasons why many English learners lack confidence in using English. But in reality, native speakers also quite often make mistakes when speaking, and they don't mind it. On the other hand, making mistakes when we practice speaking English can help us learn many things, such as knowing which mistakes need to be corrected and which ones need to be maintained. We can also learn from the mistakes we make. According to Safitriani & Jayadi (2021), stated that making grammatical or pronunciation mistakes, these mistakes serve as motivation for us to continue improving our English skills.

4) Practice and Prepare

Practicing and preparing the words we need to say when we have to appear or speak in front of other people is something that needs to be done to help us prepare ourselves so we can speak confidently and be more calm when speaking in public. By

practicing and preparing ourselves when we want to speak in public, we can understand and know what we want to talk about. According to Safitriani & Jayadi (2021), stated that memorizing speaking texts is not enough. So, we have to practice delivering them with frequent practice, we will master the material of speaking.

5) Set Our Mindset

Having positive thoughts can also help us to be more confident in using English in public. Whether we realize it or not, this positive mindset can influence our attitude. By having the thought that we can, we will be motivated to continue practicing until we realize what is embedded in our minds. According to Safitriani & Jayadi (2021), stated that Having a positive mindset can affect the way we behave. By having the thought that we can, we will be motivated to continue practicing, realizing what is embedded in our minds.

c. Indicators of speaking

According to Brown (2004) in Bohari. (2019), there are five indicators of speaking concerned with vocabulary, grammar, fluency, comprehension and pronunciation.

1) Vocabulary

Vocabulary is a collection of words used to form sentences. The amount of understanding we know can help us make it easier

to convey our ideas, thoughts, and information. According to Afna (2018), "Vocabulary is an important part of gaining fluency in speaking skills, and without understanding we cannot say anything."

2) Grammar

Grammar is something you need to know when learning a language. By knowing grammar, we can know how to make a sentence according to the rules that apply in using language orally and in writing. According to Ilam, et al. (2022), states that grammar is one of the things that makes students able to speak English accurately and fluently. In this case, if students want to talk about something using English, they must master and use grammatical rules when they speak English well.

3) Fluency

A person's ability to speak clearly and know how to spell and pronounce a word. According to Maizarah & Purwanti. (2020), said "Fluency is the ability to read, speak, or write easily, smoothly and expressively."

4) Comprehension

When speaking, the speaker and listener must have a good understanding. In other words, Comprehension is the study of how well students understand a language. According to Harmer (2007) in Ilham et al (2024), said "In communication requires a people to

talk and respond. In speaking activities, the recipient and the person sending the message are needed, so comprehension is an important aspect to know someone's understanding when speaking".

5) Pronunciation

Pronunciation is the way someone pronounces a word. In speaking skills, pronunciation needs to be paid attention to and must be drilled so that when we have a conversation, the person we are talking to can understand the meaning of what we are saying. In other words, if we misunderstand a word, fear can change the meaning of the word.

2. The Nature of Self-Efficacy

a. Definition of Self-Efficacy

Bandura, quoted in (Lianto 2019), said "The concept of self-efficacy is also known as part of social cognitive theory. This theory refers to an individual's beliefs about his ability to carry out the tasks entrusted to him."

Maddux quoted in (Darojah, & Aminin 2023), stated that Self-efficacy refers to a person's belief in their ability to do something. In other words, self-efficacy is the self-confidence that each individual has in himself which plays a role in motivating to achieve success.

Lestari, et al. (2019), said "Self-efficacy plays an important role in predicting human performance and thereby help them succeed in their assigned tasks to them."

Researcher concluded that self-efficacy is a social cognitive theory that refers to a person's confidence or self-confidence in their ability to do something entrusted to them. Self-efficacy also plays an important role in generating motivation to achieve success. In the others word, self-efficacy is the belief in our own ability to succeed in achieving a goal-having the confidence to know we can do whatever we set our mind to by managing how we think, feel, and behave.

b. Classification of Self-Efficacy

In general, self-efficacy can be divided into two types namely high self-efficacy and low self-efficacy. According to Stajkovic & Luthans in (Lianto 2019), there are two types of self-efficacy including the following :

1) High Self-Efficacy

The higher the self-efficacy, the more also high self-confidence about his ability to achieve success. People with high self-efficacy will try more hard to overcome the challenges it faces. People with high self-efficacy usually view challenging problems as tasks that must be mastered, so they continue to develop a strong commitment to completing the tasks. Apart from that, people with high self-efficacy when faced with a problem will quickly recover from adversity and disappointment.

2) Low Self-Efficacy

The lower self-efficacy, the more self-confidence we lose about our ability to achieve success. People with low self-efficacy will easily give up in overcoming the challenges they face. People who has low self-efficacy usually tends to avoid challenging tasks, this happens because they only focus on failure and negative results. Apart from that, people with low self-efficacy when faced with a problem tends to quickly lose self-confidence when they experience failure.

c. Indicators of Self-Efficacy

According to Bandura (1997) in (Gumanti & Kaniadewi 2020). There are 4 indicators that influence self-efficacy namely mastery experience, vicarious experiences, social persuasion, physiological and emotional states.

1) Mastery Experience

People who have experienced success in completing a task tend to have high self-efficacy, therefore past experience plays an important role in developing self-efficacy beliefs. With past experiences, we can recall memories or images of how we felt about achieving success in completing tasks that we have done before. With these feelings we can continue to think about it, and form positive thoughts that say we have done that task before. If we are faced with the same task again, we already have a sense of

confidence that we have completed the task. According to Bandura (1997) in (Gumanti & Kaniadewi 2020), said "Successes create a strong belief in one's individual efficacy. Which means, the students who have successful experiences in doing their tasks in the past will be more confident in facing the same difficult tasks in the future."

2) Vicarious Experiences

Vicarious experience is also one of the things that can shape self-efficacy in a person. When someone sees others succeed in performing a task successfully, that person can also develop positive beliefs about their own ability to perform the task, which can increase success. Then by comparing the success of other people in carrying out a task, make ourselves think that we can do it too. According to Bandura (1997) in (Gumanti & Kaniadewi 2020), said "Vicarious experiences can also influence individuals' self-efficacy by someone whom they assume having the same ability, competence, and intelligence.

3) Social Persuasion

Getting praise from other people can also grow our own self-efficacy, such as encouragement and positive feedback will influence our self-efficacy. When someone is working on a task and they receive encouragement from a lecturer, mentor, advisor, or superior who is appreciated for their expertise, they will be able

to grow a sense of happiness which ultimately grows their self-confidence and grows their self-efficacy.

4) Physiological and Emotional States

Physiological and emotional states can also influence the state of self-efficacy within oneself. When faced with a task that asks us to speak in front of other people, sometimes we hope we can successfully carry out the task. But sometimes negative thoughts arise that continue to bother us which makes us under pressure and become stressed and continue to think negatively. Stress and negative thoughts ultimately weaken your self-confidence, resulting in low self-efficacy. Apart from that, it affects the rest of our physiology, namely giving rise to feelings of nervousness when speaking and lack of self-control and end up speaking too quickly and the voice becomes quiet.

B. Review of Related Findings

Several related findings discuss the same problem as research on students' self-efficacy in speaking conducted by several researchers. Some of their findings are as follows:

First, The Correlation Between Students' Self-Efficacy And Their Speaking Ability by Zakiyyatud Darojah & Zainul Aminin (2023) at Universitas Negeri Surabaya in their journal *Globish: An English-Indonesian journal for English, Education and Culture*. The objective of this research is investigate whether there is correlation between students' self-efficacy and

their speaking ability. The research design in this research is correlational research design. The sample of this research was 60 students of 8th grade of SMP Bilingual Terpadu, one of bilingual junior high school in Sidoarjo. The research instruments were questionnaire of self-efficacy in speaking was distributed to obtain students' self-efficacy score. To acquire students' speaking skill score, a speaking rubric was utilized. Pearson Product Moment Analysis was employed to analyze the correlation between students' self-efficacy and their speaking ability. The sig value was less than 0.05 indicates there is significance correlation between both variables. Moreover, the correlation coefficient, $r = 0.667$, indicates a moderate degree of correlation.

Second, Students' Performance in Speaking Skill and Self-Efficacy : An Correlational Study by Khotimah,K., Amumpuni, R., & Arifin, S. (2023) at English Education Department, Faculty of Teacher Training and Education, Universitas PGRI Madiun in their *Journal Paedagogy: Jurnal Penelitian danPengembangan Pendidikan.* The objective of this research is to determine whether there is a correlation between students' levels of self-efficacy are correlated with their levels of success in speaking skill assessments of the students of MAN 1 Madiun. The research design in this research is correlational research design. The population in this research was second grade in MAN 1 Madiun, and there were 147 of the students. For selecting the sample researcher used a purposive sampling technique, the sample for this study was students from class XI MIA 2 second grade in MAN 1 Madiun, which consisted of 22 students. And for collecting the data researcher used

research instruments were a questionnaire (38 questions) and a speaking test (dialogue). Pearson Product Moment (r) formula using t-test is used in this research. The results show that the highest score is 95 and the lowest score is 82. The result of the Pearson product moment correlation is 0.052 with a negative sign. The conclusion that can be drawn from these findings is that there is a negative correlation between speaking ability and self-efficacy.

Third, The Correlation Between Self-Efficacy and Speaking Performance of the Eleventh-Grade Students at SMAN 1 Palangka Raya by Givency, C. (2023) at English Education Study Program, Teacher Training and Education Faculty, University of Palangka Raya in their journal *Ebony - Journal of English Language Teaching, Linguistics, and Literature.* The objective of this research is to determine whether there is a correlation between students' self-efficacy and their speaking performance, to improve their speaking skills. The research design in this research is correlational research design. The population in this research were 40 students of class XI MIPA 2 at SMAN 1 Palangka Raya in the academic year 2022/2023, consisting of 15 males and 25 females. For selecting the sample, researcher used purposive sampling technique. And for collecting the data researcher used research instrument were questionnaire, speaking test (descriptive text), and documentation of students' latest speaking scores, and lecturer's notes of students' activeness in English class were used. And then data was calculated and analyzed using IBM SPSS Statistics 25 Program. It was found that r-count = 0.333 indicated weak correlation. The results of the research were the level of students' self-

efficacy was moderate, but their level of speaking ability was high. Therefore, the study concluded self-efficacy has little or no direct effect on students' speaking performance.

Fourth, Students' Self-Efficacy and Students' Speaking Skill: Correlational Analysis by Rafiqa & Fitriani (2023) at Universitas Sulawesi Barat, Indonesia in their journal *EDUVELOP : Journal of English Education and Development.* The objective of this research is to know the level of the students' self-efficacy and the correlation between students' self-efficacy and students' speaking skills in English. The research design in this research is correlational research design and the quantitative method was applied in this research. The population in this research was the students of the Speaking for Academic Purposes class at the fourth semester of the English Education Department at the University of Sulawesi Barat were 74 students. And for selecting the sample used total sampling technique. And for collecting the data researcher used research instruments were a self-efficacy questionnaire and students' speaking scores from the Speaking for academic purpose lecturer at the English Education Department at the University of Sulawesi Barat. The first result of this study showed that most of the students had a high level of self-efficacy, and the second result showed that the sig value is $0.81 > 0.05$. It can be concluded that rejecting ha and accepting ho means there was no significant correlation between self-efficacy and student's speaking skills.

Fifth, Students' Self-Efficacy and English-Speaking Skills in Advanced Speaking Class: Do They Correlate by Wijayanti & Kher (2024) at English Education Department, Faculty of Language and Arts, Universitas Negeri Padang in their *Journal of English Language Teaching*. The objective of this research is to determine the correlation between students' self-efficacy and English-speaking skills at Advanced Speaking. The research design in this research is correlational research design. The population of this research is the English Literature Department 2022 Padang State University from NK2-NK5, and for selecting the sample, researcher used cluster random sampling, the sample is the NK 2 class. The research instruments were a self-efficacy questionnaire and a speaking test (speech form). The data were analyzed using SPSS 25 for Windows. The data were analyzed using the Spearman Rank test. It was found that the sig. (2 tailed) 0.454 higher than sig. 0.05. As a matter of fact, the null hypothesis was accepted. The results of this research showed that there was no correlation between self-efficacy and students' speaking skills in Advanced Speaking classes.

Based on several studies above, the difference between this research and previous research lies in the sample and research population. Previous research take samples and populations at the high school level using purposive sampling techniques in taking samples. Meanwhile, this research select a sample and population at the university level, with a sample and population of second-semester students in English Study Program of the Islamic University of Indragiri, using total sampling techniques to take

samples. Another difference between this research and previous research is that it can be seen from the research instrument, where the previous research used a questionnaire and test (speech form) instrument. In contrast, the researcher used a questionnaire and test (monologue form) research instrument in this research. Meanwhile, the similarity between this research and previous research lies in the research variables used, namely self-efficacy and speaking skills.
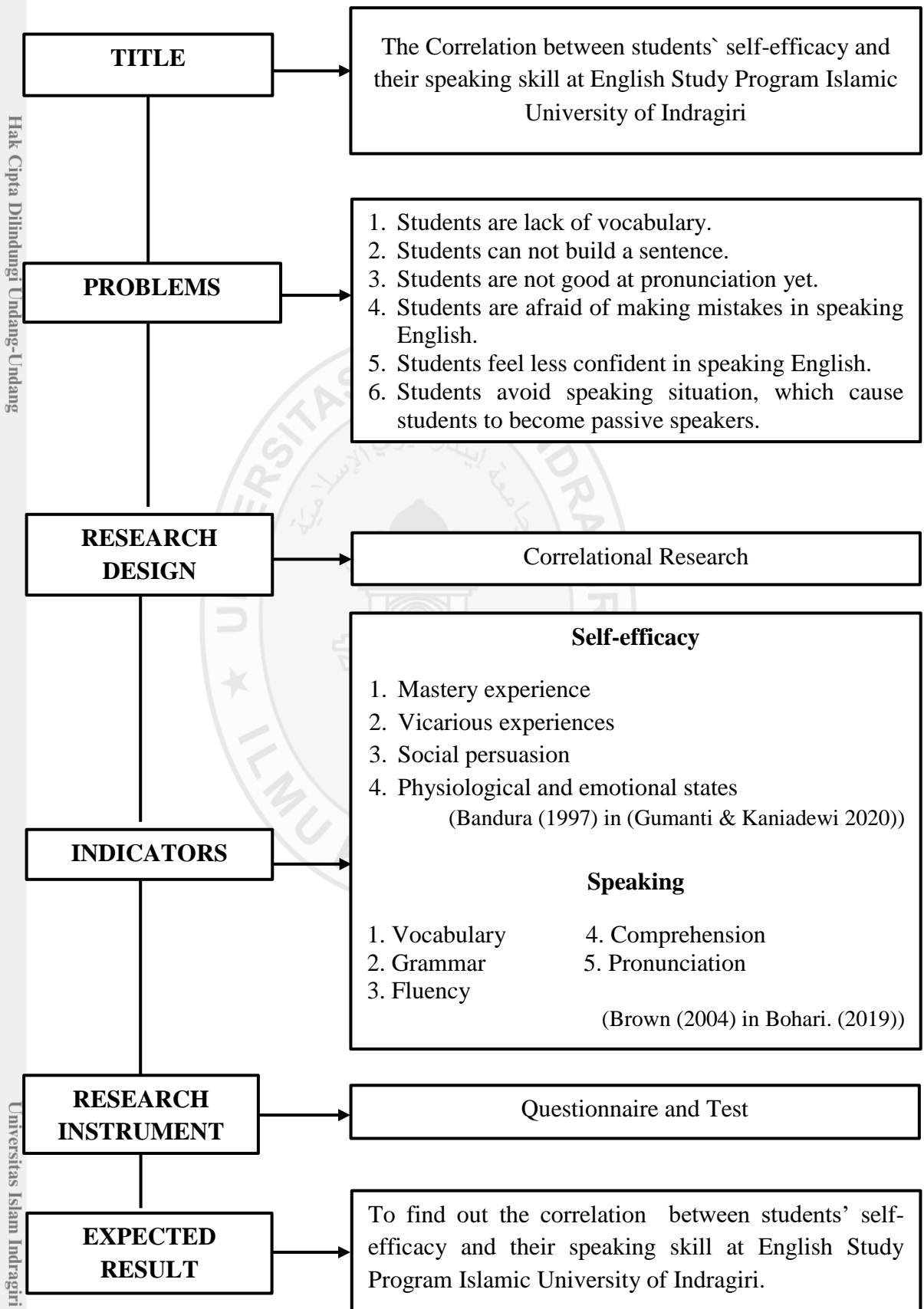
C. Conceptual Framework

TITLE → The Correlation between students` self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri

PROBLEMS →
1. Students are lack of vocabulary.
2. Students can not build a sentence.
3. Students are not good at pronunciation yet.
4. Students are afraid of making mistakes in speaking English.
5. Students feel less confident in speaking English.
6. Students avoid speaking situation, which cause students to become passive speakers.

RESEARCH DESIGN → Correlational Research

INDICATORS →

Self-efficacy

1. Mastery experience
2. Vicarious experiences
3. Social persuasion
4. Physiological and emotional states
   (Bandura (1997) in (Gumanti & Kaniadewi 2020))

Speaking

1. Vocabulary   4. Comprehension
2. Grammar   5. Pronunciation
3. Fluency

   (Brown (2004) in Bohari. (2019))

RESEARCH INSTRUMENT → Questionnaire and Test

EXPECTED RESULT → To find out the correlation between students' self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri.

Based on the conceptual framework, it can be seen that students have several problems in speaking English, some of these problems include students are lack of vocabulary, students having difficulty constructing sentences in English and students are not good at pronunciation yet. From several of these problems, students are afraid of making mistakes when speaking English, students sometimes lack the confidence to perform well and become passive speakers, meaning they will speak if they are sure about what they want to convey. So, this makes them less likely to practice speaking English. Researchers used a correlational research design to determine whether there was a correlation between self-efficacy and speaking skills. The research instruments used to collect data were questionnaires and tests. The expected result of this research is to determine the correlation between students' self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri.

D. Hypothesis

According to Sudijono (2014), there are two hypothesis for correlation study as follows :

1. Alternative Hypothesis (H_1)

   Alternative Hypothesis (H_1) is accepted. If r observe > r table, or if the significant value (sig.) is smaller than (<) 0.05. It means there is significant correlation between variable x and variable y.

2. Null Hypothesis (H_0)

Null Hypothesis (H_0) is accepted. If r observe < r table, or if the significant value (sig.) is greater than (>) 0.05. It means there is no significant correlation between variable x and variable y.

Alternative Hypothesis (H_1) is accepted, then it can be concluded that there is a significant correlation between students' self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri. Meanwhile, If Null Hypothesis (Ho) is accepted, then it can be concluded that there is no significant correlation between students' self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri.

Notes : Students Self-efficacy (Variable X) and Speaking Skill (Variable Y).