

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories relate to the definition of self-efficacy, sources self-efficacy, dimensions of self-efficacy, learning achievement and studies of relevant research.

2.1 Definition of Self-Efficacy

The construct of self-efficacy was introduced by Bandura (1977) with the publication of the article *Self-efficacy: Toward a unifying theory of behavioral change*, and the book *Social Learning Theory*. Social learning theory views human action or behavior as determined by the interaction between the situation, one's behavior, cognition and emotions. One of Bandura's interests is in the ways individuals regulate their own motivations, mindsets, affective states and behaviors through beliefs in personal and collective success. He emphasized the effects of one's perceived abilities on one's behavior.

Self-efficacy refers to an individual's belief in their ability to successfully perform specific tasks or achieve particular goals. Bandura (1997) defines self-efficacy as referring to self-perceptions or beliefs of capability to learn or perform tasks at designated levels. McCombs (2001) cites Bandura (1991), explaining self-efficacy judgments in reference to the learner's judgment of their competence to complete a task successfully. Pintrich and Schunk (1996) states that self-efficacy refers to people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. Schunk (2001) explains that self-efficacy is a construct in Bandura's theory of human functioning and defines it as a belief about one's ability to learn or perform a behavior at a specified level.

Bandura developed his social leaning theory by adding elements such as motivation and self-regulation and in the bottom line changing its name to *Social Cognitive Theory*. For Bandura, Barbaranelli, Caprara and Pastorelli (1996),

self-efficacy theory is one aspect of social cognitive theory. The latter is an approach to understanding human cognition, action, motivation, and emotion.

In 1986, Bandura added the self-efficacy component to his theory, which holds that people possess a self-system that enables them to exercise control over their thoughts, feelings, and actions. This self-system consisted of cognitive and affective elements including the ability to represent, learn from others, generate options, adapt behavior, and engage in self-reflection. It underscores the importance of individuals' beliefs in their capabilities to achieve specific tasks and goals. Bandura (1997) states that efficacy is not a steady standard ability that individuals have or do not have in their lists of behaviors; rather, it is a generative capability in which cognitive, social, emotional and behavioral sub skills must be organized and effectively oriented to serve innumerable purposes.

There are several constructs that have no clear boundaries with self-efficacy. One such construct is self-esteem. Self-esteem pertains to an individual's overall evaluation of their self-worth, while self-efficacy relates to their belief in their capabilities to perform specific tasks or achieve particular goals. Maddux (1995) clarified that self-esteem is a personal trait, whereas self-efficacy is task-specific. Epstein and Morling (1995) further differentiated them by highlighting that self-efficacy assesses capability, whereas self-esteem assesses self-worth. Bandura (1997) added that individuals can perceive themselves as ineffective in a certain activity without experiencing a decrease in self-esteem if they don't tie their self-worth to that activity.

Another construct that places self-efficacy in unclear boundaries is confidence. Bandura (1997) clarified that confidence refers to the strength of belief without specifying the content of certainty, which can include beliefs about success or failure. Unlike self-efficacy, which relates specifically to one's belief in their capability to achieve certain performance levels, confidence does not necessarily involve the person's power or ability to perform at a particular level. This distinction helps differentiate between the two constructs in terms of their focus and implications.

2.2 Sources of Self-Efficacy

Bandura (1994) an expert on self-efficacy theory, stated that there are 4 sources of self-efficacy, which are:

a. Mastery experience

Mastery experiences are the most effective way to boost self-efficacy because people are more likely to believe they can do something new if it is similar to something they have already done well. Bandura (1994) states that if people experience only easy successes, they come to expect quick results and are easily discouraged by failure. It means that usually, performance success will generate expectations for the ability to influence the expected result.

b. Social persuasion

Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master the activities needed for success in that area. Pajares (2002) stated that observing the successes of such models contributes to the observers' beliefs about their capabilities. Conversely, watching models with perceived similar attributes fail can undermine the observers' beliefs about their capability to succeed (Pajares, 2002). This will be effective when someone views the success of others as motivation.

c. Vicarious experience

Social persuasion is a reaction to the judgments of others. People could be persuaded to believe that they have the skills and capabilities to succeed. Getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving their best effort to the task at hand. Conversely, people who are negatively socially persuaded that they do not have the ability will cause a decrease in self-efficacy so they will tend to stay away from challenges and easily give up when faced with difficulties.

d. Emotional and psychological state

The condition someone is in is believed to influence the way they determine their self-efficacy. Negative emotions, such as depression and stress, can reduce someone's confidence in their capability. These negative emotions are considered signs of susceptibility to poor performance, while positive emotions can boost someone's confidence in particular skills.

In brief, self-efficacy is developed by four sources of influence; mastery experience, vicarious experience, social persuasion, and emotional state. Someone can increase their own or others' sense of self-efficacy by providing or using one of these sources of self-efficacy.

2.3 Dimensions of Self-Efficacy

Bandura (1997) developed scales to measure perceived academic efficacy as part of a microanalytic procedure to assess its level, generality, and strength across activities and contexts. The self-efficacy indicator refers to the dimensions of self-efficacy, namely the level dimension, generality dimension and strength dimension. Self-efficacy is then measured by obtaining ratings of magnitude, strength, and generality. Each aspect has important implications in individual performance which can be more clearly described as follows:

a. Magnitude or level

This dimension relates to the degree of difficulty of the task when the individual feels able to do it. The level of self-efficacy of a person is different from each other. The level of difficulty of a task, is it difficult or easy to determine self-efficacy in a task or activity, if there is no significant obstacle to overcome, then the task will be very easy to do and everyone must have high self-efficacy on this problem. This dimension has implications for the choice of behavior to be tried or avoided. Usually, individuals will do something they are able to do and will avoid doing things that are outside their limits.

From the aspect of the difficulty level of the task, the researcher obtained several indicators that are used as compilers of the self-efficacy

questionnaire. These indicators namely having confidence to be able to overcome a difficult task, having confidence in their ability to take the necessary actions to achieve an outcome, and having an optimistic view of the task at hand.

b. Strength

This dimension relates to the strength level of an individual's belief about his ability. Strong and steady expectations for individuals who have high self-efficacy will encourage them to be persistent in trying to achieve goals even though they may not have the supporting experience. Meanwhile, individuals who have low self-efficacy will quickly give up and not get success. This dimension is directly related to the level dimension, namely the higher the difficulty level of the tasks, the weaker the perceived confidence to complete it.

From the aspect of the strength of belief, consists of several indicators, namely having strong self-confidence in the potential possessed in completing a task, having enthusiasm, and not giving up easily when facing obstacles in completing a task. Students commit to completing academic assignments well.

c. Generality

This dimension relates to the wide field of behavior in which individuals feel confident in their ability and how someone is able to generalize tasks and previous experiences when facing a task or work. A person can judge himself to have efficacy in many activities or in certain activities. Some individuals are able to do work in a wide range of fields and some individuals only focus on one work.

The aspect of generality can be developed into three indicators, namely being able to do all work at the same time and do tasks in different fields, being able to respond to various situations and conditions with a positive attitude and experience as a step towards success.

2.4 English Learning Achievement

Achievement can be defined as a measurement of someone's ability. Hornby (1995) stated that achievement is a thing done successfully, especially with effort and skill. It means that achievement is something that will someone get after accomplishing it. A person who can do something is called an ability, while what he has done, usually through learning is an achievement. Achievement means all things that people obtain from their efforts. Achievement and learning cannot be separated, because learning is a process, while achievement is the result of the learning process. The student's purpose in learning is the best achievement. In other words, students gain the result after following the instructional process. English achievement in this study can be described as the result of the English learning process that students get from the teachers. English achievement describes how far the students' ability to master English subject after receiving their English learning process.

Based on the explanation above, the researcher concluded that achievement is the result that students get after they follow the teaching and learning process. Meanwhile, students' English achievement is the test results obtained by students after they learn English.

2.5 Study of Relevant Research

Researchers found some relevant previous studies related to this research. The first research was conducted by Maria (2014). This study examined the relationship between the academic self-efficacy of an adult learners' group in an online learning context with their actual performance. Data were collected from the first years of their undergraduate studies. The analysis of the data indicated that students' level of self-efficacy is high and a significant relationship exists between self-efficacy and academic achievement.

The second research was conducted by Kabebe (2020) aims to investigate the relationships between self-efficacy and students' academic achievements in Robe College of Teachers Education. This study revealed that significant

symptoms of self-efficacy were observed; the study identified that more than half of the students were under low self-efficacy, the finding also showed that students with low self-efficacy scored low CGPA (Cumulative Grade Point Average) and students with high self-efficacy scored high CGPA. Concerning the relation, self-efficacy was significantly and positively related to academic achievement.

The third research was conducted by Handayani & Nurwidawati (2013). The aim of this study to determine the relationship between self-efficacy and student achievement on acceleration. This research resulted in the correlation coefficient ($r = 0.657$) with $p = 0.000$ for significance value is less than the error rate ($p < 0.05$) then the hypothesis is accepted. This means that there is a relationship between self-efficacy by accelerating students' achievement.

The fourth research was conducted by Majidah et al. (2013). This study aimed to know the level of student's self-efficacy and student's learning outcomes class XI IPA in chemistry at SMAN 2 Mempawah. The result showed that 55,9 % students have low self-efficacy and 52,9 % students have high learning outcomes in chemistry. From outcome correlation Pearson product moment there is a strong relationship and positive between self-efficacy with learning outcomes in chemistry at SMAN 2 Mempawah.

The fifth research conducted by Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006) aimed to find out the relationship between students' self-efficacy and their English language achievement in Malaysia. They found that 51 percent of students had high self-efficacy while 48 percent showed low self-efficacy. Correlational analysis showed positive correlations between several dimensions of self-efficacy that is, academic achievement efficacy, other expectancy beliefs and self-assertiveness with academic performance in English language.

This research has some differences and similarities with the previous studies. The similarity is that both studies attempt to find a relationship between self-efficacy and learning achievement. Meanwhile, the difference in this study lies in the context studied. This study will focus on self-efficacy factors in the

context of English learning achievement. Another difference is the school level that will be studied. In this study, this research is looking for a correlation between students' self-efficacy and English learning achievement in junior high school.

2.6 Research Hypothesis

The researcher formulated the hypothesis as follows:

H_a: There is a correlation between students' self-efficacy and their English learning achievement in junior high school.

H_o: There is no correlation between students' self-efficacy and their English learning achievement in junior high school.