

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to self-efficacy, internet self-efficacy, and English language learning.

2.1 Theoretical Framework

2.1.1 Internet Self-Efficacy

1) The Concept of Self-Efficacy

Self-efficacy is a belief in one's capability to organise and carry out the necessary actions to achieve specific goals (Bandura, 1997). In other words, it refers to their competence to complete specific tasks. In addition, a person's self-efficacy refers to organizing their learning goals and hard work in completing tasks. It will affect how resilient and scared students are of difficulties. Similarly, According to Stajkovic and Luthans (1998), self-efficacy is an individual's belief about their abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context. According to Chuang et al. (2015), which referred to Bandura (1997), efficacy beliefs are essential to human action. If an individual believes they cannot achieve their goals, they will not make any effort to make things happen. Conversely, if they believe they can achieve their goals, they will try their best to achieve it.

The concept of self-efficacy is also known as part of social cognitive theory. This theory refers to an individual's belief in his/her ability to carry out tasks (Bandura, 2012). The higher the self-efficacy, the higher the self-confidence about achieving success. In difficult situations, people with low self-efficacy quickly

reduce their efforts or give up. Conversely, people with high self-efficacy will try harder to overcome their challenges (Stajkovic & Luthans, 1998). Self-efficacy can create a positive circle in which highly self-confident people become more engaged in their duties to improve their performance. In turn, the performance achieved will further increase their self-confidence. Then, different levels of self-efficacy lead to different characteristics in dealing with certain tasks. According to Aminah (2021), the characteristics of people with high self-efficacy and low self-efficacy are as follows:

a. High self-efficacy

- 1) Believe in their abilities;
- 2) strengthen their sense of commitment to their interests and activities;
- 3) Recover quickly from disappointments;
- 4) Consider the threat as a challenge to be mastered rather than something to be avoided.

b. Low self-efficacy

- 1) Doubt their abilities and avoid challenging tasks;
- 2) Assumes that difficult situations and tasks are beyond his capabilities;
- 3) Focuses on personal failures and negative outcomes;
- 4) Easily lose faith in their abilities;
- 5) The threat is viewed as something to be avoided.

Additionally, individuals with high levels of self-efficacy can ignore negative feedback. Meanwhile, those with low self-efficacy usually put in less effort when receiving negative feedback. Therefore, self-efficacy influences individual action choices, effort expended, and how long they persist in adversity. The higher the self-efficacy, the greater the effort that will be exerted. In learning, self-efficacy is considered an important concept that has a powerful impact on learning outcomes, such as academic listening and

academic performance (Kuo et al., 2021). Therefore, students who have high self-efficacy will get better learning outcomes. The proverb says that effort will not betray results because they put in much effort when studying.

2) Sources of Self-Efficacy

Self-efficacy is derived from four sources: enactive mastery experience, vicarious experiences, verbal persuasion, and physiological and affective states (Chuang et al., 2015). The first source is the enactive mastery experience. According to Bandura (1994), the most effective way to instill a strong sense of efficacy is through mastery experience, namely authentic success in dealing with specific situations. In other words, according to Peterson & Arnn (2008), the conditions where people do well are known as mastery experiences. The saying “practice makes perfect” is applicable because most of us require many practice opportunities to achieve competency. In addition, the enactive mastery experience is the most influential source of self-efficacy because it provides the most authentic experience.

The second is a vicarious experience. Vicarious experiences are connected to indirect experiences from others. In contrast, active mastery experiences can be described as direct experiences. Vicarious experience refers to experience gained by seeing competent people perform well, comparing themselves to that performance, and forming beliefs about their competence. When other people are perceived to have similar skills, and after being observed to succeed in a task, it will strengthen the observer’s efficacy beliefs. As a result, it may be said that models are crucial to the learner’s experience in an online environment.

The third is verbal persuasion. It is described as communication meant to persuade people that they can carry out tasks. It should be noted, though, that in an internet-based

environment, persuasion can take the form of spoken communication and text, visual, or video. Therefore, researchers must be aware of the differences in the persuasive process when examining the causes of learner self-efficacy in internet-based environments. The last is physiological and affective states. Psychological and affective states can effectively change individual self-efficacy of their abilities. In addition, it is a physical and emotional reaction to situations. As a result, it is crucial to consider students' physiological and affective states when exploring student self-efficacy sources.

3) Internet Self-Efficacy

Internet self-efficacy is defined as individuals' belief in their ability to use the Internet (Chuang et al., 2015). In addition, Joyce (2013) described internet self-efficacy as a person's belief in their capabilities to achieve specific goals with the internet. Furthermore, according to Chong-lem (2018), internet self-efficacy is defined as a person's belief in carrying out tasks that require internet skills, such as looking for information and using available web tools. In the context of English language learning, it refers to how students use the internet to learn more efficiently and independently, gaining more practice, rather than depending only on classroom activities. In addition, Chuang et al. (2015) state that internet self-efficacy generally examines learners' belief in their general skills or knowledge of operating internet functions or applications in an internet-based learning environment. Without adequate basic skills, it may be difficult for students to explore high-level Internet applications, such as online banking, social networking, web access, or online gaming. Thus, this study initially intended to investigate learner self-efficacy in using the learner's underlying Internet use.

Most of the students today tend to use computers and the internet frequently. Therefore, Internet self-efficacy may not simply involve using browsers or possessing searching skills. However, Internet self-efficacy may not be limited to Internet behaviours like searching or browsing. It should be noted that the user's cognitive processes and metacognition must be considered (Chuang et al., 2015). Therefore, several factors must be considered when examining students' internet self-efficacy. According to Chuang et al. (2015), there are seven internet self-efficacy factors as follows:

- a. Usage: It measures participants' beliefs about common online usage, such as adjusting Internet connectivity and using browsers.
- b. Sharing: It measures participants' beliefs on making relevant information available online, such as by sharing information.
- c. Communication: It measures participants' beliefs about interacting with others online, such as interactions with peers.
- d. Verification: It involves measuring participants' beliefs of how to evaluate information on the internet, including how to filter it and judge its accuracy and reliability.
- e. Metacognition: It measures participants' beliefs to cope with observing and analyzing information online while applying, considering, and organizing their prior knowledge.
- f. Application: It measures participants' beliefs in using digital tools, such as shopping websites or the Internet, to discover solutions for problems met during learning activities.
- g. Learning: measuring participants' beliefs in using the internet to fix problems, exploring various learning resources, and knowing any subject.

2.1.2 English Language Learning

Learning is acquiring new skills, insights, perspectives, and values. According to Sequeira (2012), learning can be seen as a permanent change because a teacher develops a change in students during the learning process to assist them in developing specific skills, changing certain attitudes, or comprehending particular concepts in a learning environment. Regarding the EFL context, learning English as a foreign language means non-native speakers studying English in places where English is not the primary language. Learning English is essential in many factors of everyday life. According to Richards (2015), learning English is crucial for today's youth to adapt to international communication, literature, media, and employment in the present and the future. Additionally, people learn the language because they understand how crucial it is to communicate with others globally.

Technological advances have significantly impacted education, especially in learning English as a foreign language. Technology offers opportunities to develop students' language skills in engaging and interactive ways. In line with this, Khaloufi & Laabidi (2017) in Arif (2019), state that technology in English language learning can help students improve their language skills. Speaking, reading, listening, and writing are the four components of English language skills. According to Supriyono et al. (2024), Technology integration in language learning supports independent learning and helps students improve grammar, vocabulary, pronunciation, writing, and oral communication skills. Since the use of various technological tools has significant effects on the learning process of every area of the language, each language skill necessitates different educational tools that are likely suitable for it (Lekawael, 2017).

The internet is one part of technological developments that students can use in English language learning. In line with this,

Warschauer et al., (2000) stated one of the benefits of using the internet in English language learning is that it allows students to hone their communication, reading, writing, speaking, listening, and publishing skills. Therefore, students can utilize the internet to support the improvement of their English skills using applications or digital platforms that suit their needs. The first skill is listening. Listening, as an input skill, is considered a significant language skill. People can get most of their education, information, ideas, and world understanding through listening. Listening is the process of identifying and understanding the speaker's speech. Students should practice more independently. The second skill is reading. Reading is the process of understanding written text by students. English learners can improve their vocabulary and terms while reading, acquire new information and ideas, and enhance real-world knowledge. They can access many types of texts on their phones, many of which are free or inexpensive. Apart from that, they can also visit websites and explore various e-books available on the internet to develop reading skills and digital literacy (Lekawael, 2017).

Another skill is speaking. It is a productive skill. Human communication can occur between speaker and listener only if they understand each other. The internet offers many opportunities for EFL students to communicate with native speakers in foreign language contexts so they can practice more (Wei, 2020). The last is writing. Writing can be complicated for students because they have to generate ideas, organize, and use perfect grammar and vocabulary. Students should access various writing applications and use them while writing to help them produce good writing. Based on the explanation above, it is clear that the Internet has an essential role in learning English. Moreover, English learning can be more effective with the internet (Lekawael, 2017).

In addition, the internet provides unparalleled information and linguistic input resources that can be utilized in the teaching and learning of foreign languages. It also provides English language learners with opportunities to interact with native speakers, gain more knowledge, solve their problems, improve their skills, and learn any subject, etc. Hence, learning does not depend on the classroom alone; they can learn independently outside the classroom. Moreover, the internet can support the needs of students in English learning. The internet allows EFL students to practice their skills without space and time constraints. They have many opportunities to learn and practice the target language independently. They also can resolve their problems in learning using the internet by accessing the web and using the available applications according to what they need, and they do it. Concerning learning English, the internet significantly influences learning. Since learning will be more effective and exciting if they collaborate with the internet, their self-efficacy in using the internet in learning also increases.

2.2 Study of the Relevant Research

There are several studies investigating internet self-efficacy. In the first study, Liang & Tsai (2008) conducted a study to explore the relationship between Internet self-efficacy and preferences toward constructivist Internet-based learning environments. The participants were 365 college students in Taiwan who all majored in early childhood care and pre-school education. The result derived from this study indicated that Internet usage was positively related to Internet self-efficacy. Therefore, more appropriate Internet experiences may greatly enhance Internet self-efficacy. In addition, it should be noted that in this study, the internet did not directly affect student internet preferences in learning environments. However, internet usage could influence students' internet self-efficacy, which finally shaped their preferences toward some features of internet-based instruction. In other words, the relationship between internet usage and learning preferences might be mediated by internet

self-efficacy. As a result, students with higher general Internet self-efficacy clearly showed more preferences toward internet learning environments where they can easily use, explore real-life problems, present a variety of information sources, conduct open-ended inquiry learning activities, and elaborate the nature of knowledge.

The second study was by Wu & Tsai (2006), who researched university students' internet attitudes and internet self-efficacy. This study explored university students' attitudes and self-efficacy toward the internet. Moreover, the relationships between their attitudes and self-efficacy toward the internet were also investigated. The participants were 1,313 students from three universities in Taiwan. This study also examined gender differences among university students' attitudes and self-efficacy regarding the internet. It was revealed that the female students did not show significant differences in their affection, perceived usefulness, and behavior of using the internet from males. They had gender differences only in their perceived control of the internet. It was discovered that male students expressed attitudes toward the perceived authority of the internet that were much more positive than those of female students. Additionally, the male students had better Internet self-efficacy than the female students. Further, students who spent more time online each week generally showed better attitudes toward the internet and higher levels of self-efficacy. More importantly, students' Internet attitudes correlated with their Internet self-efficacy. The results of this study seemed to reveal that students' attitudes toward the internet could be viewed as one of the crucial indicators for predicting their Internet self-efficacy.

The third study by Chang et al. (2014) also investigated how Internet self-efficacy helps students transform motivation into learning activities and influences learning performance. It was found that internet self-efficacy had less impact on learning performance for female students than male students. However, Internet self-efficacy affects male students' self-confidence and learning performance. In addition, Students with high internet self-efficacy outperformed those with low Internet self-efficacy on the final exam. They were

more confident in their ability to complete an online course. Regarding the motivation for learning, males' Internet self-efficacy had a more significant influence than females' on the aspects of relevance and confidence in the attention, relevance, confidence, and satisfaction motivation model. The result shows us that the internet self-efficacy of learners is an essential factor influencing learning performance and motivation.

Based on previous studies, internet self-efficacy influences the student learning environment in terms of learning performance, motivation, and the use of the internet itself. However, the methods in previous studies tended to use surveys and questionnaires to obtain the data. Therefore, this study will conduct qualitative research by conducting semi-structured interviews to obtain deep data from participants to fill the gap. The present study investigates internet self-efficacy in English learning among EFL students in the English education department program. Therefore, the investigation of internet self-efficacy is not only on internet behaviors, such as usage, searching, communicating, learning, and application, but also their cognitive processes, including verification and metacognition (Akyol & Garrison, 2011).