

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Framework

In this literature review, the study examined Self-Efficacy Theory and its four main factors: performance accomplishments, vicarious learning, verbal encouragement, and emotional states to understand their role in shaping speaking confidence through informal peer interactions. The review will integrate studies on speaking confidence in both formal and informal contexts by focusing on how these factors contribute to students' confidence in low-pressure, informal settings. This review aims to offer a balanced view of how self-efficacy and informal interactions together foster EFL speaking confidence.

1. Self-efficacy

Self-efficacy is a belief in a person's capabilities to acquire or do behaviors at some designated levels (Bandura, 1997). Self-efficacy may measure a person's thoughts, feelings, and actions and influence our actions. Their beliefs are called efficacy beliefs. "Efficacy beliefs influence how people feel, think, motivate themselves, and behave" (Bandura, 1993, p. 118).

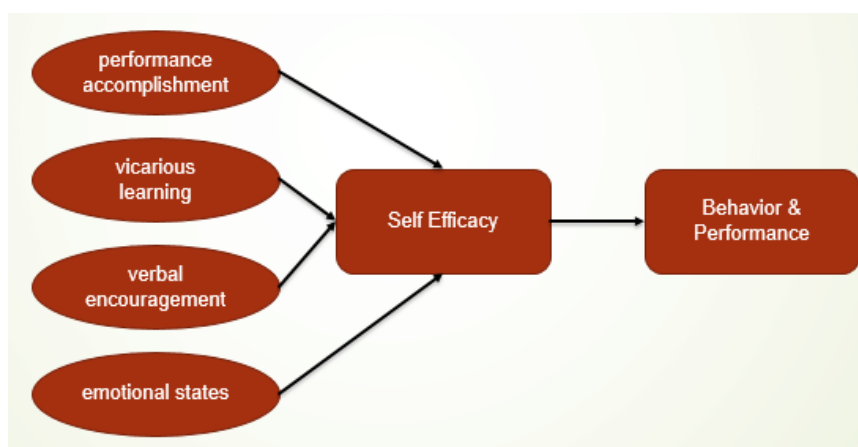
Low self-efficacy individuals view tasks as difficult and make difficult choices, while those with high self-efficacy enjoy and willingly complete them. Bandura (1997) states that self-efficacy is defined as individual beliefs about their capabilities to achieve specified levels of performance that exercise influence over events that affect their life. Self-efficacy is vital in completing various problems and affects achievement settings (Schunk, 1984). It indicates that these factors significantly influence an individual's performance and impact the choice of activities and difficulties.

Bandura (1997) explains that self-efficacy refers to a person's belief in their ability to manage a situation and achieve positive outcomes. Similarly, Schultz and Schultz (1994) describe self-efficacy as individuals' confidence in their competence, efficiency, and capacity to handle life's challenges. Additionally, self-efficacy is an individual's belief in their capability and control over tasks in their

environment (Feist and Feist, 2002). Overall, these experts emphasize the positive effects of possessing self-efficacy, illustrating how it strengthens one's ability to face challenges and succeed.

This research is guided by Self-Efficacy Theory (Bandura, 1997), which offers a key perspective for investigating the elements that increase confidence in informal peer interactions. Self-Efficacy Theory posits that individuals' belief in their ability to succeed in specific tasks, in this research is speaking English confidently, influenced by four main factors: performance accomplishment (success in past tasks), vicarious learning (observing others succeed), verbal encouragement (positive encouragement), and emotional states (managing anxiety or stress). These four factors work together to affect how students view their potential to succeed in speaking English, influencing their behavior and performance in informal interactions. These elements can boost speaking confidence and overall proficiency by creating an informal, and low-pressure setting elements, these elements will be further elaborated in the data collection method.

Figure 1 Factors Influencing Speaking Confidence



In examining speaking confidence in EFL peer informal interactions, the researcher used self-efficacy through Bandura's four main factors: performance accomplishment, vicarious learning, verbal encouragement, and emotional states.

These four sources provide a lens to understand how students build belief in their ability to speak English confidently. By exploring participants' narratives, the study reveals how informal peer interactions can activate and strengthen these sources of self-efficacy in meaningful ways.

Performance Accomplishment is one of the most influential factors in self-efficacy, as past task successes build confidence and resilience. In language learning, successful performance in speaking exercises or exams reinforces learners' belief in their abilities, encouraging them to tackle more complex language tasks (Arslan, 2019; Filippou, 2019). In this research, achievements can be explored by examining how previous positive experiences in informal English conversations encourage students to engage more confidently in informal interactions. This factor is crucial as it underscores how actual achievements lay the groundwork for sustained confidence in speaking.

Vicarious Learning involves observing others' successes, which can motivate learners by showing that achieving similar goals is possible. Cassidy (2015) found that students who observed peers successfully navigating academic challenges reported greater resilience and confidence in their abilities. Soler (2019) found that students gained confidence by watching successful performance demonstrations, reinforcing their belief that they could achieve similar tasks. Vicarious learning can reveal how witnessing friends or classmates use English effectively in informal settings encourages other students to emulate these successful behaviors. This aspect is essential, as it taps into the power of social modeling to reduce speaking anxiety and boost confidence.

Verbal Encouragement, or positive feedback, is another important factor that boosts self-efficacy by providing motivation and emotional support. Encouraging remarks from teachers, mentors, or even classmates can help students overcome doubts about their abilities and motivate them to participate more actively. In challenging academic settings, studies have shown that constructive feedback fosters a sense of capability, particularly when language learners struggle with communication anxiety (Gunning & Mensah, 2011). This feature helps to evaluate how verbal encouragement from peers in informal contexts, such as casual

conversations or group debates, enables students to feel validated and take linguistic risks. Verbal encouragement is important in informal settings because it provides emotional support for students, validates their achievement, and reduces self-doubt.

Emotional States, such as managing stress and anxiety, are also essential in shaping self-efficacy. Research by Filippou et al. (2019) indicates that individuals with higher emotional intelligence have a stronger sense of self-efficacy, as they can better control their emotions in high-stress situations, like public speaking or exams. Exploring how informal settings lower stress levels compared to formal classroom contexts can show how relaxed environments help students feel less anxious and more willing to engage in speaking tasks. Emotional regulation is critical as it helps students reduce fear, making language practice in informal contexts a more effective tool for building confidence.

In conclusion, this study investigates how informal peer interactions build speaking confidence among EFL students. Understanding these impacts can help construct supportive, anxiety-reducing language-learning environments that encourage learners to develop their speaking skills actively. These findings will help to shape educational practices and theoretical understandings of self-efficacy in EFL environments, potentially shaping tactics for creating successful, confident communicators.

B. Previous Studies on English Speaking Confidence in Formal and Informal Contexts

English speaking confidence in EFL contexts differs between formal and informal settings, influencing learners' performance and engagement. The differences between these environments influence how students evaluate their speaking ability and the strategies they use to boost their confidence. In formal contexts, Fan (2022) examined the impact of digital-based flipped classrooms on EFL learners' willingness to communicate and self-efficacy. The findings indicated that social media and digital resources used in flipped learning contexts positively influence students' intention to communicate, showing that flipped classrooms lead to higher self-efficacy than traditional educational settings. Studies on feedback

types have shown that both teacher and peer feedback are essential for improving EFL students' confidence and oral performance. Khasbani and Seli (2021) conclude that role-playing can significantly boost students' speaking confidence by simulating real-life scenarios where they can practice communication skills. Studies indicate that role-play helps EFL learners manage speaking anxiety and foster a supportive environment, enabling them to speak more fluently and confidently. In particular, peer feedback helps students reflect on their performance, understand improvement areas, and feel supported by their peers, which increases their self-confidence in speaking (Lynch & Maclean, 2003; Smith & King, 2004).

In informal contexts, other studies emphasize the unique benefits of peer interactions outside the classroom. Bahrani and Sim (2012) concluded that while social interaction is valuable, exposure to audiovisual mass media technologies can be more beneficial for developing speaking proficiency in language learners, particularly in EFL contexts where social interaction is limited. Saito and Heo (2021) explored how online intercultural communication among Japanese, Chinese, and Vietnamese EFL learners positively impacted speaking confidence. Using "Expanding Circle" communication (non-native speakers interacting) helped students feel more confident in their English abilities, suggesting that informal, intercultural interactions can reduce self-doubt. For instance, Faqihi (2023) found that low-pressure environments, such as informal discussions, help students practice speaking without the anxiety associated with formal evaluation.

This study aims to fill that gap by applying self-efficacy theory to the context of informal peer conversations, exploring how the less structured, supportive environment impacts students' belief in their ability to speak English confidently. These informal interactions, such as peer conversations and casual discussions outside of structured lessons, may provide unique opportunities for students to build confidence without the fear of formal evaluation. Understanding how these settings contribute to self-efficacy in speaking could offer valuable insights that classroom-based studies do not address, highlighting the importance of informal environments in language learning.