CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theories that underlie the research topic and the previous study. Theories underlying the research topic explain what sel-efficacy is, the relationship between self-efficacy and other aspects, how to measure self-efficacy, what speaking skill is, and the elements of speaking. Meanwhile, the previous study contains some studies which are related to the research topic.

A. Review of Related Literature

1. Self-Efficacy

1.1 The Definition of Self- Efficacy

According to Bandura in Javier Coronado, self-efficacy is defined as people's beliefs about the capabilities they have to perform at a level that influences their lives. In other words, self-efficacy is the level of confidence a person holds in his or her ability to complete tasks. As cited in Javier Coronado-Aliegro, positive self-efficacy, such as beliefs in one's capabilities and personal goals, is not only empowering, but it enhances attaining and achieving one's goals. It means that when one believe in his/her ability to do certain task, it

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¹ Javier Coronado-Aliegro.2006. The Effect Of Self-Assessment On The Self-Efficacy Of students

will assist him/her in reaching the goal. In an educational context, self-efficacy means the confidence that one has in one's ability to perform tasks that affect one's learning processes.

Bandura states that human achievement depends on interactions between one's behaviors, personal factors and environmental conditions (see Figure 1).² The individual behavior depends on early experiences at home. The home environment that stimulates curiosity will help building self-efficacy just as displaying more of that curiosity, and exploring activities would invite active and positive reciprocity. This means environment at home influences one's behavior and also stimulates someone to build self-efficacy and invite active and positive interaction. This stimulation enhances the cognitive and affective structures of the individual which include his ability to sympathize, learn from others, plan alternative strategies and regulate his own behavior and engage in self-reflection (self-efficacy).

The Relationship between Self Efficacy and English Language

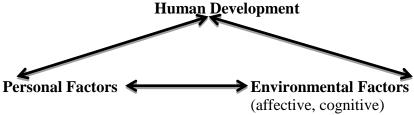


Figure 2.1. Bandura's concept of triachic reciprocity behaviour

² Rahimi&Abedini.2009. The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. 17

From scheme above, we can conclude that human development, environment factors, and personal factors are correlated. Personal factors will provide an individual capacity to change his/her environment and also influence his/her following performance and behavior. This affects behavior in two ways; either he engages in tasks he feels competent and confident or he avoids of task that he feels contrary. Self-efficacy helps to determine how much someone's effort, diligence and excitement to do a task. In other words, the higher selfefficacy, the greater the effort, diligence and excitement. Self-efficacy also influences emotional reactions. For example, people with low self-efficacy believe that a task is hard and make them stress, depression and feel worry on how to solve those problems. On the other hand, people with high efficacy would be more relax in solving difficult tasks. Therefore, these influences are strong determinants of the individual's level of achievement.

For Pajares cited in Javier Coronado, self-efficacy is the students' judgments of their academic competence. He argues that beliefs which individuals create and develop and hold to be true are vital forces in their success or failure in school.³ This means that students' belief is an important factor which can determine their

³ Javier Coronado-Aliegro.2006. The Effect Of Self-Assessment On The Self-Efficacy Of students Studying Spanish As A Foreign Language.24

success in school. For instance, students with high self-efficacy tend to have great effort and diligence in completing a task. This will lead them to be successful in learning process.

This concept is also defined by Ehrman in Arnold & Brown, as the degree to which the student thinks he or she has the capacity to cope with the learning challenge. 4 It reflects that if people have high positive self-efficacy about learning a second language, then they believe that they have the power and abilities to reach this goal. On the other hand, people with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the start.

From the definitions mentioned above, we can conclude that self-efficacy is primary factor in learners' learning, facing difficulties, and reaching achievements. It is assumed as one's belief about his/her capability to perform, to execute, or to do certain task and also to reach the goals.

Self-Efficacy, Foreign Language Learners and Classrooms

Krashen in Javier Coronado suggests that the more stressed or anxious the learner is in the classroom, the less learning and selfmotivation occurs. According to Krashen several affective variables

⁴ Javier Coronado-Aliegro. 2006. The Effect Of Self-Assessment On The Self-Efficacy Of students Studying Spanish As A Foreign Language.24

facilitate role in second language acquisition.⁵ This means learners with high motivation, self-confidence, and low levels of anxiety have better chance for success in second language acquisition.

Bandura emphasizes the fact that classroom structure affects the development of self-efficacy.⁶ For example, when learners are compared to their peers in terms of grades and performance without given specific feedback about specific tasks and how they complete them or chances for self-reflection, this circumstance may lead them to have low self-efficacy.

So, from the explanation above reflects that classroom structure influences one's self efficacy level and this also affects their success in learning a language.

1.3 Self-Efficacy and Motivation

Self-efficacy is related to motivational processes, where self-beliefs play a key role in the process of self-regulating motivation.⁷ This means when learners have high self-efficacy, they are more motivated to execute tasks. In other hand, they with low self-efficacy will be reluctant to perform tasks or even assume that the tasks are

⁵ Javier Coronado-Aliegro.2006. The Effect Of Self-Assessment On The Self-Efficacy Of students Studying Spanish As A Foreign Language.24

⁶ Javier Coronado-Aliegro.2006. The Effect Of Self-Assessment On The Self-Efficacy Of students Studying Spanish As A Foreign Language.3

Albert bandura. 1997. Self-efficacy in Changing Societies.pg 237

hard to solve. A research has demonstrated that motivation and self-confidence have the role in the classroom.⁸ Based on these findings researchers have suggested that teaching practices should reflect the learners' needs and interests. Motivation is also important for learners, who must sometimes struggle to keep their internal motivation high in order to persist in learning difficult subjects such as a foreign or second language.

1.4 Self Efficacy and Gender

One demographic variable found by some researchers to correlate with self-efficacy is gender. However, other researchers who have studied gender and self-efficacy report that the two factors are either unrelated or only moderately associated. So, self-efficacy is not influenced by gender significantly.

Bong studied academic self-efficacy in groups of students with different personal characteristics, using a sample drawn from a previous study. In this study, the boys demonstrated stronger selfefficacy across academic domains than the girls. Yet, girls more easily

⁸ Javier Coronado-Aliegro.2006. The Effect Of Self-Assessment On The Self-Efficacy Of students Studying Spanish As A Foreign Language.25

⁹ Javier Coronado-Aliegro.2006. The Effect Of Self-Assessment On The Self-Efficacy Of students Studying Spanish As A Foreign Language.26

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distinguished between their verbal and math self-efficacy. ¹⁰ From that study, we can conclude that self-efficacy is not influenced significantly by gender. It is influenced by the orientation of the task. For instance, boys are more confident in academic orientation than in verbal task such as speaking or writing, and vice versa.

Some studies have shown that although gender can affect selfefficacy, the influence of this variable is reduced when gender orientation beliefs are controlled. Pajares and Valiante studied whether gender differences in the writing motivation and achievement of 497 middle school students are a function of gender-stereotypic beliefs rather than of gender. That is the perception that some tasks or activities are perceived to be masculine or feminine and, therefore, preferred by men or women. In this study girls reported stronger writing self-efficacy. Gender orientation beliefs were addressed by asking students to report how strongly they identified with characteristics that are stereotypically associated with men or women (i.e., being perceived as masculine or feminine in American society). The process of writing is associated with a feminine orientation because writing is seen by young students as a female domain. So a feminine orientation is often associated with beliefs related to success

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¹⁰ Javier Coronado-Aliegro.2006. The Effect Of Self-Assessment On The Self-Efficacy Of students Studying Spanish As A Foreign Language.26

in writing. All gender differences favoring girls in writing, motivation and achievement were contributed non-significant when feminine orientation beliefs were controlled.¹¹ This means that both self-efficacy of boys and girls in completing task cannot be compared easily, because this is related to what domain they focus on, feminine or masculine domain.

1.5 Measuring Self-Efficacy

There are many ways to measure self-efficacy. One such scale is the Skill Confidence Inventory scale (SCI). According to Betz, Borgen, and Horman in Redmon & Sergio, the SCI scale measures perceived confidence to successfully complete several tasks, activities, and coursework. The SCI scale measures self-efficacy in the vocational domain and is used in career counseling. The SCI is usually combined with the Strong Interest Inventory scale (SII). The SCI consists of six 10 item General Confidence Themes (GCT scales) (sixty items total). Each 10 item scale is scored by taking the mean of responses of each scale. GCT scales measure perceived level of confidence and range from 1 to 5; 1= No Confidence and 5=

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¹¹ Javier Coronado-Aliegro.2006. The Effect Of Self-Assessment On The Self-Efficacy Of students Studying Spanish As A Foreign Language.27

Complete Confidence. A score of 3.5 or higher implies a high skill confidence for that scale.¹²

The SCI scale is written in an eighth grade reading level and can be administered to high school students, college students, or working professionals. The SCI is offered in pencil and paper format via mail in tests, and in the Entrepreneur Report. The SCI is also available via the internet through the Consulting Psychologists.

Self-efficacy is described as domain specific. Indeed the SCI measures self-efficacy for the vocational domain. Another such example of a scale that measures self-efficacy in a specific domain is the Mathematics Self-Efficacy Scale (MSES). The MSES measures self-efficacy in the domain of math. This is the most commonly used scale to measure self-efficacy in math related tasks. It was created by Betz and Hackett. The scale ranges from 0 to 9; 0= Not at all difficult and 9= Extremely difficult.

Judgments of self-efficacy are generally measured along three basic scales: magnitude, strength, and generality. 13

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¹² Francis Redmond, Brian – Carmona, Sergio Angel. *Self-Efficacy and Social Cognitive Theories* (wikispaces.psu.edu accessed on June 8th,2014 at 11.01 A.M)

- Self-efficacy magnitude according to Van der Bijl & Shortridge-Baggett in Brian Francis Redmon measures the difficulty level (e.g. easy, moderate, and hard) an individual feels is required to perform a certain task. How difficult is my class work? Are the quizzes easy or hard?
- Van der Bijl & Shortridge-Baggett suggest Self-efficacy strength refers to the amount of conviction an individual has about performing successfully at diverse levels of difficulty. How confident am I that I can excel at my work tasks? How sure am I that I can climb the ladder of success?
- Generality of self-efficacy in Lunenburg refers to the degree to which the expectation is generalized across situations.

Sources of Self-Efficacy

Bandura in Redmond & Sergio outlined four sources of information that individuals employ to judge their efficacy: performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). 14 These components help individuals determine if they believe they have the capability to accomplish specific tasks. Williams

¹³ Francis Redmond, Brian – Carmona, Sergio Angel. Self-Efficacy and Social Cognitive Theories(wikispaces.psu.edu accessed on June 8th,2014 at 11.01 A.M)

¹⁴ Francis Redmond, Brian – Carmona, Sergio Angel. Self-Efficacy and Social Cognitive Theories(wikispaces.psu.edu accessed on June 8th,2014 at 11.01 A.M)

and Williams in Redmond & Sergio also note that "individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided. This means person with high self-efficacy tends to accept hard task as a challenges than avoid it.

The sources of self-efficacy are:

a. Performance Outcomes, According to Bandura¹⁵ performance outcomes or past experiences are the most important source of self-efficacy. Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task. For example, if one performed well in a training workshop, they are more likely to feel confident and have high self-efficacy in another training workshop. The individual's self-efficacy will be high in that particular area, and since he or she has a high self-efficacy, he or she is more likely to try harder and complete the task with much better results. The opposite is

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¹⁵Albert Bandura.1993. Perceived Self-Efficacy in Cognitive Development and Function. Educational Psychologist.28(2).117-148

also true. If an individual experiences a failure, self-efficacy is likely to be reduced. However, if these failures are later overcome by conviction, it can serve to increase self-motivated persistence when the situation is viewed as an achievable challenge.

Bandura said that mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can master whatever it takes to succeed. Success builds a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. In other word, experiences are the most essential source of self-efficacy. When a person has successful experience in executing a certain task, it will increase their self-efficacy level, and vice versa.

b. Vicarious Experiences, people can develop high or low self-efficacy vicariously through other people's performances. So, a person can watch another performance and then compare his own competence with the other individual's competence. If a person sees someone similar

to them succeed, it can increase their self-efficacy. However, the opposite is also true; seeing someone similar fail can lower self-efficacy. An example of how vicarious experiences can increase self-efficacy in the work place is through mentoring programs, where one individual is paired with someone on a similar career path who will be successful at raising the individual's self-efficacy beliefs. An example of how the opposite can be true is in a smoking cessation program, where if individuals witness several people fail to quit, they may worry about their own chances of success, leading to low self-efficacy for quitting.

efficacy is also influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform; such as a manager telling an employee, "You can do it. I have confidence in you." Using verbal persuasion in a positive light leads individuals to put forth more effort; therefore, they have a greater chance at succeeding. However, if the verbal persuasion is negative, such as a manager saying to the employee, "This is unacceptable! I thought you could handle this project" can

lead to doubts about one self resulting in lower chances of success. Also, the level of credibility directly influences the effectiveness of verbal persuasion; where there is more credibility, there will be a greater influence. In the example above, a pep talk by a manager who has an established, respectable position would have a stronger influence than that of a newly hired manager. This means that although verbal persuasion is also likely to be a weaker source of self-efficacy beliefs than performance outcomes, it is widely used because of its ease and ready availability. ¹⁶

d. Physiological Feedback (emotional arousal), Bandura beliefs people experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy. ¹⁷ Some examples of physiological feedback are: giving a speech in front of a large group of people, making a presentation to an important client, taking an exam, etc. All of these tasks can cause agitation, anxiety,

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¹⁶ Francis Redmond, Brian – Carmona, Sergio Angel. *Self-Efficacy and Social Cognitive Theories* (wikispaces.psu.edu accessed on June 8th,2014 at 11.01 A.M)

¹⁷Albert Bandura.1993. Perceived Self-Efficacy in Cognitive Development and Function. Educational Psychologist. 28(2).117-148

sweaty palms, and/or a racing heart.¹⁸ So, although this source is the least influential of the four, it is important to note that if one is more at ease with the task at hand they will feel more capable and have higher beliefs of self-efficacy.

2. Speaking

2.1 The Definition of Speaking

According to Jones, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. ¹⁹ Based on that opinion, speaking is realized as a way of communication, therefore speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Bygate says:

"Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also a vehicle par excellent of social solidarity, social ranking, professional advancement and business." ²⁰

Francis Redmond, Brian – Carmona, Sergio Angel. Self-Efficacy and Social Cognitive Theories (wikispaces.psu.edu accessed on June 8th,2014 at 11.01 A.M)

¹⁹Rhodry Jones. *Speaking & Listening*.(London: John Murray Publisher Ltd, 1989).14

²⁰Martyn Bygate. Language Teaching: A Scheme for Teacher's Education; Speaking. (Oxford: Oxford University Press, 1997). viii

This indicates that as one of language skills, speaking should get attention from the teachers and learners because it plays important role in our society.

Meanwhile, Donough and Shaw state:

"There are some reasons for speaking involved expressing ideas and opinions that are expressing a wish or desire to do something, negotiating and/or solving particular problem, or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goals in speaking." ²¹

Therefore, as a language skill, speaking becomes an important component that should be mastered by the students as the main tool of verbal communication because it is a way to express ideas and opinions what we have in our mind directly.

Based on the definition above, we can conclude that speaking is the process of using willing of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to others. Moreover, speaking cannot be separated from listening aspects because speaking and listening involves speaker and listener.

2.2 The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use a number of different abilities, which often develop at the different rates.

²¹JO MCDonough & Christoper Shaw. *Materials and Methods in ELT*. (Melbourne: Blackwell Publishing, 2003) 134

Either four or five components are generally recognized in analyzing the speech process, they are:²²

Pronunciation (including the segmental features – vowels and consonants and the stress and intonation patterns)

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able to pronounce words correctly, use appropriate stress and intonation. ²³ The speaker must be able to articulate the words and create the sounds that have meaning. At the level of word pronunciation, ESL learners are regularly difficult to distinguish between sounds in the new language that do not exist in their first language.

2) Grammar

It is clear that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.²⁴ Grammar is the sounds and the sounds patterns, the basic units of meaning, such as

York:Longman,1990).70-71

²² J.B heaton. *Classroom Testing:Longman Keys to Language Teaching*.(New York:Longman 1000) 70.71

²³ Jeremy Harmer. *The practice of English Language Teaching*(4th).(Harlow:Pearson Education Limited,2007).343

²⁴ Martyn Bygate. *Language Teaching: A Scheme for Teacher's Education; Speaking*.(Oxford:Oxford University Press,1997).3

words, and the rules to combine them to form new sentences.²⁵ Therefore, grammar is very important in speaking because if the speakers do not mastering grammar structure, they cannot speak English properly.

3) Vocabulary

As we may now, vocabulary is a basic element in language. Vocabulary is single word, set phrase, variable phrase, phrasal verbs, and idioms.²⁶ It is obvious that limited vocabulary mastery makes conversation virtually impossible.

4) Fluency

In simple terms, fluency is the ability to talk without too much stopping or hesitating.²⁷ Meanwhile, according to Gower et.al, fluency can be thought as the ability to keep going when speaking spontaneously.²⁸ When speaking fluently students should be able to speak smoothly with little hesitation that does not interfere with

²⁵ Victoria Fromkin & Robert Rodman. *An Introduction to Language*.(New York:Harcourt Brace College Publisher,1998).14

²⁶ Keith S Folse. *Vocabulary Myths: Apllying Second Language Research to Classroom Teaching*. (Michigan: Michigan University, 2004).2

²⁷ David Riddel. *Teaching English as Second Language*.(Chicago:McGraw-Hill Comanies,2001) 118

²⁸ Roger et.al. *Teaching Practice Handbook*. (Oxford: Heinemann English Language Teaching, 1995). 100

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communication. They also should be able to get the message from the communication.

5) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

2.3 Types of Speaking Activities

The most important feature of speaking activity is to provide an opportunity for the students to get individual meaning across and utilize every area of knowledge they have. According to Riddel, there are a various kind of activities that can be implemented by teachers in order to stimulate students to speak. Those activities are ranking, balloon debates, describing visuals, role-play, students' talk, and discussion.²⁹

2.4 Points to Consider about Speaking

Speaking is a form a communication, so it is important that you say is conveyed in the most effective way. How you say something can

²⁹ David Riddel. *Teaching English as Second Language*.(Chicago:McGraw-Hill Comanies,2001) 117

be as important as what you say in getting your meaning across. Jones stated that there are some points to consider about speaking. They are:

a. Clarity

The words you speak must be clear if listeners to understand what you say. This means speak your words distinctly and separately, not running them together, and slurring them.

b. Variety

Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate the question. Some words in sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken quickly than important ones. Consider things like pitch, emphasis, speed, variation in volume, and pauses.

c. Audience and Tones

The way you speak and the tones you use will be affected by the audience to whom you are speaking.³⁰

In short, in speaking, speakers must consider the three points above so that they can convey meaning as effectively as possible.

³⁰ Rhodry Jones. *Speaking & Listening*.(London: John Murray Publisher Ltd, 1989).14

2.5 The Roles of Teacher during Speaking Activities

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer as follow:

a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may be best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

b. Participant

Teachers should be good animators when asking student to produce language. This can be achieved by setting up an activity clearly and enthusiasm. At other times, teachers may want to participate in discussions or role plays.

c. Feedback providers

When students are in the middle of speaking task, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations.³¹

In summary, when teachers being prompter, participant, or even feedback provider, they have to be careful that they do not force students, do not participate too much, and do over correction.

2.6 The Assessment of Speaking

Speaking is a complex skill requiring a simultaneous use of different ability which often develops different roles. Speaking skills are generally recognized in analysis of speech processes that are pronunciation, grammar, vocabulary, fluency, and comprehension.

B. Review of Previous Study

Many studies had been carried out on this concept of self-efficacy in the academic settings. Pintrich and Groot reported that academic self-efficacy is correlated with academic performances in examinations and quizzes, and Schunk found that mathematics self-efficacy influenced mathematics performance directly (cited in Rahil Mahyudin et.al).³²

Rahil et al.2006. The Relationship Between Students' Self Efficacy And Their English Language Achievement.63

³¹ J.B heaton. *Classroom Testing:Longman Keys to Language Teaching*.(New York:Longman,1990).70-71

In a related research, Schunk stated that when students are engaged in activities, they are affected by personal (e.g., goal setting, information processing) and situational influences (e.g., rewards, feedbacks). These provide students with idea of how well they have learned. Self-efficacy will increase when students perceived they performed well. On the other hand, Bandura, Barbaranelli, Caprara, and Pastorelli reported that parents' academic aspirations for their children influenced the children's academic achievement directly or indirectly by influencing their self-efficacy.³³

Moreover as cited in Rahimi and Abedini, nearly two decades of research revealed that self-beliefs are strong predictors of academic achievements so that a new wave of educational psychologists are calling for attention to self-beliefs related to their academic pursuits. Of all beliefs, self-efficacy is the most influential arbiter in human agency and plays powerful role in determining the choices people make, the effort they will persevere in the face of challenge, and the degree of anxiety or confidence they will bring to the task at hand.³⁴

In addition, Wigfield (cited in Pintrich and Schunk) is one of the scholars who investigated the role of self-efficacy construct in achievement. The subjects in his study were given self-report measures of self-perceptions of ability and expectancy for success in math and English at the beginning of one school year and at the end of that same year. At the same time, the researcher also collected data on the students'

³³ Rahil et.al. *The Relationship Between Students' Self Efficacy And Their English Language Achievement.* 63

³⁴ Rahimi&Abedini.2009. The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. 17

actual achievement on standardized tests and course grades. The study showed that learners' self-perception of ability and their expectancies for success are the strongest predictors of subsequent grades in math and English.³⁵

Those studies were about the correlation between self-efficacy and academic achievement and also about some factors that can affect self-efficacy, for example: goal settings, rewards, feedbacks, etc.

Besides, to investigate the links between self-efficacy beliefs and language learning strategies, as cited in Rahimi Abedini,Magogwe and Oliver did a study on 480 students from primary schools, secondary schools, and a tertiary institution. A modified version of the Strategy Inventory for Language Learning (SILL) developed by Oxford for collecting information on strategies and the Morgan-Jinks Student Efficacy Scale (MJSES) developed by Jinks and Morgan for collecting information on self-efficacy were used in this study. Findings of the research indicated that there is a significant and positive relationship between self-efficacy beliefs and overall use of language learning strategies for the students with the three proficiency levels mentioned.³⁶

Next, Chen and Deborah in contributed to this literature by conducting a research on the relationship between EFL learners' self-efficacy beliefs and English listening achievement. The study was conducted within college-level English

³⁵ Rahimi&Abedini.2009. *The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency*.17

³⁶ Rahimi&Abedini.2009. The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. 17

listening comprehension classes at two large universities in Taiwan. The students' listening course grades were used as the students' listening proficiency level. A survey questionnaire which consisted of two sub-scales of 1) English listening self-efficacy scale constructed by the researcher, and 2) English anxiety and perceived English value scale adapted respectively from Bet's Mathematics Anxiety Scale (MAS) and Eccless' Student Attitude Questionnaire was performed in this study. Results of this study indicated that there was a significant and positive relationship between self-efficacy beliefs and listening achievement. The results also showed that students' self-efficacy beliefs were much stronger predicators of language performance in the area of listening than students' anxiety and perceived value were.

Siew and Wong cited in Rahimi&Abedini surveyed the relationship between language learning self-efficacy and language learning strategies, and carried out a study on Seventy-four graduate English as a second language (ESL) pre-service teachers (13 males, 61 females) from a teachers' college in Kuching, Sarawak, Malaysia. Two author-designed questionnaires, one on self-efficacy about English language learning and the other on language learning strategy use were used in this study. Pearson correlation coefficients showed that there was a significant positive relationship between language learning strategies and language self-efficacy. Interview findings were in agreement with the above findings. High self-efficacy pre-service teachers reported more frequent use of more number of language learning strategies than did low self-efficacy pre-service teachers.

As Pajares cited in Anderson & Lynch asserts the study of the concept of self-efficacy in relation to language achievement is still new and there has been little research in the area in comparison to the work done in other areas. Aim of this study is to explore effects of this salient concept on one of language skills which, here, is listening skill. In accordance with Nunnan, listening is the Cinderella skill in second language learning and all too often, it has been overlooked by her elder sisters' speaking.³⁷

Then, Rahimi and Abedini conducted a study to investigate the relationship between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. This study was conducted to a group of 61 freshmen undergraduate learners of English consented. Data on the learners' self-efficacy were collected through an author-designed questionnaire. The listening proficiency was quantified and extracted based on the students' answers to a listening test performance titled as 'Listening Diagnostic Pre-test' adopted from paper-based Longman TOEFL. The results of statistical analysis indicated that listening comprehension self- efficacy was significantly related to listening proficiency.³⁸

Those researches are about the role of self-efficacy in language learning and learning strategies. All of them indicate that there are significant relationship between self-efficacy and language learning and learning strategies.

³⁷ Javier Coronado-Aliegro.2006. The Effect Of Self-Assessment On The Self-Efficacy Of students Studying Spanish As A Foreign Language.17

³⁸ Rahimi&Abedini.2009. The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. 17