





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 self-efficacy, 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.<sup>3</sup> This means that students' belief is an important factor which can determine their

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



















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.

- c. **Verbal Persuasion**, according to Redmond in Sergio self-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



























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 Eccles' 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 predictors 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.

