II. LITERATURE REVIEW

This chapter presents the theories used in the research. It covers a number of aspect: concept of speaking, concept of self efficacy, concept of students engagement, students' engagement in speaking English class, self efficacy in linking to students' engagement, theoritical assumption, and hypothesis.

2.1. Concept of Speaking

In English learning there are two kind skills that should be mastered by the students; productive and receptive. Speaking is a productive skill in which the speaker produces and uses language by expressing idea and at the same time he or she tries to get ideas across. There are two kinds process in speaking; giving message (can be said as encoding process) and understanding the message.

There are several definitions of speaking by several experts; according to Chaney (1988:13) speaking is one of two productive skills in a language teaching besides listening skill. It is defined as the process of building and sharing meaning through the use of verbal or oral form. Moreover, Nunan (2003:48) defines that speaking consist of producing systematic verbal utterances to convey meaning. Not only that, Nunan also differentiates speaking from the writing. First, in spoken language, speaking must be listened by others because it has temporary and immediate reception. In addition speaking activity must be there is an

intermediate feedback for communication directly. Whereas the second, writing or written language is done as a visual term and the time for doing it, is permanent and it is delayed reception.

Brown (1994: 103) states that speaking is a skill in producing oral language. It is not only an utterance but also a tool of communication. It occurs when two or more people interact with each other aiming at maintaining social relationship between them. Speaking is also defined as two ways process between speaker and listener and it involves productive and receptive skill of understanding (Byrne, 1984:9). This definition refers that speaking is process of productive skill of the speaker in conveying or sending out a message to the listener as the receptor. In this case, the communication needs at least two people, a speaker who produces the message and a listener who receive the message.

 Based on the explanation above, it can be concluded that speaking is process of delivering message or convey thinking, feeling, and idea from the speaker to the listener in oral form in order to get immediate feedback. In speaking there are five competences to measure the students' speaking ability. Brown (1997:4) mentions the five components of testing speaking skill as follows.

1. Fluency

   Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Sign of fluency include a reasonably fast speed of speaking and there only a small number of pauses; "ums" or "ehm". These signs indicate the quality of fluency of

one' speech is good or not. Someone can speak fluently and accurately depend on many aspects; they are relevant vocabulary, correct pronunciation, and grammar. Someone can speak fluently and accurately when they have many vocabularies and know how the word is pronounced. Then, their ability in using grammar in target language will help those two aspects to make good speaking.

2. Pronunciation

Hornby (1974:669) defines pronunciation as the way in which a language is spoken; way in which a word is pronounced. Thus, pronunciation is the way for the students to produce clearer language when someone speaks. It deals with phonological aspect that determines how words are sound in a language. Stress and intonation also include in pronunciation aspect. In English, different the way pronounce will lead to different meaning. For example: "pen" and "pan". There is a little bit different pronunciation between those two words.

pen	/pɛn/
pan	/pæn/

Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. For example: 'enter' this word has stress in the first syllables **ˈentə.** Afterwards, intonation is variation of spoken pitch that is not used to distinguish words. For example:

He found it on the street?
[hiː ˈfaʊnd ɪt | ɒn ðə ↗ˈ ˈstɹiːt ‖]

3. Vocabulary

Vocabulary is the most important aspect of language because someone cannot communicate effectively or express her/his ideas both oral and written form if he/she does not know several vocabulary. Hornby (1974:979) defines vocabulary is range of words known or used by someone. Someone will be easier to express their ideas when they have many vocabularies. For example: if someone wants to talk about weather, they should know some words related to weather; *winter, summer, wind, climate, etc*. So, they can use relevant English vocabulary.

4. Grammar

Heaton (1978:5) defines grammar as the student's ability to manipulate structure and to distinguish appropriate grammatical form in inappropriate ones. Grammar gives insight about word order, inflection, and derivation into other meaningful feature in language. It is also needed for students to arrange a correct sentence in conversation. Besides that, grammar will help students to speak fluently. For example:

- Incorrect: *The recipes is good for beginning chefs.*
- Correct: *The recipes are good for beginning chefs.*

5. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it. Thus, comprehensibility denotes the ability of understanding the speaker intension and general meaning (Heaton,

1991:35). It means that if a person can answer or give respond well and correctly, it shows that the listener comprehend or understand well.

The score of these five aspects will describe the quality of student's speaking ability because many teachers use these five aspects in assessing their students' speaking quality. SMA Sugar Group's teachers had assessed their students' speaking ability and the score show that they have very good speaking ability.

So in brief, speaking is an ability to express, share, or deliver idea or message to other person in order to make the listener understand and interact with others. In this case, the students have shown good ability in speaking by mastering those five elements in their speech. It is proven by the students' score given by the teacher show that the students have good competence in speaking. The scores given the teacher show that the sample of this research or the student speak fluently, accurately both in grammar and pronunciation, and comprehend what they say.

2.2. Concept of Self Efficacy

In conducting the research, the research uses some theories concerning with self efficacy and engagement. The theories are used in this research is theory which has correlation with self efficacy and students engagement. Self efficacy is one of physiological aspect that affect someone's successfulness because self efficacy gives impact on someone's choice, problem solving, and one's presistence in achieving the goal.

Many experts make definition of self efficacy. Based on Bandura (1986:391, 1997:3) self efficacy refers to the belief about capabilities to perform behavior at some level and is said self efficacy also a measure of control over individual's thought, feelings and actions. In line with Bandura, Pintrich and Schunk (1996) said that self efficacy is similar to people's perception or cognitive judgment of their competence and self concept. It can be said that self efficacy is someone's perception about their self or level of belief concerning their ability in finishing a task to achieve their goal.

From the explanation above, that can be said that self efficacy is a someone's judgment or system of self-beliefs about her/his ability that enables someone to control over their thoughts, feelings, and actions. Therefore, it will be aimed at someone' perception about what they think, believe, and feel which affect how they behave in facing a problem and finishing a task.

Many literatures state that sense of belief or self efficacy might obtain from some processes. Bandura (1996:122-161), Wood and Bandura (1989:408) note people's belief about their efficacy can be developed by four main sources of influence or processes. They are:

a. Mastery experiences

Mastery experience, also called enactive mastery, enactive attainment, or performance attainment, is the most effective way or the most powerful source in creating a strong sense of efficacy. Smith (2002:2) states two reasons for this; first, enactive mastery is based

on direct and personal experience and second, mastery is usually attributed to one's effort and skill. Successes construct a strong belief in one's self efficacy and on the contrary failures tore down it, especially occur before a sense of efficacy is strongly established.

b. Vicarious experience

The vicarious experience is provided by social models. Seeing someone with same ability succeed by effort raises the observers' beliefs that they have same capabilities to succeed. Otherwise, observing someone failed lowers observer's judgment of their own efficacy. Getting someone felt similar to model, then the successes and failures' model will be more affect self efficacy. Otherwise if they felt their self different from model, then self efficacy becomes less influenced by model's behavior.

c. Social persuasion

People who are verbally persuaded that they have the capabilities to master given activities are possible to mobilize greater effort than if they have self doubts when problems arise. Persuasive boosts in perceived self efficacy lead people to try hard enough to succeed; they raise development of skills and sense of self efficacy.

d. Emotional state

Physiology state of someone can give information in grading one's ability. If one's physiology condition is good or free from any kind of stress or others somatic problem, someone will tend to have high hope of being success comparing to the one in stress condition as the

result of some problems in her/his self. People who have high sense of efficacy are possible to view their state of affective arousal as an energizing facilitator of performance, whereas those who are surrounded by self doubts regard their arousal as a debilitator.

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

2.3. Concept of Students' Engagement

In now days, teacher give more attention not only on students performance or students achievement but also students' participation or students' involvement in learning process. Student's engagement is fundamentally important in promoting achievement and retaining students within education. Engagement is more than involvement and participation – it requires feeling and sense – making as well as activity. Acting without feeling engaged is just involvement and feeling engaged without acting is dissociaation.

More recently, at least two distinct definitions of engagement have appeared in the literature. The first, student's engagement has been used to depict students' willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers' directions in class. For

example, Natriello (1984:14) defined student engagement as "participating in the activities offered as part of the school program"

On the other hands, negative indicators of engagement in this study included unexcused absences from classes, cheating on tests, and damaging school property. In this overview, this form of engagement is referred to as "school process engagement". The second definition is to focus on more subtle cognitive, behavioral, and affective indicators of student's engagement in specific learning tasks. This orientation is reflected well in the definition offered by Skinner and Belmont (1993:572):

> *Engagement versus disaffection in school refers to the intensity and emotional quality of children's involvement in initiating and carrying out learning activities…Children who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest. The opposite of engagement is disaffection. Disaffected children are passive, do not try hard, and give up easily in the face of challenges…[they can] be bored, depressed, anxious, or even angry about their presence in the classroom; they can be withdrawn from learning opportunities or even rebellious towards teachers and classmates.*

Similarly, Hu and Kuh (2001:3) define engagement as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes". It means that the quality of someone's engagement in education activities contributes to their own achievement of those activities. In this case, the researcher only focuses on students' classroom engagement rather than focuses on school engagement.

There are many aspects which affect student's engagement in the classroom. Based on Gibbs and Poskitt (2010:15-20) there are some factor affected students engagement.

1. Relationships with teachers and pairs.

In general, the learning environment including relationships and connectedness to peers, teachers and schools is strongly linked to educational motivation, engagement and attendance that in turn lead to higher academic achievement (Joselowsky, 2007:267). Because through relationships students learn about their beliefs, their orientations to learning and the values they need to operate in an academic environment. They also receive help and emotional support in their learning. In speaking, the relationship students will lead them to have good interaction to the other students and teacher. It will help them when they need some help from teacher or friend, so that they will not hesitate or afraid in seeking help. For example the one who has good relationship with the other students; if one student hasn't understood yet what topic the class is discussed, he/she will directly ask to their friends. On contrary, the one, who has bad relationship with other students, will keep quite instead of making interaction with other students.

2. Relational Learning

Basically, relational learning relates to peer group and practice that invite both students and teachers to enter into a dialogue about learning. The peer group is an important context for adolescents to develop their beliefs and

behaviours and that peer groups are often comprised of, and socialize each other to have, similar characteristics. When students have opportunities to interact and exchange ideas with each other during lessons and to give and receive help" (Patrick et al., 2007:85).

3. Dispositions to be a learner

Naturally, dispositions are attitudes *acquired* through experience that incline individuals to behave in certain ways. Disposition also refer to the way we would naturally respond to a situation or experience. Dispositions are created in much the same way that skills are learned, they are able to be influenced or fostered by the learning opportunities teachers and others (peers and family) provide for students combined with the success students experience.

4. Motivation and interest

Theoretically, motivation is a term frequently used synonymously for engagement although in this report we draw a distinction between engagement and motivation. Motivation is a construct that describes what *compels* learners to invest time and effort. Students form beliefs that are subject-matter specific and often based on the perceived usefulness of a subject. Where the subject, or topic, is perceived to be useful or relevant, students will show greater desire to deal with challenge and put more effort into improving in that subject.

5. Personal agency/cognitive autonomy

Personal agency literally refers to the perceived and actual control one has over the circumstance of learning. The presence of agency is important in fostering student interest and self-reliance.

6. Self-efficacy

Owing to the idea of competence, literature suggests that students who are cognitively engaged possess a sense of confidence about themselves as capable learners. This notion is captured in the writing on self-efficacy. Self-efficacy is defined as the "perceived ability to learn and carry out a task or set of behaviors at an identified, optimal level of performance". Those who have high academic self-efficacy participate more actively in learning, are more diligent, persist more, and complete tasks more successfully than those who have lower self-efficacy. So, self efficacy hold important role in how much student spend their effort in understanding lesson.
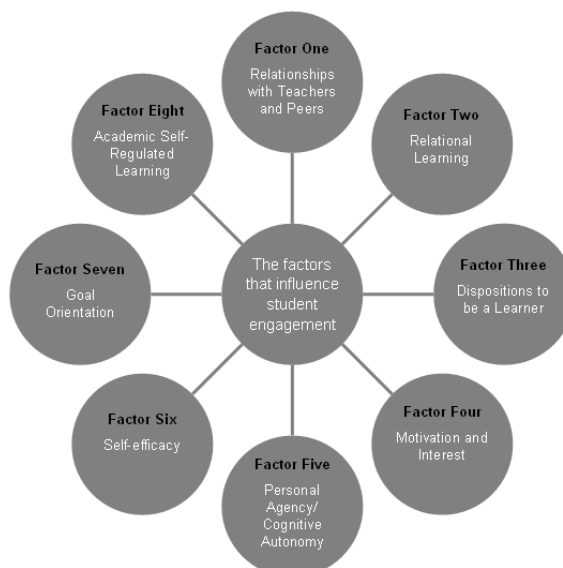
7. Goal orientation

Preferably, the most potent ways to encourage students to become academically self-regulated is to involve them in planning and assessment related to their own learning. Goals influence the effort students put into learning tasks and direct the focus of future action. They should also be: specific in that they "direct student's attention to relevant behaviors or outcomes" and challenging in so far as they "motivate students to exert effort" but are not too unattainable that they impact on self confidence and self-efficacy (Hattie, 2009:164).

8. Academic self-regulated

Academic self regulation relates to the degree to which students are motivated to learn, think about their own learning (use meta-cognitive processes), and proactively make use of self–regulatory processes (strategies and tools) to improve their learning. It is a conscious process and involves selecting from a group of available strategies that include, among others; goal setting refers to a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality, time management refers to the act of taking conscious control over the amount of time spent on specific activities, organizational strategies dealing with organizational studies, an academic field that analyzes organizations and what makes them succeed or fail and also the self-motivational beliefs of self efficacy and intrinsic motivation.

Figure 1. The factors that influence student engagement

From all aspects above, self efficacy is not the only one factor in affecting students' engagement in learning process. In this research, the researcher focuses

on how far self efficacy factor affect students' engagement besides other seven factors.

Meanwhile, there many literatures mention some types of students' engagement. Fredricks, Blumenfeld, and Paris (2004:62-64) usefully identify three dimensions to student engagement, as discussed below:

1. Behavioural engagement

   Theoretically, behavioral engagement concerns with involvement in learning and academic tasks and includes behaviors such as effort, persistence, asking questions, and contribution to class discussion (Skinner and Belmont, 1993:572). Students who are behaviourally engaged would typically comply with behavioural norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behaviour. Besides that, behavioral engagement refers to social form of engagement including participation with peers and social interaction to the teacher. Participation with peers as well as social interaction to the teacher may facilitate learning. The social interaction in the classroom very possible happen asking, answering, giving comment, and stating opinion about teaching material. Then at the end, it may bring knowledge for all of them.

2. Emotional engagement

   Skinner and Belmont (1993:572) say emotional engagement refers to students' affective reactions in the classroom including; interest, boredom, happiness, sadness, and anxiety. Students who engage

emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging.

3. Cognitive engagement

Basically, cognitive engagement can be defined as the quality of students' psychological engagement in academic tasks, including their interest, ownership and strategies for learning. Metallidou and Viachou (2007:13) define cognitive engagement as a matter of students' will— that is, how students feel about themselves and their work, their skill, and the strategies they employ to master their work. Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge.

The following table is the example of positive and negative engagement.

Table 1: Examples of positive and negative engagement			
	Positive engagement	Non-engagement	Negative engagement
Behavioural	Attends lectures, participates with enthusiasm	Skips lectures without excuse	Boycotts, pickets or disrupts lectures
Emotional	Interest	Boredom	Rejection
Cognitive	Meets or exceeds assignment requirements	Assignments late, rushed or absent	Redefines parameters for assignments

Anderson, Christenson, Sinclair, and Lehr (200:110) divide engagement into four types: behavioural, academic, cognitive, and psychological. While their categories are similar to those described by Fredricks, Blumenfeld, and Paris above. In their

model, psychological engagement encompasses similar aspects to Fredricks et al.'s (2004:62-64) emotional engagement.

It can be concluded that there are three types of engagement; cognitive, behavioral, and emotional or psychological engagement. Therefore engagement is more than just participate, because participation is judt take or have a part while engagement is occupy the attention or efforts of. By engaging in activity, someone will show three kinds of engagement dimension. In contrast participation is only involve in one dimesion. This research wants to see those three dimensions of engagement whether positive or negative.

2.4. Student Engagement in Speaking English Class

In many of classes, especially seminars and tutorials, the listener will be expected not just to listen to the lecturer or tutor, but to do quite a lot of talking as well. They need to be ready to:

1. asking and answering questions from or to the teacher;

   Asking and answering question is one of active learning form that has a place within any classroom format. Question asked by the teacher can involve students more fully in a teacher and leading to deeper understanding of course material. While, questions asked by students are also important in offering opportunity to clarify material and also providing feedback for the teacher. When students answer or try to explain, teachers can see the extent of their understanding. They can correct (or help the students correct) what the students haven't got right

or do not see quite clearly. However, the problem today is not that the students do not have the answers, but that they do not have the questions because they want to avoid having interaction to the teacher or other students. Many of them are avoiding asking what they have not understood. Psychologically, the students are afraid of making mistakes in their utterance.

2. asking and answering questions from or to other students;

Asking and answering question among students are also important. When students asking and answering question among student, there will be an interaction among students moreover a question asked by students can invite them to discuss possible answers with each other before the public discussion. At the end it can make learning environment become good. Therefore, students also can encourage each other to learn by asking questions of one another and their equal desire to learn and understand the class material.

3. making comments and give your own opinion about what the teacher says or about comments the other students make;

By making comment and giving own opinion will show the level of students' critical thinking about course material. Their comment and opinion can contribute new knowledge and invite other students to classroom discussion

4. summarizing a discussion or an argument;

By summarizing the discussion, it proves that the student put their attention to the learning activity. It also proves that the student put their

effort in understanding the learning material and showing their interest to the learning activity.

(www.monash.edu.au/lls/llonline/speaking/participation/1.xml)

Those activities are kind of students' paricipation in speaking English class. Those activities are often difficult to be found by the teacher. Even though some students are found actively engaged in learning activity but it is insignificant amount or even very little amount. In this case, the researcher wants to find out the quality of engagement in speaking English class of students who have good competence in speaking English.

2.5. Self Efficacy in Linking to Students' Engagement

Many literature has explained that self efficacy is positive correlated with students' engagement. As known students engagement is fundamentally important in promoting students achievement. Self efficacy is one of factors that can increase students' engagement. Therefore, sense of self efficacy someone has on her/hisself is the key of element in exercising control and personal efficacy. It affects behaviour in two ways; either they feel confidence in facing tasks they feel competent and confident or avoiding those tasks that they feel contrary. Self efficacy helps to determine how much effort, perseverance and resilience being put on a task. In other words, the higher the sense of efficacy, the greater the effort, persistence and resilience.

Numerous studies reported how positive self-concept or self-efficacy facilitated students' academic engagement, goal-setting, task choice, persistence and effort,

intrinsic motivation, strategy use, performance and achievement, and even career selection. Besides that, the level of self efficacy influence some aspects, they are:

a. Academic Challenges

Students who have strong belief in their abilities and capabilities to learn and perform well in school will take more challenging classes and pursue desired degree programs even with obstacles, according to the Carlton College geoscience department. Rather than avoiding a public speaking class because of fear and uncertainty, a self-efficacious student will take on the challenge because of his goals and belief that he can succeed.

b. Successes and Failures

Successes and failures help for self-efficacy and have influence on it over time. An accomplished high school student is likely to start college with positive beliefs. This may lead to strong class attendance, completion of homework and adequate test preparation. If the student finds grade success, his level of self-efficacy is reinforced or increased. Single failures likely won't damage the person's belief, but repeated failures could lower self-efficacy.

c. Self-Motivation

Self-efficacious students are usually intrinsically or self-motivated. This means they require less prompting from instructors and peers to get involved. In class, self-motivated students listen intently, take notes, participate in team activities, ask questions and focus on learning. Additionally, they track down faculty proactively and seek out any support from academic centers to get coursework completed effectively. The self-

efficacious student believes that if he does a good job on work and tests, he will get good grades and graduate.

d. Perseverance

A key distinction with self-efficacious students is their ability to stay engaged. Many students start college classes with a positive tone and belief in outcomes. The true test comes at the first hint of challenging work or a low grade. A highly self-efficacious student will more easily overlook a one-time problem and stay engaged. This increases the potential to learn and earn a good grade. Students lacking in self-efficacy may give up quickly and fall into a pattern of thinking they can't do anything right or have no control over college success. They often withdraw mentally, and sometimes literally, from classes.

Then in terms of engagement self efficacy may bring influence to form of engagement. As Linnenbrink and Pintrich's distribution of student engagement (2003:119-137), below are the influences of self efficacy on three types of engagement:.

1. Behavioural engagement

It relates to the efforts students are putting into the tasks and how students relate to each other and to the teacher in terms of their willingness to seek help, attendance at the classes etc. In line with that, some literature says that self efficacy is related to this behavioural engagement in terms of the attendance, effort, and persistence shown by students and their willingness to seek help.

Table 2 Some Aspects as Result of Self Efficacy Level

Aspect	High self efficacy	Low self efficacy
Perseverance in face of difficulty	High and being encouraged	Low and being defeated
Persistence in compliting a test	High	Low
Response in encountering difficulty	Asking help	Helpless/fear

2. Cognitive engagement

   The student who engaged in doing taks doesn't mean they engaged in cognitive. Linnenbrink and Pintrich describe this as students being 'minds on' as well as 'hands on'! Strong self-efficacy beliefs will encourage cognitive Engagement and the one who has it can complete a task then she/he is likely to engage with appropriate cognitive strategies in order to complete it. Students who doubt their ability to complete a task are less likely to persist in applying cognitive and metacognitive strategies and will become disengaged if success is not immediate.

3. Motivational engagement

   There are three aspect to motivation; student's personal interest in the subject, student's utility feeling about the subject, and general importance of the subject to goals or desire. There are links between self efficacy and motivational engagement but there are some controvertion about the direction of cause effect relationship. Whether strong self efficacy influence greater motivational engagement or

motivational engagement and consequent learning buildstronger self efficacy just like in the natural feedback process.
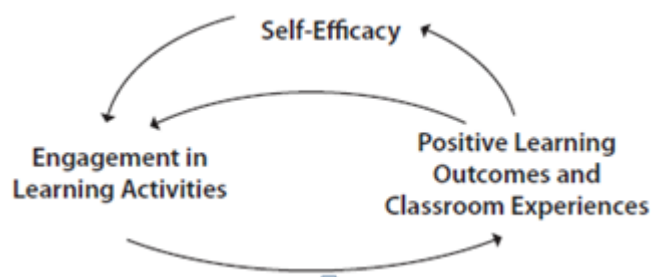

Figure 2. A learning loop amended from Linnenbrink and Pintrich(2003)

In brief, self efficacy will affect many aspects. The one who has high self efficacy will influence his/her academic challenges, success and failure, self-motivation, and perseverance. As an example self-motivation, the one with high self efficacy will have high motivation especially intrinsic motivation. This motivation will control someone's action. In engagement field, it will affect someone to not only come to the class but she/he can engaged by completing the task, showing her/ his effort and interest as a motivational engagement.

2.6. Theoritical Assumption

On basis of the previous paragraphs, the researcher assumes that the learners with high self efficacy can highly engage to the activity and task in the classroom. Because by having high self efficacy, student will control his/her thought, feeling, motivation, effort, and action. As Bandura (1997:3) states self efficacy refer to the belief about capabilities to perform behaviour at some level and is said self efficacy also a measure of control ever individual's taught, feeling, and action. So,

by having high self efficacy student will perform good motivation, good effort, and good action and than finally student will engage to the activity behaviourlly, emotionally, cognitively, and even emotionally. In the class of speaking, student will not just to listen the teacher but also answer question from the teacher and other students, ask question to the teacher and other students, make comments and give his/her own opinion, involve in discussion, feeling interest, and enjoy the class.

Thus, the researcher is interested in investigating the correlation between self efficacy and students' engagement in speaking English class in SMA Sugar Group Lampung Tengah.

2.7. Hypothesis

Concerning with the concept and theoretical assumption above, the researcher formulates hypothesis as follow:

"There is significant correlation between student' academic self efficacy and students' engagement in speaking class in SMA Sugar Group Lampung Tengah.

As can be clearly seen, this chapter has presented the theories used in the research. It covers a number of aspects: (1) concept of speaking, (2) concept of self efficacy, (3) concept of students engagement, (4) students' engagement in speaking English class, (5) self efficacy in linking to students' engagement, (6) theoritical assumption, and (7) hypothesis.