

## CHAPTER II

### LITERATURE REVIEW

This chapter presents the following sub topic: (1) the concept of English Language Teaching (ELT), (2) self-efficacy, (3) teachers' self-efficacy and (4) previous related study

#### 2.1 The Concept of English Language Teaching (ELT)

Teaching English becomes a professional and academic field from a half century ago. According to Harmer (2001), the highly acclaimed practice of English Language Teaching (ELT) is the essential guide for teachers of English in a wide range of context. In addition, Archana and Rani (2017) state that in English Language Teaching (ELT), especially, when English is connected to Class Room Teaching (CRT), it plays a very significant role in engrossing the student's attention. Ulla (2018) states that English language teaching (ELT) and learning is vital for the development of the country and its people. There are three main groups of English Language Teaching (ELT), there are: (1) those who speak English as a native language (ENL); (2) speakers of English as a second language (ESL); and (3) speakers of English as a foreign language (EFL) (Dewey, 2010). To sum up, English Language Teaching is significant role for students' attention in the classroom.

In English Language Teaching (ELT) there are some difficulties. Lai (1994) mentions in particular problems happening in the classroom such as limited time to use the language and lack of student confidence to speak in English. In addition Lai (1994) noted that students' perceptions of their poor competence in English as well as teachers' attitude towards learners' performance become critically important. In Indonesia English Language Teaching (ELT) is included English as a Foreign

Language (EFL). Furthermore, Sulistiyo (2016) state that there are three factors difficulties that influences teachers' behavior in teaching in Indonesia as an English as a Foreign Language (EFL), there are the large classes, students' motivation and teaching focus.

1. Large classes: EFL teachers must teach students often with more than 50 students.
2. Students' motivation: not all students who attend English classes are motivated.
3. Teaching focus: what the subject that the teacher focus in teaching English (grammar, listening, speaking, writing or others).

## **2.2. Self-Efficacy**

Self-efficacy is people judgment about their capability to execute behaviors necessary to produce specific performance attainments. According to Bandura (1994), Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs are an important aspect of human motivation and behavior as well as influence the actions that can affect one's life. Simply, self-efficacy is what an individual beliefs he or she can accomplish using his or her skills under certain circumstances (Koseoglu, 2015).

Self-efficacy (beliefs about one's ability to accomplish specific tasks) influences the tasks employees choose to learn and the goals they set for themselves. Self-efficacy also affects employees' level of effort and persistence when learning difficult tasks (Lunenburg, 2011). In addition, Lunenburg (2011) argues that self-efficacy has influence over people's ability to learn, their motivation and their performance, as people will often attempt to learn and perform only those

task for which they believe they will be successful. Along with goal-setting, self-efficacy is one of the most powerful motivational predictors of how well a person will perform at almost any endeavor.

### 2.2.1. Source of Self-Efficacy

There are several sources of self-efficacy. According to Bandura (1997), there are four sources that influence self-efficacy: enactive mastery experience, vicarious experiences, verbal persuasion, and physiological and affective state. These components help individuals determine if they believe they have the capability to accomplish specific tasks. Williams and Williams (2010) note that “individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided” (Williams & Williams, 2010). The source of self-efficacy by Bandura 1997, are:

1. **Enactive Mastery Experience:** Serve as indicators of capability. Enactive mastery experience are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed.
2. **Vicarious Experiences:** Alter efficacy beliefs through transmission of competencies and comparison with the attainments of others. Mediated through modeled attainments. Modeling serves as another effective tool for promoting a sense of personal efficacy.
3. **Verbal Persuasion:** Social persuasion serves as a further means of strengthening people’s beliefs that they possess the capabilities to achieve what they seek.

4. **Physiological and affective states:** People rely partly on somatic information conveyed by physiological and emotional state. Somatic indicators of personal efficacy are especially relevant in domains that involve physical accomplishment, health functioning, and coping with stressors.

### 2.3. Teachers' Self-Efficacy

Teacher self-efficacy is about teacher judgment of their capabilities in teaching. Moran and Hoy (2001) state that teachers' self-efficacy is judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated. Moreover, Nina, Ramos, Ramos, Silva, Fernandes and Pontes (2016) state that Teacher's self-efficacy is the judgment that teachers make their own ability and skills in teaching, even in unfavorable condition.

Teachers' self-efficacy is one of important thing in classroom activities. According to Moran and Chen (2013), Teachers' self-efficacy beliefs also have been found to be related to important student outcomes. A teacher's personal efficacy influences the classroom activities and environment created by them (Moran and Hoy, 2001). Furthermore, According to Zakeri, Rahmani and Labone (2016), teacher efficacy is recognized as an important psychological construct in effective teaching. Then, Moran and Hoy (2001) argue that teachers' efficacy belief relate to teachers' behavior in the classroom. Teachers' efficacy has also been related to teachers' behaviors that affecting the effort they invest in teaching, the goals they set, and their level of aspiration (Chan, 2005). In addition, Bandura (1993) argues that evidence indicates that classroom atmospheres are partly

determined by teachers' beliefs in their instructional efficacy. Gibson and Dembo (1984) found that teacher who have a high sense of instructional efficacy devote more classroom time to academic learning, provide students who have difficulty learning with the help they need to succeed, and praise them for their accomplishments. Teacher with high self-efficacy is imperative if increased students achievement is the goal, as teacher self-efficacy continues to be linked to student achievement growth (Moran and Barr, 2004).

### **2.3.1. Factors Affecting Teachers' Self-Efficacy**

There are some factors affecting teachers' self-efficacy. According to Moran and Hoy (2001), the factors affecting teachers' self-efficacy are instructional strategies, classroom management and students engagement. In Addition according to Moran and Hoy (2001), instructional strategies are an educator's techniques that support independent thinking, creativity in teaching, and strategic methods for assessment defines instructional strategies. Furthermore, classroom management is teachers' strategies that create and maintain an orderly learning environment and discipline means teachers' responses to student's behavior. In addition, Kenyon states that classroom management is closely linked to issues of motivation, discipline and respect. Moreover, Fedricks (2014) states that student engagement involves teaching students the importance of working together to accomplish an instructional goal. A content-centered approach has a common theme in a classroom environment, in comparison to student-centered instruction.

### **2.4. Self-Efficacy in English Language Teaching (ELT)**

English Language Teaching is based on idea that the goal of language acquisition is communicative competence. It adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of

the language learner. Master ELT teachers, not only process passion for these subject, but they also cultivated their skill and motivation. According to Terry (2015) Self-efficacy can be useful for some education purposes, some lessons such as English. Meanwhile, Moran and MacFarlane (2011) state that supporting motivation for the continual professional learning required to maintain high quality instruction are teachers' self-efficacy beliefs. Moran and MacFarlane adding, teachers' self-efficacy beliefs are teachers "conviction that they can influence how well students learn, even those may be difficult or unmotivated". In brief, self-efficacy can influence ELT in classroom activity.

In addition, Tschannen-Moran and Hoy (2001) promoted teacher self-efficacy as an influential factor that may determine failure or success in all aspects of education. Moreover, Terry (2015) state that there are four sources influence the power of teacher self-efficacy, there are mastery experiences, vicarious experiences, verbal persuasion, and emotional state.

## **2.4. Previous Related Studies**

The first study was conducted by Sevimel and Subasi (2018) entitle *The Factors Affecting Teacher Efficacy Perception of Turkish Pre-Service English Language Teachers*. This study focused on mixed methods design. The participants of this study are 133 majoring in ELT at a state university in Turkey. The result of this study showed that ELT education, practicum experiences, perceived language proficiency, and affective states, out of which practicum experiences had the greatest effect on the perceived teacher efficacy. There were similarities and

differences this study with my study. The similarities were the participants were the English teachers and the research about factors affecting teachers' self-efficacy. Meanwhile the differences were the research location in this study was located in Turkey while in my study was located in Palembang, the number of participants the number of participants in this study was 113 while in my study was 3 participants only.

The second study conducted by Chen and Yeung (2015) entitle *Self-efficacy in Teaching Chinese as a Foreign Language in Australian Schools*. The participant of this study are 20 university graduates from China were invited to teach Chinese as a foreign language in western Sydney schools and conducted teacher research for one and half years. Data were collected through qualitative approach, this study attempted to identify the factors that influenced teachers' self-efficacy in teaching Chinese as a foreign language in an English-speaking school system. Influential factors identified in this research include teacher factors (proficiency in the medium of instruction, professional learning, teaching experience, and understanding of student), student factors (student responses, classroom discipline, students' motivation, student-teacher relations, and students' age) and contextual factors (culture, influence from other teachers, class size, and resources). Findings of this research have implications for foreign language teacher education. There were similarities and differences this study with my study. The similarities were the method was qualitative research and identify the factors influences teachers' self-efficacy. Meanwhile the differences are research location, the number of participants (the number of participants in this study was 20 while in my study was 3 participants only).

The last is study was conducted by Shazadi, Katoon, Aziz and Hassan (2011),

entitled *Determining Factors Affecting Teachers' Self-Efficacy at Secondary School Level*. The present research was designed to explore the self-efficacy of secondary school teachers. The main objective of the study was to find out the effect of age, gender, qualification and teaching experience on the self-efficacy of secondary school teachers. The population of the study was all the secondary school teachers working under Federal Directorate of Education Islamabad. Ten percent teachers from each of the five sectors of Federal Directorate of Islamabad were taken as sample of the study through stratified random sampling. The findings of the study revealed that gender, academic qualification, experience and locality significantly affect the self-efficacy, but age and professional qualification have no significant effect on the self-efficacy of secondary school teachers. There were similarity and differences in this study with my study. The similarity was that this study and my study were about factors affecting teachers' self-efficacy. Meanwhile, the differences were the participants, the objective of the study and the design of the study.