

Student's Self-Efficacy in Speaking Learning

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Abstract—This study aims to describe ways that can be used to improve students' self-efficacy in speaking learning. This research uses a descriptive qualitative method with literature study techniques. One of the causes of student speaking difficulties is anxiety. Anxiety is associated with low self-efficacy. Self-efficacy is an individual's belief in his ability to complete a task or achieve a predetermined goal. Therefore, so that students' anxiety when speaking is reduced so that students can speak well, it is necessary to do ways to improve student self-efficacy in the learning process through four sources of self-efficacy, namely (1) mastery experience, (2) representative experience, (3) verbal persuasion or social persuasion, and (4) physiological and affective conditions. The source of self-efficacy used in learning is tailored to the needs, both the condition of students and existing facilities. Self-efficacy can be improved in each step of learning, both in pre-activity, core activities (preparation steps, presentation practice steps, speech/presentation steps, and presentation evaluation steps), and post-activity learning.

Keywords—self-efficacy; self-efficacy source; speaking learning

I. INTRODUCTION

Speaking is one of the language skills that everyone has to master. According to Cameron speaking, especially in a foreign language, is the most difficult skill for learners. He/she needs to find the most suitable words and also the correct grammar to convey meaning precisely, fluently and accurately. One needs to arrange the discourse for the addressee to understand what the speaker says [1]. Khatib and Maarof explained that speaking is a productive skill that challenges students' capability to perform a task [2]. The key to communication is the ability to communicate or speak with other people. Speaking is carried out in a real-time which demands learner's abilities to plan, process and produce the language. This poses as a difficult task for students attempting to master speaking skills, especially English as a Second Language (ESL) learners. In addition, Mulyati said speaking especially in universities refers to the ability to access and transform knowledge with high-level language [3]. Especially in this century of literacy as stated by Abidin that the goal of literacy learning and multiliterate internationally is not only focusing on text genre, but also emphasizing reading for deep understanding, writing to express, and speaking accountably [4].

The difficulties faced by the speaker and the expected quality of speech imply that speaking should be a matter of concern in learning. Bygate argues that speaking, however, is a

skill that deserves attention such as writing skills, both in the first language and in the second language [5]. According to Nunan most people make speech speaking the most important aspect of learning a second language or a foreign language [6]. Even according to Kayi teaching speaking is a very important part of second language learning [7]. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. More specifically Arsjad and Mukti suggests that the ability to speak is one of the language skills that must be possessed by a person, especially a student [8]. Abidin argues equally that speaking is a language skill that everybody should have, let alone learn [9]. Therefore, according to Syihabuddin students need to be equipped with various speaking skills through Indonesian lessons, even these skills are studied through special courses in college in language majors [10]. These skills are studied, trained and taught to students or students, ranging from simple skills to complex skills such as presenting papers in a scientific forum.

According to Brown the intrinsic side of affectivity within a person contribute in some way to the success of language learning [11]. Thus, success in speaking is one of which will be determined by intrinsic factors, especially the affective factor of the speaker. Thornbury argued that factors make speaking easy or difficult have been divided into three categories: cognitive factors, affective (that is emotional) factors, and performance factors [12]. Brown argues that one of the main obstacles to be overcome learners in learning to talk is the anxiety that causes learner throws things wrong or incomprehensible [11]. According to Wu language acquisition should be achieved naturally; however, learning a foreign language in the classroom, for most students, is full of challenges [13]. One of the known challenges comes from the learners' affective factor, i.e., anxiety. Lisnawati, Yuniawati, Kusmini's research indicate that one of the students' difficulties in speaking is the student's difficulty in overcoming anxiety and nervousness when speaking in public [14].

According to Bandura anxiety associated with low self-efficacy [15]. Maddux and Meier have shown that low self-efficacy expectancies are an important feature of depression, anxiety, specific fears, substance abuse and addictions [16]. Bandura defined self-efficacy as referring to self-perceptions or beliefs of capability to learn or perform tasks at designated levels [15].

Based on the opinion can be stated that one way to improve students' speaking ability is to internalize and improve self-efficacy learners. Schunk explained that research shows that self-efficacy helps to predict motivation and performance [17]. Zimmerman stated self-efficacy has emerged as a highly effective predictor of students' motivation and learning [18]. Asakereh and Dehghannezhad research demonstrated that speaking skills self-efficacy beliefs was a significantly stronger predictor of Iranian EFL students' speaking skills achievement than satisfaction with speaking classes [19].

II. RESEARCH METHODS

This research uses descriptive qualitative method with literature study technique. In this case the authors review books, articles, other documents in the form proceedings, government policy documents, and so on related to the topic discussed. According to Creswell study literature is written summary of articles, books, and other documents that describes the past and current state of knowledge about a topic, organizes the literature into topics and documents a need for proposed study [20].

III. RESULTS AND DISCUSSION

A. Self-Efficacy

Self-efficacy is known through the social cognitive theory proposed by Bandura. According to Santrock social cognitive theory emphasizes the mutual influence of behavioral, environmental, and person/cognitive factors [21].

According to Schunk and Pajares in this sociocognitive perspective, individuals are viewed as proactive and self-regulating rather than as reactive and controlled by biological or environmental forces [22]. Also, in this view, individuals are understood to possess self-beliefs that enable them to exercise a measure of control over their thoughts, feelings, and actions. How people behave can often be better predicted by the beliefs they hold about their capabilities, which he called self-efficacy beliefs, then by what they are actually capable of accomplishing, for these self-perceptions help determine what individuals do with the knowledge and skills they have. Gahungu argued that Self-efficacy is an aspect of social cognitive theory, which is an approach to understanding human cognition, motivation, and emotion [23]. This theory assumes that people possess the ability to reflect and regulate their actions and to shape their environment rather than merely react to it.

According to Bandura people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives [24]. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. More explicitly Bandura argued that self-efficacy occupies an important role in social cognitive theory because it is the determinant of other actions, including the selection of activities and the level of motivation, the belief in personal success. It has an important

contribution to the acquisition of knowledge structures in skills built [15].

1) *Define and function of self-efficacy:* Schunk defines Self-efficacy refers to personal judgments of performance capabilities in a given domain of activity [25]. Schunk also argues that self-efficacy refers to a person's perception of his ability to produce actions [26]. Expectations on outcomes are beliefs about the outcomes to be gained from those actions.

Bandura defined self-efficacy as beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments [15]. Ormrod explains that self-efficacy is the belief that one is capable of performing certain behaviors or achieving certain goals [27]. Feist and Feist argued that self-efficacy is the belief that they are capable or unable to perform the necessary behavior to produce desired achievements in one situation [28]. According to Ersanli self-efficacy is defined as the belief in one's capabilities to carry out organize and perform a task successfully [29].

Based on the above description can be stated that self-efficacy is an individual belief of his ability to perform activities in completing tasks so as to achieve the intended purpose.

Bandura argued perceived self-efficacy is concerned with people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives [24]. Beliefs in personal efficacy affect life choices, level of motivation, quality of functioning, resilience to adversity and vulnerability to stress and depression. Ordinary realities are strewn with impediments, adversities, setbacks, frustrations and inequities. People must, therefore, have a robust sense of efficacy to sustain the perseverant effort needed to succeed.

Schunk stated self-efficacy can influence choice of activities [25]. Students who have a low sense of efficacy for acquiring cognitive skills may attempt to avoid tasks, whereas those who judge themselves more efficacious should participate more eagerly. Self-efficacy also can affect motivation. When facing difficulties, students who have a high sense of efficacy for learning should expend greater effort and persist longer than those who doubt their capabilities percepts of self-efficacy also influence level of skillful performance.

Pajares suggests that self-efficacy influences the choice of activities, goals, endeavors and learner's persistence in class activities. In the end, self-efficacy influences their learning and achievement [30].

People tend to choose activities that they believe will work and avoid tasks and activities that they believe will fail. People set higher goals for themselves when they have high self-efficacy in a particular field. Learners with high efficacy are more likely to exert all their energy while trying a new task. They may also be more persistent and less likely to give up when faced with challenges. Conversely learners who with low self-efficacy will be half-hearted and so quickly give up when facing difficulties.

Learners with high self-efficacy tend to learn more and achieve better than those with low self-efficacy. Learners with high self-efficacy can achieve extraordinary levels because

they engage in cognitive processes that enhance learning such as paying attention, elaborating, organizing, and so on.

Based on the above description it can be stated that self-efficacy influences motivation, choice of activity, goals, effort, and persistence in activities, performance, and achievement learners. Speaking is one of human activity. As noted Greene that language is a psychological activity [31]. Therefore, self-efficacy in language learning should be a concern so that language learning can succeed maximally. With self-efficacy student are motivated to choose activities, set goals, strive, and have persistence in every activity or tenacious and diligent so that student is able to use the Indonesian language in various contexts. In this connection Raooft et al. argued self-efficacy is a strong predictor of performance in different language skills and tasks [32].

Given the importance of self-efficacy in the use of language, in learning the language of self-efficacy needs to be internalized or enhanced in the student so that student has self-efficacy to do language learning activities to achieve the language skills that have been determined. In this connection Schunk argues that the efficacy of learners has important implications for motivation and academic achievement [17]. Therefore, to help learners to be motivated to learn and to engage in tasks to master the content, teachers need to consider the self-efficacy in designing and implementing the learning process.

Several studies related to language skills show that there is a significant relationship between self-efficacy and language skills. Pajares research show that students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school [30]. Genç, Kuluşaklı, and Aydın to 210 participant's Turkish English Foreign Language undergraduate students whose major is English found significant relationships between self-efficacy and beliefs in language learning [33]. Rahimi and Abedini study to 28 students were studying at the University of Kashan and 33 students were studying at the Payamenur University of Naragh indicated that listening comprehension self-efficacy was significantly related to listening proficiency [34]. The results Paradewari research showed that 1) the students are aware of their self-efficacy while doing public speaking (81.4%), 2) the students have a higher self-efficacy in public speaking (79%), and 3) four factors from Bandura namely mastery experience, vicarious experience, verbal or social persuasion, and emotional state influence students' self-efficacy [15,35]. Seemingly, the students have a positive self-efficacy in speaking English.

2) *Sources and factors that influence the self-efficacy:* Bandura explained that there are four main sources of self-efficacy, that is performance accomplishments, vicarious experience, verbal persuasion, emotional arousal [36]. Bandura also suggests the main sources of self-efficacy include enactive mastery experience, vicarious experience, verbal persuasion, physiological and affective state [15]. Pajares argues that there are four sources of self-efficacy, that is mastery experience, vicarious experience, social persuasions, somatic and emotional state [30].

Based on the above opinion it can be concluded that the source of self-efficacy includes mastery experience, vicarious experience, verbal or social persuasions, and physiological and affective state

- **Mastery experience:** Performance achievements that have been achieved or authentic experience is the most influential source of self efficacy. Success in the past can increase self efficacy, while failure will decrease self efficacy. Therefore, increasing self efficacy can be obtained by overcoming the fear of failure.
- **Vicarious experience:** Much hope comes from the experience of others by convincing themselves that if others can do it, they must be able to achieve it at least for performance improvement. This source of self efficacy is a weaker source than the experience itself.
- **Verbal persuasion or social persuasion:** In an effort to influence human behavior, verbal persuasion is more widely used because it is easy to do. Negative statements about a person's competence in a particular area are very bad for those who have lost confidence.
- **Physiological and affective condition:** Physiological and emotional conduits affect self efficacy. Physical state that does not support such as fatigue or illness is a factor that can cause a person not to do the task or perform activities. High emotions, such as anxiety, fear can bring pressure to weaken self efficacy.

According to Schunk there are several ways that can be done so that self-efficacy can thrive [26].

- **Teacher feedback:** With various feedbacks, teachers' remarks can have a significant effect on learners' perceptions of their efforts. For example, "You can do it" or "You cannot", but the style and content of the feedback should really be noted in order to have a positive impact on the learner's self-efficacy.
- **Goal setting:** Sometimes learners are unaware of the abilities or progress they are achieving. Established goals provide a standard for measuring their progress and have a major impact on students' self-efficacy. When students can measure their ability and perception can develop self-efficacy, teachers should help learners decide how to break larger goals into achievable small goals, asking students to formulate challenging and clear goals.
- **Modeling:** Modeling is a type of social comparison that has an important influence on the self-efficacy of learners. Modeling can be done through teacher model, adult model, peer model.

Bandura offers an observational learning model, to develop self-efficacy, i.e. learning that includes acquiring skills and beliefs by observing others [21,28].

The essence of the observational learner is modeling. Learning through modeling involves adding, reducing a behavior that is observed and generalizing from one observation to another. In other words, modeling involves cognitive processes and not just imitations. Modeling is more

than just matching other people's behavior, but symbolically representing information and storing it for future use.

Observational learning model has four processes, that is attention, memory/representation, production, and motivation. The person to be modeled should be noted. The person to be modeled should be attractive and attractive because it is more likely to be observed than an unattractive model - popular figures on television, in sports, in movies more closely watched. In addition, the model should have a behavior that can be imitated which is considered a sense of importance or value.

In order for an observation to lead to a new response pattern, the pattern must be symbolically represented in the memory. Symbolic representation is not necessary in verbal form, as some observations are maintained in the form of images can be raised without any physical model.

After paying attention to the model and maintaining what has been observed, the behavior to be emulated is produced. In the process of converting representation to cognitive into proper action, we must ask ourselves some questions about the behavior to be imitated. First, we will ask "How can I do this" After symbolically repeating the relevant response, we try the new behavior. During doing so we monitor ourselves with the question "Am I doing right?".

The most effective learning through observation occurs when the learning party is motivated to perform the behavior being imitated. Attention and representation can result in the collection of information for learning, but the performance is facilitated by the motivation to perform certain behaviors.

B. Self-Efficacy and Speaking Learning

When carefully observed the activities that constitute the above self-efficacy factors, it is unconsciously something that has been done by Indonesian teachers, especially in speaking lessons. For effective implementation, it is necessary to design enhanced self-efficacy. Here is the design of enhanced self-efficacy in speaking learning, especially presentation.

The process of speaking includes three steps that is the pre-activities, core activities, and post- activities [4,37]. Therefore, enhancing self-efficacy improvement can be done at all steps. Particularly in the core activities, there are s of speaking activities. According to Wang if presentation refers to the process of formal delivery of information [38]. Its process normally consists of three steps: project – choosing a topic and making preparations; presentation – presenting information; and seminar – discussing and evaluating the presentation.

In detail Abidin explain the speaking procedure are pre-speaking, speaking/presentation, and post- speaking [39]. Pre-speaking is the initial step in learning speaking. This step bridges students to compile ideas that will be conveyed and familiarize themselves with the ideas conveyed by others. Activities that can be carried out at this include determining the theme, determining intent and purpose, create a framework for the content of the speaking, retrieving the data, and interpreting the data.

At the step of determining theme students carry out exploration activities on phenomena to become a source of ideas. In terms of getting ideas based on other people's ideas, students must choose ideas that are relevant to the ideas that will be used as the talk.

At the step of determining the intent and purpose, students determine the intent and purpose of the speaking. The intent and purpose of the speaking will greatly influence the type of speaking that will be conducted. In addition, at this, students must also conduct listener analysis activities, namely understanding listeners who will be involved in the speaking process. Through understanding the parties involved in speaking students can determine the variety of languages that will be used.

At the step of the framework for the content of the speaking students begin to describe the main ideas into several explanatory ideas. The explanatory ideas then form the framework of the content of the speaking.

At the step of data retrieving students carry out various activities such as observation, research, or other activities that can be used as a vehicle to obtain data or information needed in developing speaking material. In the context of capturing data from other people's talks students must make a number of predictions, hypotheses, or concept maps about what others are talking about.

At the step of data interpreting, the data collected successfully is processed and analyzed. This activity is carried out to train students to be able to present data that has been interpreted based on students' perspectives. In addition, at this student conclude the data obtained so that. This is done so that a good understanding is formed. The understanding that has been formed is then transformed into various forms of media representation that can be used to demonstrate the results of his understanding, both from reading and listening.

The speaking step includes developing and speaking s practice and speaking/presentation. In the developing and speaking practice step students develop a framework that they make in the form of text that will be used as the subject of discussion. The text is then used as a speaking exercise material so that it is the turn to speak students have mastered the text and simultaneously understand how to express the text in real speaking activities.

At the step of speaking/presentation, students conduct speaking activities to match ideas and ideas to others. This speaking activity is in harmony with the goals and objectives that have been set before. The types of speaking activities that students can do are diverse, both formal and non-formal.

The post-speaking step includes the s of interactive dialogue and developing of performance. In the interactive dialogue step students conduct question and answer questions about the contents of the speaking with the listeners. In the context of a variety of non-formal talks, this activity is carried out through continued communication with several people involved in speaking.

In the developing of performance step students must practice speaking again in different contexts with other forms

of fermentance that are more appropriate, creative, and accountable.

Self-efficacy in speaking learning speaking can be seen in the following table.

TABLE I. THE STUDENTS' SELF-EFFICACY IN SPEAKING LEARNING

Learning Step	Speaking Step	Learning Materials	Sources of Self-Efficacy
Pre-Activities		1. Class conditioning	physical and affective conditions, verbal persuasion
		2. Apperception	mastery experience, verbal persuasion,
		3. Learning objectives and learning procedure	verbal persuasion (setting goal)
Core Activities	Preparation Step	The concept of speaking and its aspects	mastery experience, vicarious experience, verbal persuasion (feed back)
		determining and developing topics, preparation of speech/ presentation content preparation	mastery experience, vicarious experience, verbal persuasion (feed back, goal setting)
	Practice presentation	1. Preparation of material in the form of power point 2. Recording in video form while practicing speaking presentations 3. Observing presentation 4. Performance evaluation	mastery experience, vicarious experience (modelling), goal setting)
	Speaking/ Presentation	Performance: presentation practice	mastery experience, vicarious experience (modelling), verbal persuasion (setting goal)
	Evaluation of presentation	Observing presentation: correction and confirmation	mastery experience, vicarious experience: (modelling), verbal persuasion, feed back
Post-Activities		Reflection Posttest	mastery experience, verbal persuasion

Based on the above table can be explained, for example in the initial activity, the activities carried out are class conditioning to be conducive to learning. Increased self-efficacy that students who are ready to follow the learning can be done through physical and psychological conditioning, for example by verbal persuasion lecturers by asking news and making sure that students are ready to follow the learning and follow all the activities that will be done and able to master the material to be studied. This is accordance with the

recommended Pintrich and Schunk which makes it clear that students are competent enough to learn material being taught [23]. Encourage student better than start before, not after, they have trouble. Second language teachers can, for example, tell adults their second language that they have the intellectual ability necessary to learn a second language. After all, they master their native language with much less cognitive abilities and at a much younger age.

In apperception the improvement of self-efficacy can be done with mastery experience. If the material previously studied speaks of another type, the lecturers gives students the opportunity to recall knowledge, other types of speaking experience by answering lecturer questions. Students responses are responded with praise or appreciation (verbal persuasion).

Increased self-efficacy when students are listening goals and learning steps by lecturers is done with verbal persuasion lecturers that students can achieve learning objectives and learning steps. In addition, lecturers can use words that motivate, give praise, position students as individuals who have competence. Schunk explained that sometimes learners are unaware of the abilities or progress they are achieving [26]. Established goals provide a standard for measuring their progress and have a major impact on students' self-efficacy. When students can measure their ability and perception can develop self-efficacy, teachers should help learners decide how to break larger goals into achievable small goals, asking students to formulate challenging and clear goals. Pintrich and Schunk state that informing students about the goals of learning task involves the students in the learning process and gives them responsibility for their own learning and allows them to assess their own progress towards accomplishment of the goal [23]. By achieving the goal, they will credit themselves for the success and feel more efficacious.

In the core activities, when students understand the concept of speaking improvement of self-efficacy can be done through mastery experience by suggesting students remember their knowledge and experience about the concept of speaking and convince students that they can express the knowledge they have. Addition, vicarious experience in the form of modeling speak in the video can be used to improve self-efficacy. Pintrich and Schunk suggested that use models that build self-efficacy and enhance motivation [23]. Having one of the student's model how to ask for a favor in his second language sends his classmates the message that they, too, can do it.

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The students' understanding of the concept of presentation can be done through feedback. Teacher's praise and appreciation of the student's response to feedback can be a way

of enhancing students' self-efficacy. Pintrich and Schunk [40] state that attributional feedback is provided. The teacher telling the students that they succeeded because of their own efforts is proving to them that they have what it takes to succeed. Provide feedback on progress in learning and link rewards with progress. It is desirable to divide an important goal into multiple proximal sub goals and reward students on each sub goal completed. Linking rewards with progress gives them the idea that they are progressing well and makes them feel efficacious. The way of enhancing of self-efficacy selected in subsequent activities tailored to the needs.

IV. CONCLUSIONS

Self-efficacy in speaking learning is the student's belief in his ability to complete tasks in speaking learning so that he can achieve the intended learning goals, namely being able to speak according to the criteria.

The effort that can be done by lecturers to improve student self-efficacy is to internalize and develop student's self-efficacy in an integrated manner in learning, both in pre-activity, core activities (preparation steps, presentation practice steps, speech/presentation steps and step evaluation steps), and post-activity learning through various sources of self-efficacy, namely (1) mastery experience, (2) representative experience, (3) verbal persuasion or social persuasion, and (4) physiological conditions and affective in accordance with the conditions and needs of students.

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