CHAPTER 2
LITERATURE REVIEW

2.1. English as a Foreign Language (EFL)

In this study, various themes pertaining to English as a Foreign Language (EFL) will be addressed, including self-efficacy and its developmental processes, as well as characteristics of extroverted students.

The adoption of English as a foreign language in Indonesia commenced with independence, and it has since become the primary foreign language taught in the country. Reanandya, as cited in Radhiah (2017), notes that English education spans eight to nine years, starting from primary school (around grade 4 or 5) through high school. However, Lourdes (2006), as cited in Radhiah, convinces that despite its extensive presence in the educational system, English is not widely used for communication within the nation, nor is it employed as the medium of instruction or for reading science-related materials in English.

Gebhard (2006) defines English as a foreign language (EFL) as the study of English by individuals residing in places where English is not the primary means of communication. In such settings, students have limited opportunities to be exposed to English for communication beyond the classroom. Harmer (2007) shares a similar perspective, characterizing EFL as the teaching of English to students studying in their own country or engaged in short courses conducted in English-speaking countries like the United States, Britain, Australia, Canada, Ireland, or New Zealand. Camenson (2007) offers another definition, suggesting that EFL students may reside in countries where their native language is the primary mode of communication. These students may be required to learn English for academic studies, travel to English-speaking countries, or business purposes. Camenson further notes that EFL students typically spend only a few hours per week studying English, have limited exposure outside the classroom, minimal opportunity to practice their language skills, and have a native language background in the classroom.

In the context of EFL, the study of English in certain cultural aspects of the target language may not be naturally acquired. For example, EFL is taught in countries like Japan, Morocco, and Thailand (Brown, 2001), as well as in Italy, Saudi Arabia, and Vietnam (Gebhard, 2006). Thus, in this study, EFL is defined as the study of English by non-native speakers residing in a non-native environment and possibly taught by non-native speakers of English who may not be proficient in addressing certain cultural values inherent in the target language.

2.2. Self-Efficacy

Students who possess high levels of self-efficacy have faith in their abilities and their capacity to excel in completing their homework. Self-efficacy finds its roots in the work of Albert Bandura, a psychologist often noted as the fourth most frequently cited individual in the field, following B.F. Skinner, Sigmund Freud, and Jean Piaget (Haggbloom et al. 2002). Self-efficacy pertains to a learner's perception of their competence in tackling specific learning tasks as cited by Gerbino in 2020. Numerous researchers have explored individuals' self-efficacy in various contexts, with findings indicating that self-efficacy is a contributing factor to students' success in sports. These outcomes underscore the significance of aligning self-efficacy with one's endeavors. Additionally, there was a notable increase in nurses' confidence in carrying out their responsibilities. Therefore, strong self-efficacy in one's capabilities is a predictive indicator of future accomplishments.

Several studies have been conducted on self-efficacy, and in this section, the researcher will briefly outline some of these studies that are relevant to the current research. Zhang (2019) found in his study that self-efficacy contributes to the development of English Public Speaking (EPS) skills. This highlights the increasing demand for proficient English public speaking skills among college students and emphasizes the importance of understanding instructively manipulable factors. Zhang's study demonstrates a significant correlation between college English self-efficacy as a foreign language and self-efficacy among English foreign language learners.

In a study by Jamie, et al. (2018), structural equation modeling results revealed that English self-efficacy indirectly influenced international students' academic self-efficacy through their use of English to learn self-efficacy. This indicates a noteworthy relationship. Drawing on Bandura's (1986, 1997) framework, self-efficacy is reflective of one's beliefs about their capabilities in a specific domain.

Paradewari (2017) explored public speaking as a platform for helping students enhance their speaking skills. Her study aimed to investigate the moderate employment of self-efficacy in public speaking among college students. The results indicated a positive self-efficacy in public speaking among the students.

M. Harun Alrosjid (2023) conducted a study with a specific focus on identifying the correlation between extraversion and self-confidence in speaking ability among third-grade students at an Islamic High School in Karanganyar. The research employed a quantitative approach, contributing valuable insights that serve as a resource for establishing connections and understanding the interplay of extraversion and self-efficacy in students' public speaking.

In Brown's study (2004), self-efficacy was found to be significantly and positively correlated with presentation performance, indicating that self-efficacy increased as performance improved. This highlights a significant connection between presentation performance and the domain of public speaking.

Brown (2014) asserts that self-efficacy can be gauged through three indicators: level, strength, and generality. By looking at three dimensions, the elaboration of the dimensions of self-efficacy are:

1. Level: This dimension pertains to the difficulty level of tasks. When tasks are organized based on their difficulty, individual differences in self-efficacy may be confined to tasks categorized as simple, moderate, or high.

2. Generality: The generality dimension is linked to an individual's mastery of a particular field or task. Individuals may claim high self-efficacy either broadly across various activities or specifically within a particular domain. In other words, those with high self-efficacy can proficiently navigate multiple fields simultaneously to accomplish a task.

3. Strength: This dimension refers to the strength or stability of a person's beliefs. Self-efficacy suggests that actions taken by individuals will yield outcomes aligned with their expectations. Individuals with lower self-efficacy can be easily influenced by experiences that undermine their confidence. Conversely, individuals with strong self-efficacy demonstrate resilience by persistently increasing their efforts, even in the face of challenging experiences.

Within the realm of education, researchers have conducted various inquiries, delving into the concept of self-efficacy. Self-efficacy encompasses a range of variables encompassing cognitive, motivational, affective, and selection processes. One notable study by Peterson and Arnn (2008) focuses on the impact of self-efficacy on an individual's ability to perform a specific task with excellence, suggesting that self-efficacy significantly influences students' academic progress. Another study delves into self-efficacy as a determinant of performance in speaking tasks, with findings from Aregu (2013) demonstrating that self-efficacy plays a substantial role in shaping performance in speaking assignments.

In essence, self-efficacy emerges as a potent determinant, serving as a predictive factor for an individual's success when combined with sustained persistence, effort, and effective strategies. It encompasses cognitive, motivational, affective, and selection processes, shaping one's performance in various endeavors.

The common thread among these previous studies is the exploration of students' self-efficacy in English learning. The current research aims to contribute by analyzing Indonesian extroverted students' self-efficacy in English as a Foreign Language (EFL) learners in English Learning, focusing on third-semester students at Siliwangi University of Tasikmalaya.

2.3. The Process of Self-Efficacy

Bandura, as cited in Feist (2011), delineates the psychological processes of self-efficacy in influencing human functioning. These processes can be elucidated through the following manners:

1) Cognitive Processes:

In engaging with academic tasks, learners establish goals and behavioral objectives, enabling them to formulate appropriate actions to achieve these aims. The determination of these personal objectives is influenced by learners' assessment of their cognitive abilities. Cognitive functioning allows learners to anticipate daily occurrences that will impact the future.

2) Motivational Processes:

Learners' motivation arises through optimistic self-perceptions, driving them towards the realization of desired goals. Individuals motivate themselves by instilling beliefs in their actions and planning for their implementation. Self-efficacy influences attributions of causality, where individuals with high academic self-efficacy attribute their failures in academic tasks to insufficient effort, whereas those with low self-efficacy attribute failures to lack of ability.

3) Affective Processes:

Affect occurs naturally within individuals and plays a role in determining the intensity of emotional experiences. Affect is directed towards controlling anxiety and depressive feelings that obstruct proper thought patterns conducive to goal attainment. Individuals' belief in their capabilities affects the level of stress and depression experienced when facing challenging or threatening tasks. Those confident in their abilities are capable of managing emerging threats without arousing disruptive thought patterns.

4) Selection Processes:

Selection processes pertain to learners' ability to choose appropriate behaviors and environments to reach desired goals. Inability to select appropriate behaviors may render individuals, in this case, students, lacking in confidence, confused, and prone to giving up when confronted with difficulties or challenging situations. Self-efficacy can shape learners' lives through the selection of activity types and environments, thereby enabling them to engage in behavior selection as required. Based on the aforementioned exposition, it can be inferred that self-efficacy processes encompass cognitive, motivational, affective, and selection processes.

2.4. Extroverted Students

Extroverted students, as a distinct subset of the student population, exhibit personality traits that significantly influence their educational experiences. This brief explanation aims to provide an overview of extroverted students, shedding light on their characteristics and the implications of their extroverted nature in various educational contexts.

2.4.1. Definition of Extraversion

Feist and Gregory (2011) assert that extraversion can be observed through the characteristics of affable individuals, who engage readily in conversations, enjoy socializing, and exhibit a cheerful disposition. This is attributed to extroverts' inclination towards greater activity compared to introverts, who tend to be more reserved and less sociable.

This implies that extraversion is an inherent temperament, constituting a facet of human personality influenced by genetic factors. This trait is ubiquitous among all individuals, suggesting that extraversion has been present since the birth of humanity and evolves as individuals mature.

Eysenck, as cited in Bullock and Gilliland (1993), posits that extroverts actively seek happiness through social interactions to augment their naturally lower arousal levels, while introverts often avoid social situations and activities to prevent their arousal levels from becoming excessively heightened. Eysenck played a pioneering role in delineating the fundamental attributes of extraversion and introduced scales for personality assessment.

In summary, an extrovert is characterized as someone who derives energy from social activities and interactions with others, whereas introverts exhibit the opposite inclination.

2.4.2. The Characteristics of Extraversion

Revelle (2015) suggests that extraversion encompasses several distinctive characteristics, including being talkative, assertive, active, and energetic, while its opposite traits involve being quiet, reserved, shy, and reticent. This notion is further supported by Dörnyei (2005), who notes that

extroverts tend to engage in more extensive and less pause-ridden conversations compared to introverts.

Based on the aforementioned traits associated with extroversion, it can be inferred that individuals with extroverted tendencies possess strengths in verbal communication and sociability, whereas introverts exhibit a preference for solitude. Consequently, extroverted personalities are more inclined to engage in frequent conversations with others in contrast to introverts.

2.4.3. The Cause of Extraversion

According to Eysenck, as cited in Feist & Gregory (2011), extroversion is primarily influenced by chronic levels of stimulation, with a substantial genetic component rather than being predominantly acquired through learning. This implies that the extroverted personality trait is inherent and genetically ingrained, indicating that individuals possess a certain degree of extroversion from birth.

This notion gains additional support from Johnson et al. (1999), whose study found distinctive patterns of blood flow in the brain among introverts and extroverts. Introverts exhibited increased blood flow in the lobes of their brain and the anterior or frontal thalamus, associated with internal cognitive processes such as planning and problem-solving. Conversely, extraverts demonstrated higher blood flow in the anterior cingulate gyrus, temporal lobe, and posterior thalamus, regions linked to sensory perception and emotional experiences. This study underscores the existence of individual variations in brain function between introverts and extroverts.

2.4.4. Extraversion Indicators

According to John et al. (2008), extraversion can be broken down into several distinct components, encompassing at least five discernible factors:

1. Activity Level: This factor relates to how active and energetic an individual tends to be.

2. Dominance: It pertains to the degree of assertiveness, forcefulness, or assertive behavior displayed by a person, sometimes even verging on bossiness.

3. Sociability: This factor reflects a person's inclination towards being outgoing, sociable, and talkative, indicating their ease in social interactions.

4. Expressiveness: It involves characteristics like being adventurous, outspoken, noisy, or occasionally inclined to show off.

5. Positive Emotionality: This factor relates to an individual's disposition towards enthusiasm and spunk, often demonstrating a generally upbeat demeanor.

Taken together, these factors provide a comprehensive framework for assessing an individual's level of extraversion. A person's extraversion can be evaluated by considering these various components, which collectively contribute to their overall extroverted personality.

2.5. Self-efficacy in English Language Learning

Self-efficacy in English language learning refers to a student's belief in their capacity to perform tasks and achieve goals related to acquiring proficiency in English. Bandura (1993) notes that efficacy beliefs impact how people feel, think, motivate themselves, and behave. Self-efficacy should be viewed as an individual's belief that they can "organize and execute the courses of action required to produce given attainments" (Bandura, 1997). This concept, rooted in Bandura's social cognitive theory, emphasizes the role of personal judgments and confidence in one's abilities to execute actions required for desired outcomes.

Various researchers have explored self-efficacy in different domains. In the context of English language learning, extensive research shows that self-efficacy is positively associated with a range of L2 outcomes, including overall proficiency (Hsieh & Kang, 2010), listening and reading (Mills, Pajares, & Herron, 2007), and writing (Woodrow, 2011). Research indicates a positive and significant relationship between self-efficacy and second/foreign language proficiency (Mills, 2014). Students with higher second/foreign language proficiency tend to have higher confidence and lower anxiety (Thompson & Lee, 2014), contributing to an overall higher sense of self-efficacy. A higher sense of self-efficacy, in turn, correlates highly with greater use of learning strategies and better self-regulation (Anam &

Stracke, 2016; Wang & Bai, 2017), potentially resulting in higher levels of performance.

Self-efficacy empowers individuals to overcome challenges and stressors by recognizing their own assets and resources (Lightsey, 2006). It is the most basic human form of agency, assisting people in coping with adversity and improving personal functioning and emotional well-being (Fathi et al., 2021). As Martin and Marsh (2008) state, self-efficacy positively and predictively affects academic resilience; learners with high resilience typically exhibit high academic self-efficacy. Self-efficacy is central to academic studies due to its strong experimental link with motivation and behavior (Dörnyei & Ryan, 2015). High self-efficacy in English language learners often leads to greater motivation, persistence, and resilience when facing challenges. Students with strong self-efficacy beliefs are more likely to engage in language learning activities, utilize effective learning strategies, and participate actively in classroom interactions. They are also more willing to take risks, such as speaking in front of others or attempting complex grammatical structures, which are crucial for language development.

According to Bandura's (1997) self-efficacy theory, four key sources contribute to the development and reinforcement of self-efficacy beliefs:

1. **Enactive Mastery Experience (EME):** This primary method for cultivating a robust sense of self-efficacy involves achieving success in real-life situations. These accomplishments play a pivotal role in nurturing a strong belief in one's capability, particularly in challenging endeavors like language learning. Overcoming obstacles and gaining practical experience are essential components of building self-efficacy in this context.

2. **Vicarious Experience (VE):** The second approach to shaping and reinforcing self-efficacy and self-beliefs is through observing the experiences of others. Social models, such as friends or notable figures, can serve as sources of inspiration when individuals witness their achievements. Acquiring self-efficacy through vicarious experience

entails observing the performance of others and drawing motivation and belief in one's abilities from these examples.

3. **Verbal Persuasion (VP):** Verbal persuasion constitutes the third strategy for bolstering individuals' confidence in their capacity to succeed. When people receive oral encouragement and affirmation of their skills and abilities, they are more likely to summon and sustain their efforts, especially when faced with obstacles. Social persuasion, which involves people's beliefs that they possess the requisite skills for success, can be a potent motivator. Students benefit from motivation and constructive feedback to enhance their future performance.

4. **Physiological and Affective States (PAS):** The fourth strategy involves managing physiological and emotional responses to reduce stress reactions and alter negative emotional patterns. This approach aims to modify individuals' interpretations of their physical and emotional states. For instance, students performing in public settings may experience anxiety and nervousness. Addressing these emotional challenges is crucial to helping students speak more confidently and naturally, thereby improving their overall performance.

The initial source of self-efficacy is enactive mastery experience, where students accumulate substantial experience in overcoming challenges, particularly in language learning. This accumulation of experiences serves as a predictor for student success. Students who believe in their capabilities are better equipped to confront future challenges. Heslin and Klehe (2006) note that enactive mastery is essential for progress and preventing the repetition of past failures.

The second source, vicarious experience, also holds sway over students as they observe how social models navigate various tasks. "Role modeling occurs when individuals witness others performing tasks they aim to learn or envision themselves succeeding in a task" (Heslin & Klehe, 2006). Proficient role models with demonstrated competencies positively influence self-confidence by providing a blueprint for effective strategizing and task management.

Verbal persuasion constitutes the third source, where belief in one's ability to achieve success is instilled through encouragement. This encouragement motivates individuals to develop themselves and exert effort to refine their skills.

Lastly, physiological and affective states play a role in reducing stress and fostering a more positive mindset. This source helps students manage their anxiety. Self-efficacy emerges when students exhibit enthusiasm in tackling tasks, persistently practice, and embrace opportunities for public speaking. Additionally, students require motivation, recognition, and feedback on their performance to bolster their self-efficacy.

Conversely, self-efficacy diminishes when students lack the willingness to practice or seize opportunities due to doubts about their abilities and a lack of motivation to complete tasks. Inadequate instructor support, such as a dearth of appreciation and feedback on performance, can also contribute to decreased self-efficacy. Consequently, self-efficacy becomes a critical factor influencing students' achievements in their performance endeavors.

In the English as a Foreign Language (EFL) context, particularly in regions like Indonesia where English is not the primary language, self-efficacy plays a crucial role in students' learning experiences and outcomes. Limited exposure to English outside the classroom, cultural attitudes towards language learning, and the availability of resources can all impact students' self-efficacy. Educators can enhance students' self-efficacy by creating a supportive learning environment, providing constructive feedback, and offering opportunities for success. By understanding and fostering self-efficacy, teachers can help students build the confidence needed to overcome challenges and achieve proficiency in English.