



STUDENTS' SELF-EFFICACY IN PUBLIC SPEAKING: A CASE STUDY IN INDONESIAN EFL CONTEXT

Tahtania Regita Dwi Noer Agustin, Dede Pertamina, Rahmat

*tahtaniaregitadwina@gmail.com

Universitas Siliwangi, Indonesia

ABSTRACT

This study aims to investigate students' self-efficacy in public speaking. This study involved four participants. The data collection method used is in the form of semi-structured interviews, then the data will be analyzed using thematic analysis. The research results are divided into four sources of self-efficacy from Bandura, namely Enactive Mastery Experience, Verbal Persuasion, Vicarious Experience, and Physiological and Affective States. This finding discusses the final level of students' confidence in their self-efficacy. Therefore, the results of this study provide empirical insight for students about self-efficacy beliefs of Enactive Mastery Experience (EME), Vicarious Experience (VE), Verbal Persuasion (VP), and Physiological and Affective State (PAS) and also provide information for teachers to optimize future learning, especially regarding self-efficacy.

Keywords: Self-Efficacy, Source Self-Efficacy, Public Speaking

INTRODUCTION

Self-efficacy in public speaking is essential for good attainment in students' performance. It contributes instructional factors to English Public Speaking (EPS) skills development (Zhang and Ardasheva 2019). Furthermore (Frey and Vallade 2018) have shown that English public speaking self-efficacy predicts public speaking achievement. To uncover students' self-efficacy it needs four major processes namely, Enactive Mastery Experience, Vicarious Experience, Verbal Persuasion, and Physiological and Affective States. Based on a case study in Indonesia, public speaking to some students might be a great challenge to face. It is predicted not because they do not have enough competence in public speaking. Yet the belief of the students in their self-efficacy might be low. Referring to Heslin and Klehe (2006) people who have low self-efficacy can be distressing in individual performance, thus preventing even highly talented people. (Bandura, 1986; Pajares, 1996 as cited in Aregu 2013) Most importantly, pupils' academic success will be influenced by their self-efficacy beliefs. In this regard, it should be highlighted that self-efficacy motivates students to put forth an effort and fosters endurance, particularly when difficulties arise.

As public speaking is increasingly gaining prominence worldwide including in Indonesia, EFL university students in Indonesia need to be more confident while delivering presentation or speech to the audience and convey every piece of their talks clearly to convince their knowledge. Hence, EFL students need to boost their self-efficacy to increase their self-confidence and achieve better performance results. Bandura (1997) argued that self-efficacy can affect a person's efforts to the task and the learning outcomes. Moreover, according to Usher and Pajares (2008) self-efficacy influences language performance, such as speaking

* Corresponding Author

Tahtania Regita Dwi Noer Agustin

Email: tahtaniaregitadwina@gmail.com

in public. It has been proven that self-efficacy contributes significantly to successful performance and good achievement. Therefore, to get success in public speaking, students need to be aware in their self-efficacy because students will believe in their abilities and give maximum effort according to their potential. Students who are aware of their self-efficacy can handle tasks well no matter how difficult the tasks. Students believe that can complete the task well because they believe in their abilities. According to Bandura (1994), people who have a high sense of self-efficacy visualize success scenarios that provide positive guides and support for performance. Therefore, self-efficacy plays an important role in student success in performance.

In the final year, EFL university students in the English Education Department have serious concerns about their speaking skills, especially speaking in public places. They have quite a lot of experience in public speaking. In their public speaking there are some who succeed and some failed. Therefore, understanding how self-efficacy develops is important because the role of self-efficacy in the learning process and learning outcomes has a good significance. Furthermore, research in other academic domains Paradewari (2017) has documented substantial variations in how self-efficacy is developed in relation to other students' 5th semester in characteristics (e.g., gender, prior learning experiences). The research conducted by Paradewari used quantitative research which still has to be researched using qualitative research so that the data obtained is more in-depth. Thus, it is essential to find out the belief of self-efficacy through students in the final year. Such beliefs produce these diverse effects through four major processes. They include Enactive Mastery Experience (EME), Vicarious Experience (VE), Verbal Persuasion (VP), and Physiological and Affective States in public speaking.

The present study is to seek EFL Indonesian university students' beliefs toward their self-efficacy in public speaking focus on students in the final year. With this aim in mind, this study explored EFL Students' self-efficacy, who have experiences related to public speaking in several courses, while giving a public speaking performances.

METHODS

This study investigated EFL students' self-efficacy in public speaking by utilizing a descriptive case study. Descriptive case study research investigates the phenomenon by using multiple sources of evidence Yin (2003). The descriptive case study has been chosen to facilitate the exploration of a real issue within a defined context, using a variety of data sources. This research has been carried out at one of the Tasikmalaya universities. The participants were four students representing males and females from three classes in the English Education Department. The researcher chose the participants because students in the final year have enrolled in many courses related to public speaking and students who did a lot of presentations and several speeches using English. All experiences that students got should make students have a good awareness of self-efficacy before or while public speaking. Therefore, the researcher chose participants to fulfill the required data in this study to investigate students' self-efficacy in public speaking.

The data were collected from a semi-structured interview for this study. Sataloff, Johns, and Kost (2009) argue that a semi-structured interview is a valuable technique to conduct an interview and gain depth information. Furthermore, thematic analysis was used to analyze the data from the interviews. Thematic analysis has the potential to become a method for analyzing, managing, representing, and informing the themes in the data set. The data that has been comprehended are given a coded mark using the adjusted color. Themes that were initially codified are reviewed and evaluated whether each of these themes is following the four sources of self-efficacy or not. Determine what aspects of the data, each theme captures and defines each theme.

FINDINGS AND DISCUSSION

The findings of the study reveal the four main themes refer to students' self-efficacy in public speaking.

1. Enactive Mastery Experience of self-efficacy in student public speaking

Experience is one of the most important factors in a student's success in performance. Gerbino (2020) state that the most powerful determinant of self-efficacy is Enactive Mastery Experience. The strongest predictor of self-efficacy is performance achievements, which pertain to people's prior experiences with accomplishments Usher and Pajares (2008). People who successfully complete a task can readily gain confidence in carrying out similar activities because successful completion directly influences "raised mastery expectations" Bandura (1977). (Bandura, 1986 as cited in Kurbanoglu, 2003), after a person develops a strong belief of self-efficacy through repeated successes, occasional failures have less off an impact.

Heslin and Klehe (2006) pointed out that self-mastery is very important to achieve a good performance by breaking down the difficult tasks into small steps that are relatively easy. Students who have a good self-mastery will have a way to perform their best no metter how difficult it is. Its functions are to convince what it takes to achieve the increasingly difficult tasks to give persistence and sustain effort in accomplishing the task. Afterward, students had a lot of experience for several years in performing. By all means, students know how to face the obstacles while giving a presentation or speech. Sense of self-efficacy needs experience in overcoming challenges through a persevering effort which makes students more confident.

Yogi (2nd participant) and Ira (3rd participant) felt confident in speaking English due to their experience, and they are always brave to try because they have ideas to be a good model of become an English teacher in the future. They highlight that confidence in public speaking can be reached by good preparation.

Excerpt 1

"I am confident to speak in English in public based on the experience I have had so far. It trained me. I have a goal to become a teacher, and I always dare to move forward, but I have to prepare in advance no matter how small the preparation will be." (Interview, Yogi & Ira, 31 August 2021. Author's translation).

Some students faced challenges and setbacks in public speaking performances. From that experience, students reflected on how to avoid the same mistakes in the future. After reflecting on those, students felt stronger, confident, and brave to speak in public. Once people become convinced they know what it takes to succeed, they persevere in facing adversity and immediately rebound from the setback Gerbino (2020). Students sometimes felt less optimal in public speaking performances. Ira (3rd participant) often felt too fast while speaking, and she was also afraid that the message that she delivered did not deliver well to the audience, but she did not give up. She tried to reflect on those mistakes and improve in the next performance.

Excerpt 2

"I often speak too fast, and I'm afraid that the message is not conveyed properly to the audience. I'm reflecting on the next performance so I don't repeat the same mistakes by practicing more" (Interview, Ira, 1st September 2021. Author's translation).

In addition, Pina (4th participant) felt dissatisfied with her performance because she had not yet mastered the material when she was going to convey it to the audience. In the case of giving public speeches, she always succeeds because she prepares well and practices a lot.

Excerpt 3

"In one course, I had to make presentations every week, and it was chosen randomly, and I with my group chose first, so the presentation was not ready, so we read more because we weren't ready yet. If all speeches are successful, I never experience failure. (Interview, Pina, 31 August 2021. Author's translation).

Following an example from Rizky (1st participant), he said that from the experience he was ever less successful in his presentation. It did not make him give up quickly, and he did not connect it with his abilities in speaking skills, but he reflected on his mistake, and finally he found that he had less prior knowledge in that material that the instructor gave to him.

Excerpt 4

"I remember that my presentation was not conveyed well to the audience. It did not make me distrust my abilities, but I think it caused the lack of background knowledge on the topic." (Interview, Rizky, 30 August 2021. Author's translation).

Students strive to find the strategy to deliver the material to the audience, which is required to face the challenges before and during the performance. From the learning, and based on experience, students get a suitable strategy. Referred to Heslin and Klehe (2006), self-efficacy requires the challenging situation by giving the task within gradual difficulty. Rizky (1st participant) had a strategy before performing. He practiced using a timer so that the time given later does not exceed the predetermined limit, and he applied PowerPoint with animation to make it look dynamic.

Excerpt 5

"I had a strategy to deliver the material, like approaching the audience with a warm greeting, and I had prepared a PowerPoint slide with animations, so it is not static but dynamic." (Interview, Rizky, 30 August 2021. Author's translation).

In addition, Yogi (2nd participant) prepared an outline before the performance, and when performing he tried to convey aesthetically using words that start with the same letter and deliver it powerfully.

Excerpt 6

"My strategy is outlining, and I got it from the previous public speaking course. I didn't know before that I thought that public speaking had to memorize the text. It turned out that I only prepared an outline and using q card also learned that there must be an aesthetic way that also affects my speech like President Obama is very powerful and aesthetics in his speeches." (Interview, Yogi, 31 August 2021. Author's translation).

Next from Ira (3rd participant), prepared guidelines and PowerPoint slides and the strategy used when performing by giving questions and answers to attract the audience's attention.

Excerpt 7

"The first thing that I have to prepare is making guidelines on the material for speech, and I follow the plot that I have prepared. The most that I like to attract my audience attention is using question and answer" (Interview, Ira, 1st September 2021. Author's translation).

Pina (4th participant) wrote the points and practiced several times by imagining doing a speech in front of the audience. When performing, sometimes she brought a small note to help her see the point, and she also used questions and answers and prepared snack gifts for the audience to make it interesting and engaging.

Excerpt 8

"I wrote down the outlines, practiced many times. I imagined myself speaking in front of the audience. In some performances, I brought notes to remind me about the points, used questions, and answers to engage the audience, and I gave rewards such as snacks to make it exciting." (Interview, Pina, 31 August 2021. Author's translation).

The data showed that the students have a good sense of self-efficacy. Enactive mastery experience impacts the improvement of students in public speaking. From that experience, students are more confident in their abilities (supported by Rizky, Yogi, Ira, and Pina's data). Gerbino (2020) states that people who have experienced and passed many challenges will increase their confidence and skills in accomplishing the tasks. Students found some obstacles and challenges, but that does not make students give up quickly. They used it for learning to reflect on being better in the future (supported by Rizky, Yogi, Ira, and Pina's data).

The journey in the presentation and speech that students passed has made students find suitable strategies (supported by Rizky, Yogi, Ira, and Pina's data). Students have a good awareness of enactive mastery experience. From the experience, students did the reflection to make it better in the next performance. After all the learning process journey, students get the appropriate strategy to use when delivering the material.

2. Vicarious Experience of self-efficacy in student public speaking

Students' experience in public speaking makes students better in performance. Besides their experience, students also need to observe others' performance. Vicarious experience in self-efficacy is one way to strengthen self-efficacy with social models. Role-modeling happens when people analyze others' performances to learn or visualize success in public speaking and provide ideas on how to perform confidently Heslin and Klehe (2006).

Students learned from both successful and failed performance (see excerpts 9, 10, and 11). Students who have high self-efficacy will learn to find the solution by reflecting and making it better. Referring to Heslin and Klehe (2006), people with high self-efficacy will give the best effort to face a setback. Many great people were undeterred by repeated obstacles, ridicule, and encouragement.

Students who have low self-efficacy while observing other less successful performances are afraid to make the same mistakes. People who have low self-efficacy tend to blame either the situation or another person for going wrong and refusing any responsibility for poor performance inhibits the chance that an individual will learn how to perform more effectively in the future presentation Gerbino (2020). Rizky (1st participant) analyzed his friends in their performance, and he also listened to the feedback that the instructor gave to his friends, after that he reflected on other feedback.

Excerpt 9

"In offline classroom activities, I observed my friends, then I found some of my friends less successful in delivering the material. I can give the suggestion about their mistake that the key point must be included, it can be in the note-taking or in the PowerPoint slide. Therefore, if we forgot the point we can remember it again." (Interview, Rizky, 30 August 2021. Author's translation).

In addition, Yogi (2nd participant) found that his friends were too fast in speaking, and it did not affect his later performance.

Excerpt 10

"That's often especially in-class presentations, I think some of them are not ready yet to give the material, and I observed they speak too fast and cannot control the intonation. All that I have observed do not affect me, and I am more concerned that I have to prepare well to avoid failure in giving a speech." (Interview, Yogi, 31 August 2021. Author's translation).

After students learned from other performances, then students observed the strategies used by their friends. For example, Rizky (1st participant) analyzed his friend's public speaking strategy, but he preferred to kept his technique.

Excerpt 11

"Yes, some of my friends use strategies, but I did not apply them because that is not suitable for my character. My friend is more energetic. My friend also used a note, but I did not use it. If I use PowerPoint, it's enough for me. Because in my opinion, using paper is not 100 percent ready, and it is not aesthetically. So I prefer my strategy, which is more to the point and only uses PowerPoint." (Interview, Rizky, 30 August 2021. Author's translation).

In addition, Yogi (2nd participant) analyzed his friend, and he came up with a new strategy to use quotes when closing speeches.

Excerpt 12

"I observed some of my friends use quotes at the end of the speech, that's something new that makes me very impressed, and that's good in my opinion, and I applied it to my strategy, and it worked well." (Interview, Yogi, 31 August 2021. Author's translation).

Ira (3rd participant) observed the strategies of her friends, but she did not apply them to his presentation or speech. She gave the opinion that everyone has strategies that fit and comfort strategies.

Excerpt 13

"Yes, I have, but I don't apply it because everyone has their strategy." (Interview, Ira, 1st September 2021. Author's translation).

Pina (4th participant) found some of her friends used the same strategy by using gestures while delivering the material.

Excerpt 14

"I observed my friends bring small notes when performing, use gestures and confidence in performing. So it motivated me to give a good performance as well." (Interview, Pina, 31 August 2021. Author's translation).

After students observe the strategies used by their friends, they need to analyze great people who are no longer in doubt in terms of public speaking. The importance of role models allows students to learn a lot from the role models they observe. From Rizky (1st participant), he usually watches videos on TED Talks, and from that, he gained motivation.

Excerpt 15

"For role models, I usually watch videos on TED Talks. The speakers there have good self-confidence with a large audience that's not ordinary people. It motivates me. In my room, I often practiced and recorded. If I found something wrong, I did the reflection to fix it." (Interview, Rizky, 30 August 2021. Author's translation).

In addition to Yogi (2nd participant), indeed finding he said that he has specific role models. He likes Merry Riana's public speaking due to his power in speaking, and he also loves watching videos in TED talks.

Excerpt 16

"The role model that I like is Merry Riana. She is so powerful in speaking. I also love to watch TED talks videos and other channels on youtube, like Mark Zuckerberg's channel performs

so powerful and gives positivity. I think why not try it, so role models are important in my opinion.” (Interview, Yogi, 31 August 2021. Author’s translation).

The following example from Ira (3rd participant) shows that she doesn't have a specific role model. She only watches public speaking on TED talks.

Excerpt 17

“I don’t have a specific role model, but I usually watch TED talks before performing, and I chose them as role models.” (Interview, Ira, 1st September 2021. Author’s translation).

In addition, Pina (4th participant) loves to watch TED talks videos.

Excerpt 18

“I usually watch TED Talks videos because they are fun. In my opinion, when we watch it, there are several things that we can imitate, like when he opens a speech, how to keep his hands and body gestures, and his English pronunciation, so I learn a lot from watching TED Talks videos.” (Interview, Pina, 31 August 2021. Author’s translation).

The data above showed that students have a good awareness of the second source of self-efficacy, namely Vicarious Experience. Learning from other experiences that students have already observed makes the students better in performance. According to (Heslin and Klehe 2006) Role modeling can give people tips on how to complete particular activities and boost their self-confidence that they can perform well. Students learn from other feedback that the instructor gave to others (supported by Rizky’s data), and from that, students get the lesson from other feedback. By observing other performances, students also found several mistakes which are not good, like delivering the material too fast. These things can confuse the audience in catching the message from the speaker (supported by Yogi’s data).

Students found a suitable strategy from other performances. At the same time, public speaking requires effort to try a good one. By looking at others' performances, we can learn to find a suitable strategy by using the gestures of the body and using quotes to close the speech (supported by Yogi and Pina’s data). But (Rizky and Ira's data) said not all strategies can be used on each student.

All the participants like to learn through watching TED talks. From there, they observed and learned a lot to be better at public speaking because many speakers are already experts and, with a lot of experience (supported by Rizky, Yogi, Ira, and Pina's data). Noticing the peers or the expert one with complete a task successfully, they may be positively stimulated to have a higher evaluation of the own competence, which in turn raises their degree of self-efficacy. Yang (2017) Noticing the peers or the expert one with complete a task successfully, they may be positively stimulated to have a higher evaluation of the own competence, which in turn raises their degree of self-efficacy. Therefore, vicarious experience is essential due to improving their skills in public speaking by observing their friends and role models through watching the video from TED Talks.

3. Verbal Persuasion of self-efficacy in student public speaking

The way to boost the courage apart from having experience, role models, and other things can determine student success, namely the verbal persuasion factor that becomes one of the factors for successful public speaking. Verbal persuasion is likely to increase self-efficacy by positive self-talk or motivation to emphasize how success results from devoting sufficient effort to mastering acquirable skills Heslin and Klehe (2006). (Peterson and Arnn 2008) Extrinsic motivation is the third aspect that strengthens self-efficacy, it is the readiness to give the best effort to get a successful performance. Positive self-talk is essential to encourage endeavor in accomplishing a task. Rizky (1st participant) motivated himself by reflecting on his mistakes.

Excerpt 19

"I did the self-talk like motivation by reflecting to avoid the same mistake. It is essential for a successful presentation/speech." (Interview, Rizky, 30 August 2021. Author's translation).

In addition, Yogi (2nd participant) loved to give positive self-talk like motivation.

Excerpt 20

"I love to motivate myself, like If not now when, and If I don't do it now then it won't last forever. I also actually live in this world to leave a positive footprint, so I have to take action. Therefore, providing motivation is beneficial." (Interview, Yogi, 31 August 2021. Author's translation).

The next example comes from Ira (3rd participant) motivated herself with self-talk to be more confident.

Excerpt 21

"I motivate myself by self-talk as I can do it. I think it is essential so I have the confidence to give a good speech." (Interview, Ira, 1st September 2021. Author's translation).

The next example from Pina (4th participant) shows that she also did self-talk and prayed a lot.

Excerpt 22

"I said to myself, like let's do it and prayed a lot. I think it's important because I need support from myself and others, but the most important thing is support from myself. If I am confident, I am sure that it will run smoothly." (Interview, Pina, 31 August 2021. Author's translation).

Besides that, praise from the instructor is essential to build students' self-efficacy belief in their capabilities to produce good outcomes. According to Heslin and Klehe (2006), Verbal persuasion strengthens self-efficacy when the instructor encourages and praises individuals for their competence and ability to improve their effectiveness. For example, Rizky (1st participant) has received feedback about him that chose a good topic for his speech.

Excerpt 23

"I received praise that my topic was good, but my instructor only said that. A compliment is beneficial to give the motivation to improve my public speaking." (Interview, Rizky, 30 August 2021. Author's translation).

The next from Yogi (2nd participant) also indicated that he got the praises.

Excerpt 24

"I have received praise from my lecturer that my speech was realistic in goals, measurables, achievable, so I made a simple action. All the praise is beneficial for my future performance to make it better." (Interview, Yogi, 31 August 2021. Author's translation).

In the next, Ira (3rd participant) never got praise due to her performance but, she just received applause. She said that she needed a detailed compliment.

Excerpt 25

"I never got praise with words. A compliment like applause and greetings are beneficial, but I need more detailed praise in my overall performance whether my performance is good or not." (Interview, Ira, 1st September 2021. Author's translation).

In the following example from Pina (4th participant), she received praises about her confident performance.

Excerpt 26

"I got praise when I attended EEC that I performed confidently and did not look nervous, and was clear enough in delivering the material. The result makes me so satisfied because I gave my best effort, and I was so happy with the result. Therefore, I was motivated to do better in the future." (Interview, Pina, 31 August 2021. Author's translation).

In addition, students also need feedback to realize the mistakes or whatever it is that needs to be done. Heslin and Klehe (2006) state that Efficacy-raising feedback is required to know how consistent effort has enabled substantial improvements or make reference to how far individuals have to go until their ultimate objective is achieved by reflecting. Rizky (1st participant) got motivated by reflecting on his mistakes. Meanwhile, Yogi, Ira, and Pina (1st, 3rd, 4th participants) got the feedback that they spoke too fast and did not give up but reflected on their mistakes.

Excerpt 27

"I have received the feedback on speaking that while I delivered is too fast, so, in the future, I will reflect on the feedback I have received not to do the same thing." (Interview, Yogi, 31 August 2021. Author's translation).

In the following example from Ira (3rd participant), she received feedback, and she used it as reflections to fix her public speaking performance.

Excerpt 28

"I received feedback when I delivered my material too fast. I make every feedback given as an introspection for my next performance." (Interview, Ira, 1st September 2021. Author's translation).

In the next example from Pina (4th participant), she also received the feedback about her performance in public speaking.

Excerpt 29

"I got feedback from my friends like I was too fast in delivering materials, and I looked nervous. I use this feedback to reflect on myself so that future performances don't happen again." (Interview, Pina, 31 August 2021. Author's translation).

Unfortunately, Rizky (1st participant) never received any feedback. He just received praise feedback from the instructor and his friends.

Excerpt 30

"I never got feedback, and the solution is I predict and reflect on what I need to improve more." (Interview, Rizky, 30 August 2021. Author's translation).

The data above showed that students have a good awareness of the third source of self-efficacy, namely verbal persuasion. Students try to motivate themselves by employing self-talk. That is useful for making students more confident (supported by Yogi, Ira, and Pina's data), and some students motivate themselves by reflecting on previous mistakes to avoid the same mistake. In this regard, building good self-efficacy requires positive talk Gerbino (2020).

Despite Verbal Persuasion through motivating themselves, students also realized that their self-efficacy was increased from the instructors' praise. From Rizky's data, he received praise because the topic he chose was good. From that praise, he felt more confident in his future performance. Next, Yogi's received data that he was realistic in goal, measurable, and

achievable. From the praise he received, Yogi can maintain what he has obtained and improve it to be better in the future performance. From Ira's data, she only got applause from lecturer. Ira knows that the performance was good, but she needs praise details such as she clear in delivered the material, good at pronunciation, or other praise the specific. Additionally, from Pina's data, she received praise that she delivered a speech with confidence and did not look nervous when delivering the material.

After giving motivation and also getting praise, students also need feedback to find out where the mistakes are to be corrected and whatever it is to improve. Students have received several feedback, for example speaking too fast during public speaking (supported by Yogi, Ira, and Pina's data). Although, Rizky never gets feedback, he knows what he has to do every time he performs, that is he always prepares carefully to give the best performance. Therefore, students need detailed feedback to know whether their performances are good or not.

4. Physiological and affective states of self-efficacy in student public speaking

The last predictor for strengthening self-efficacy is the physical and affective states. (Bandura, 1986, as cited in Britner and Pajares 2006) Psychological processes influence academic performance. Students who already have experience observing others' performance, motivate themselves to be more confident but, behind it all, there are factors that students feel before and while they are in front of the audience, namely anxiety, nervousness, and even stress,. In this case, the fourth way to build self-efficacy is to reduce stress and alter negative minds (Germino, 2020). This feeling is normal, like feeling nervous, anxious, and even stressed, especially for students who are the first time facing new challenges. For example, Rizky (1st participant) felt anxious in almost every presentation or speech, but he can handle it and prepare it well.

Excerpt 31

"Yes, I always feel anxiety in almost every presentation and speech. But I know how to handle my anxiety by preparing the material well. So I will perform confidently. If I did not prepare it well. I will be nervous because I have to convey knowledge to the audience, and that's my obligation. Nervousness always hits everyone when giving a speech in public. If it's only a class coverage, nervousness is always raised." (Interview, Rizky, 30 August 2021. Author's translation).

Yogi (2nd participant) said that anxiety is a normal thing, and he felt nervous after many performances that he attended, but finally, he could handle his own.

Excerpt 32

"Yes, I felt anxiety, and I think it is normal. I also felt nervous before giving a presentation. I was getting used to it. What I mean is I can handle it well. What I did was make eye contact with the audience. I think eye contact is essential. Anxiety and nervousness are normal. To reduce those by giving my best effort in practice and preparing well." (Interview, Yogi, 31 August 2021. Author's translation).

In addition to Ira (3rd participant), she also felt anxious and overthinking before her performance.

Excerpt 33

"Yes, I often felt anxiety and overthinking a few days before the performance. What I did was prepare the material as best as I can." (Interview, Ira, 1st September 2021. Author's translation).

Pina (4th participant) felt worried about her performances, such as forgetting the material or feeling afraid about the audience's miscommunication with messages of her speech.

Excerpt 34

"I have experience in public speaking. I felt fear of being misrepresented, forgetting the material, and a lot of fearlessness. The solution to overcome this is supporting me by praying. When I go up on stage, I usually shut up for a while to calm myself down, so I did not deliver my speech right away. I also prepare well and practice many times so that there will be an overview later, and it will reduce my nervousness." (Interview, Pina, 31 August 2021. Author's translation).

Students may feel doubt while delivering the material. From Yogi's data, if he did not prepare well, especially with a topic that he had less background knowledge, there will be feel doubt.

Excerpt 35

"Yes, if I did not prepare the material well, especially if the material is difficult, there will be a feeling of doubt, but I try my best to keep my performance satisfying." (Interview, Yogi, 31 August 2021. Author's translation).

The next example from Ira (3rd participant), she thought that the participants were more capable than her.

Excerpt 36

"I felt that the audience was more capable than me. If that happens, I avoid eye contact with participants." (Interview, Ira, 1st September 2021. Author's translation).

In addition, Pina (4th participant) felt doubtful and worried if she can not finish her performance.

Excerpt 37

"I felt doubtful about my performance that I could not finish it well. But I can overcome that by preparing well and practicing a lot. So I will believe that I can perform well." (Interview, Pina, 31 August 2021. Author's translation).

In the following example from Rizky (1st participant), he tried to be relaxed to reduce his heart rate to be more calm and normal.

Excerpt 38

"My strategy is to regulate the breath that was in a hurry to be more relaxed and reduce the heart rate to be more calm and normal. I assumed the audience did not know anything about my topic, and I assumed an assessor is a person who is close with me, so I can control my anxiety." (Interview, Rizky, 30 August 2021. Author's translation).

In addition from Yogi (2nd participant), he made eye contact to engage the audience.

Excerpt 39

"Eye contact with the audience and asking some questions to engage the audience is what I prioritize." (Interview, Yogi, 31 August 2021. Author's translation).

In the following example from Ira (3rd participant), she can reduce the anxiety and nervousness with inhale-exhale, avoid contact with the audience, and focus on the material.

Excerpt 40

"I can reduce anxiety and stress, and I take small notes. When I feel nervous, I can see the notes, and while performing I feel nervous. I give a few pauses and inhale-exhale to be calmer, avoid eye contact with the audience, and focus on the material to be delivered." (Interview, Ira, 1st September 2021. Author's translation).

In addition, the next example from Pina (4th participant) indicates that she thought that no one would watch her.

Excerpt 41

"I usually act like I was talking to myself, so it's like there's no one else in front of me. I did that when I could not handle my anxiety." (Interview, Pina, 31 August 2021. Author's translation).

The last source of self-efficacy, namely, physiological and affective states, also affects students in achieving good performance. It is normal for students to feel anxious before and while performing for public speaking, but how Rizky, Yogi, Ira, and Pina deal with those feelings to keep in their good performance need to out into consideration. According to Usher and Pajares, 2008, The fourth factor of self-efficacy determines the behavior of students and helps them to deal with anxiety, nervousness, and stress. These feelings usually arise from doubts or fears of not being able to perform at their best. This is where several strategies are needed to control it all. To control those feelings, the participants prepared themselves and practiced a lot. People who have a good awareness of self-efficacy can control disturbing thought patterns and manage high anxiety arousal by preparing and practicing (Germino, 2020). Therefore, students felt anxious, nervous, and stressed before and during public speaking are normal, but the important thing is how students can control their feelings.

Students who have good self-efficacy are those who have a lot of experience believe in their abilities, practice a lot, always did the reflection that they have done in the past, which is called an Enactive Mastery Experience. Also those who have a lot of experience by watching people who have been success either directly or indirectly through videos on the internet called Vicarious Experience. Besides that students also need feedback or praise to improve their performance called Verbal Persuasion, and the last one is Physiological and Affective states to control nervous, anxiety, and stress to give the best performance.

CONCLUSION

This research aims to know how students' self-efficacy in public speaking. The result shows that students have a good awareness of self-efficacy before and during public speaking. Self-efficacy was built with four factors: Enactive Mastery Experience, Vicarious Experience, Verbal Persuasion, and Physiological and Affective States. To achieve success, students must believe in their abilities, to give maximum effort to get satisfactory results in completing assignments. Despite many challenges the students may encounter, those with high self-efficacy level will try to face and solve any difficult speaking task.

With the Enactive Mastery Experience obtained, students become more confident by reflecting on the mistakes they have made. In addition, the source of Vicarious Experience is that students take lessons from other people's performances by watching speech videos and having specific role models. From that, students can learn new strategies in delivering speeches or presentations. Another source, namely Verbal Persuasion, motivates students to believe that they will complete their performance well and finally comes to the last source is physiological and affective states. Students learn to control anxiety, nervousness, and even stress to show the best of what has been prepared and attempted as well as possible. The present study focuses on investigating student awareness of self-efficacy in public speaking. However, the result of the study was limited in participants and the times. In the future, it is expected that further studies can be implemented with larger sample sizes and a longer experimental time. This study gathered the data from four students in the final year to check whether the students still have a good sense of self-efficacy or not. For future research, it is suggested to investigate English public speaking students with another factor such as self-regulation to gain more wide information in the future.

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