

THE MOST DOMINANT SOURCE OF STUDENT'S SELF-EFFICACY IN ENGLISH PUBLIC SPEAKING

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Abstract: The objectives of this research are to investigate the most dominant source of self-efficacy that affects students' English public speaking skills and to discover the students' strategies in developing their self-efficacy. Moreover, this research is conducted among fourth semester of public speaking students consisting of 32 participants. In this case, the researchers used a descriptive qualitative method to analyse this phenomenon by applying a domain-specific sources of EPS self-efficacy questionnaire adapted from Zhang et al. in which the data was classified using a frequency Likert scale. The research finding reveals that the main source of self-efficacy that affects students' public speaking skills is the *Psychological and Affective States*. Another finding also shows that varied strategies are elaborated in order to develop self-efficacy, such as getting the assistance from teacher's feedback, finding friends as role model, being noticed by peers, and being able to control physical and emotion stress reactions.

Keywords: Self-efficacy, English Public Speaking, EFL Students

INTRODUCTION

In general, public speaking is considered as an activity that involves two people or a group of people, one as a speaker and the other ones as listeners, to share ideas and influence them directly or indirectly in order to obtain a specific objective (Tyas et al., 2019). This activity, speaking in front of public, is really nerve-wrecking. Even some students, who already prepared their speech and provide a very detailed note, are still struggling to conquer their nervousness and minimizing their trembled bodies when speaking. In fact, those are the things that mostly happened in English public speaking class, where most students feel pressured to speak fluently and perfectly in front of their peers and lecturer. This condition may lead students to become reluctant in speaking and it is not solely due to their inadequacies in English language skills, but it is also happened since they are unconscious of their own self-efficacy (Paradewari, 2017).

Furthermore, self efficacy represents one's ability to deal with different sets of conditions using any skills one owns (Bandura, 1995 in Michaels, 2014). Moreover, Bandura in Shehzad et al. (2019) stated that there are four main sources in which self-efficacy beliefs are generated. They are *mastery experience*, *vicarious experience*, *verbal persuasion*, and *physiological and affective state*. *Mastery experience* refers to one's success or failure on similar tasks or activities. *Vicarious experience* is the act of observing the success or failure of a role model. *Verbal persuasion* is likely related to the acknowledgement about discipline or attitude aspect from respected or otherwise credible sources. At last, *Physiological and affective state* represents an individual's feelings, personality, or situational reactions from oneself.

An English Public Speaking course is normally designed to fit the needs of university or college students in which the materials are constructed systematically to fulfil the 14-16 week meetings. The course itself runs approximately 120 minutes, every once a week. The goal of this course is basically to develop students' English public speaking skills and knowledge; therefore, this course is elaborated into three major variants: introductory, informative, and

persuasive. All in all, students develop their skills in deciding topic, gathering materials, constructing as well as communicating their ideas to the audience.

According to Bandura, self-efficacy is solely based on domain, in which it varies depending on the situation. In addition to foreign language learning context, it requires further research to confirm its potential in forecasting future accomplishment, analyzing the connection between self-efficacy and other variables in EFL, and getting a closer look to the elements that may contribute to self-efficacy improvement in EFL context. This is really interesting since self-efficacy in EFL context issue has been getting the attention and has been significantly discussed for the last ten years.

Likewise, self-efficacy is also related to some other factors in language learning, such as learning strategies, anxiety, achievement, age, and intervention research, other factors or procedures that may boost the learners' self-efficacy. In order to assess or detect self-efficacy, most researches are applying quantitative methods to investigate the interrelationships between self-efficacy and other factors. Only a few qualitative methods are used to discover elements connected to self-efficacy in EFL (Shi, 2015).

Moreover, previous researches revealed that the main self-efficacy sources that affect one's performance in EPS are mastery experiences. On the contrary, a research conducted by Phan and Locke (2015) discovered that social persuasion is the main one. Consequently, none of the previous research findings is absolute since the main self-efficacy sources may be different depend on the students themselves. Therefore, the writers would like to investigate this issue further to find out what the main sources of self-efficacy among English Public Speaking (EPS) students. The research questions are constructed as follows: 1) What is the main self-efficacy source that affects students' performance in English public speaking class? 2) How do the students develop their self-efficacy of the English Public Speaking domain?

METHODS

This research is specifically conducted in order to discover the most dominant self-efficacy source that affects Indonesian EFL students' performance as well as to seek for the strategy's students use to develop their self-efficacy in English public speaking class on the fourth semester. The participants involved in this research are the public speaking students who take this subject on the fourth semester of English education program. There are two public speaking classes (4C & 4D) that consist of 32 students who participated in filling in the questionnaire. However, only 13 students are carefully selected due to their extreme answers on both closed-ended questionnaire and open-ended questionnaire.

The instruments used in this research are a questionnaire and a list of interview question in order to collect the data. The questionnaire is related to domain-specific Sources of EPS self-efficacy, adapted from Zheng and Ardasheva (2019). Also, it consists of fourteen questions assessing students' main self-efficacy sources: *mastery experiences*, *vicarious experiences*, *verbal persuasion*, and *psychological and affective states*. In addition, Frequency Likert scales are also used to measure the data frequency ranging from *always*, *often*, *sometimes*, *rarely*, and *never*. When collecting the data, the lecturer suggested distributing the close-ended questionnaire through *Google Form* after the class session ended. There were 16 and 18 students from 4C and 4D classes respectively. The process of filling in the questionnaire was done through a zoom meeting so that the participants could ask the researcher directly if there were any confusing statements on the questionnaire.

After analyzing the answers from the close-ended questionnaire, the researcher purposely asked 13 students who had extreme answers on the questionnaire to fill in the open-ended questionnaire on *Google Form* to pursue in-depth information around the topic. The questions are derived from the four self-efficacy sources. The interview answers will be examined by marking the same pattern of answer that kept coming up from the participants.

The data from the interview will then be used to discover how students develop their self-efficacy on EPS. After collecting the data, the researcher analyzed both instruments in order to answer the research questions. In this case, the researcher used a frequency Likert scale ranging from 'always' to 'never' with a score of 5 up to 1 for the degrees. After that, the researcher tabulated the data into descriptive statistics and presented the participants' responses in a percentage. The percentage of every degree of frequency was calculated by using the following formula:

$$\frac{\sum x}{\sum n} \cdot 100 \%$$

Σx: Total of the participants who chose the same degree of frequency on each statement

Σn: Total of the participants

The data of the table will be presented in the form of percentage results for each question. The researcher listed all the answers for the open-ended question result and used the responses as supporting data.

FINDINGS AND DISCUSSION

After collecting the data through open-ended and close-ended questionnaire, the researcher finally analyzes the data obtained from 32 participants of public speaking class. The following descriptions are derived from a close-ended questionnaire containing four aspects of self-efficacy sources: *mastery experience*, *vicarious experience*, *verbal persuasion*, and *psychological state*.

The first five items are asking about the students' prior EPS achievements. From the percentage, statement number 5 gets the highest "always" percentage which indicates that students (25.0%) always used concise language when giving English speeches in public in the past. They (40.6%) also often organized their talk systematically from the introduction, body, and conclusion part in order to grasp the overall ideas of what has been said based on the result on statement number three. More aspects about students' *mastery experience* will be further elaborated in the discussion section.

The next three questions are referring to students' peer modelling to measure their *vicarious experiences*. The result showed how four students (12.5%) *always* see their peers, *whom have similar* English-speaking ability level, in delivering English public speeches so that they can actually duplicate the style from the opening until the closing part. It is also shown from the percentage that the students (34.4%) *often* seen their peers at the same level of English-speaking ability concentrate on a common topic effectively when giving English speeches in public. In contrast, only one student (3.1%) claimed to *never* see their peers at the same level of English-speaking ability address a familiar topic effectively when giving English speeches in public. More about students' *vicarious experience* will be further asked in the discussion section.

The result of students' responses encountering other EPS feedback to measure *verbal persuasion*, varies one to another depending on the support they received from teachers, tutors, peers, viewers, or parents. It is found out that 6.3% students *always* get appraisals for exploring range of different topics and using English language properly, especially in terms of word selection and grammar function. On the other hand, around 9.4% students *often* receive compliments since they are using varied ways to terminate a speech through a concise essence,

restatement, or rhetorical questions. Meanwhile, 28.1% students never get any of them mentioned as they were asked in the interview session.

The last three items measure students' responses to emotional burden and anxiety during public speaking. Statement number 12 gets the highest "always" and "often" percentage which indicates that the students always and often feel apprehensive when giving an English speech in public. However, 12.5% percentage of students claimed to *never* get stressed at all.

Based on the result of the questionnaire, *Mastery experience* received the highest percentage of "always" on statement number five, which states how students used concise language when giving English speeches in public in the past. *Vicarious experience* received the highest percentage of "always" on statement number eight, which states how students view their partners to be their role model in presenting their speeches. *Verbal persuasion* received the highest percentage of "always" on statement number eleven, which states how students' inner circle recognise their skills to utilize contextual grammar expressions to focus on some other interesting themes. *Psychological and affective states* have the highest percentage of "always" on statement number twelve, which states students feel fearful in expressing their ideas publicly. Overall, out of the four aspects described above, *Psychological and Affective States* receives the highest "always" percentage amongst all.

In EPS class of Indonesian EFL context, it is found out that the largest percentage of self-efficacy sources is *Psychological and Affective States*, followed by *Mastery Experience*, *Vicarious Experience*, and *Verbal Persuasion* simultaneously. In addition, the researchers are also investigating other varied sources that affect self-efficacy, as follow:

1. Mastery experiences

Mastery experiences are students' perceptions of their capacity to complete a task successfully based on previous achievements (Zheng & Ardasheva, 2019). It means that an individual self-efficacy increases after a successful experience. However, frequent failures lower self-efficacy, especially if the failure occurs when the individual's self-efficacy has not yet been fully established. If the failure is not due to a lack of effort or external influences, it can lower one's self-efficacy.

On the contrary, this study refuted Bandura's (1997) claim that enactive *mastery experiences* are the most powerful source of self-efficacy knowledge. The students discovered the idea that just because they had succeeded in the past does not mean they will succeed again in the future, implying that prior performance information played a role in their efficacy source interpretation but was not the most essential source.

According to Bandura (2008), *mastery experiences* is related to students' perceptions of their abilities and the difficulty of the work and the amount of effort they would put in order to finish it. When asked about the effort they put before doing a presentation, the students gave various answers. Student 12 said:

“Menentukan tujuan persentasi dengan jelas, menentukan topik yang ingin di ambil, membuat kerangkanya kemudian disusun dan kenali peserta yang ikut persentase atau audiens dan terakhir melakukan latihan.”

The effort lies in the preparation before the presentation, which includes defining the purpose of the presentation clearly, determining the desired topic, creating an outline, identifying the participants, and finally doing some practices. Meanwhile, student 11 said:

“Memahami materi yang akan dibawakan pada presentasi agar saat ada yang bertanya bisa menjawabnya, kesiapan diri untuk presentasi agar tidak gugup atau mendadak blank.”

Almost similar to student 12, student 11 focused on understanding the material that will be delivered and preparing themselves for the presentation, so they do not get nervous or suddenly go blank. From the statements above, it is pretty clear that the students put a lot of time to prepare before delivering their presentation to avoid failures due to a lack of effort. These past experiences help them to build their self-efficacy so that they can be a better speaker. However, some external influence that is particularly related to the feedback from the teacher should also be considered in students' *mastery experiences*.

When asked about their feelings when they were given feedback from the teacher, some students gave quite interesting answers. For example, students 3 stated:

“Sangat senang, namun tergantung dari feedback yang diberi seperti apa. Jika feedbacknya merupakan hal yang bagus bagus, tentu saja senang, namun jika hal yang sebaliknya mungkin akan sedikit lebih sedih namun akan berusaha menampilkan yang lebih baik jika ada presentasi yang selanjutnya.”

The student said that the feeling depends on what kind of feedback is given. It is good if the feedback is positive, but if it is the other way around, the student might be a little sad, but it will also make the student try to show a better performance on the next presentation. Student 5 said:

“Senang, tapi tetap saja panic, grogi dan takut.”

The student feels happy, yet panic, nervous and scared at the same time. Based on the students' answers, external influence; in this case, teacher's feedback were not the most critical factors contributing to students' satisfaction. It did motivate them to learn more effectively, but students tend to consider negative feedback as a sign that they have failed. Unlike Bandura's previous finding, *mastery experience* did contribute to students' EPS skill; however, it is not the main source that affects students' performance in English Public Speaking.

2. Vicarious Experiences

As the second source to offer meaningful impact on EPS self-efficacy in the mixed pattern, *Vicarious experience* refers to the source that can be understood as peer modelling or "modelling experience from others" (Zheng & Ardasheva, 2019). In addition, Bandura (1997) explains that observation on peers' excellent achievements can lead to students' positive views about their talents, which can boost their self-efficacy. Peer modelling options exist in the EPS course, including small- group rehearsals and speeches delivered in front of the entire class. Instructors are encouraged to include peer presentations and group discussions in their classes which later allow students to watch their friends thrive and internalize such accomplishments as reachable aspirations for themselves.

Witnessing others of similar ability succeed, can boost self-efficacy by reassuring that their knowledge, abilities, and methods are adequate; nevertheless, seeing others fail can boost self-efficacy if the observer does better on a similar activity. In the EPS class, students can observe their friends' presentations live. This, of course, raises the question of how they feel when they see their friend deliver a good presentation. Student 7 and student 13 answered:

“Pastinya saya merasa jadi tidak percaya diri, saya takut tidak bisa sebagus dia, tetapi biasanya saya minimal tidak melihat peserta lain presentasi ya kaya cuek aja gitu. Itu agar percaya diri saya tidak lemah.”

In contrast, students 13 claimed:

“Yang saya rasakan jika melihat seseorang pandai dalam menyampaikan pidatonya tentu kagum dan juga takjub, saya berharap bisa mencontohnya suatu saat nanti.”

Student 7 stated that by seeing their friend deliver a good presentation, they feel insecure and afraid that they cannot be as good, which is why they usually choose not to see other students presenting so that it will not weaken their confidence. In contrast, students 13 claimed that they feel amazed and hope to be able to imitate their friend someday.

The contrast between the two statements can be clearly seen since humans cope differently when facing difficult situations. The case above showed that students would instantly feel like they are not capable enough and would rather close their eyes to protect their confidence. Some students choose to make the best out of every situation and take it as a learning opportunity. *Vicarious experiences* might work on some individuals. However, it is not always the case due to humans' perception of others' success. Similar to the other previous studies, *vicarious experiences* are not the main source that affects students' performance in English Public Speaking.

3. Verbal Persuasion

The third source of self-efficacy is *verbal persuasion*, which refers to socially persuasive feedback, such as comments from significant others about one's performance (Bandura, 1997). In the combined sample, *verbal persuasion* had the most negligible impact on EPS self-efficacy. This suggests that encouraging comments and support from homeroom teacher and study group may not be as essential as in enhancing the reinforcement of EPS self-efficacy as prior, practical speech delivery experience. Positive reinforcement and encouragement were not the essential factors that helped students better grasp their abilities and gain confidence in their abilities.

As stated by Bandura, constructive comments that highlight one's strengths or performance expertise may boost self-efficacy, whereas those that focus on one's flaws may decrease self-efficacy. Additionally, feedbacks from those who are perceived as more informed, competent, or skilled in a particular domain (e.g., a teacher) may be known as more reliable and hence have a more significant impact on people's self-efficacy views.

The last sentence seems to be different because out of 13 students whom were asked about whose comment has a more significant impact on them, only five answered with a teacher, while the rest answered with friends and family. Furthermore, the students gave some comment examples from their peers that make them feel like they can do a certain task, which left a massive impact on their self-efficacy. For instance, student 3 shared:

“Maaf jika bahasanya terkesan agak kasar; ‘Lu temen satu satunya yang menurut gua udah bisa nguasain materi ini dengan baik, mangkannya apa apa gua lebih suka bahas ini sama lu kan karna lu ga bertele tele to the point. Nah ada bagian bab ini yang gua ga ngerti, coba menurut lu gimana? Biasanya

kalo lu jelasin gua baru ngerti', hal seperti ini yang membuat saya cukup senang, karena bisa membantu teman saya dengan ilmu yang saya pelajari”.

Student 5 also shared:

“Gua yakin lu bisa' atau gak 'gua milih lu buat ngelakuin ini karena gua percaya dan yakin kalo lu bisa”

Student 3 is happy when their friend acknowledges their skill to deliver succinct material, and student5 is happy when their friend assures them and believes in them. To conclude, although *verbal persuasion* plays a pretty significant role in students' perception of their capability to do a particular task, it is still not the main source that affects students' performance in English Public Speaking. The finding also painted a clear image that *verbal persuasion* is the weakest source compared to other sources. Thus, this is in line with the previous study findings.

4. Psychological and Affective States

Psychological and Affective States refers to a person's ability to manage physical and emotional stress reactions (e.g., breathing, anxiety) during task performance. Participating students in this research experienced various negative emotions related to their low self-efficacy in EPS class. However, research has shown that anxiety, tension, and worry do not always have a negative impact on performance and are not always deleterious to self-efficacy (Singh & Rajalingam, 2012). It would be advantageous to teach students how to perceive negative emotions as beneficial to their personal and professional development.

Moreover, Bandura claimed three major factors related to *Psychological and Affective States*: stressful situations, the complexity of activities, and mood states, all of which may "weaken one's sense of efficacy" (Mills, 2014). Stressful situations, in many cases, often force students to find a method to cope with. Giving a speech or presentation in front of their classmate indeed is stressful and this idea is supported through this statement. Student 11 and Student 7 said:

“Deg-degan takut jika nantinya akan melakukan kesalahan yang fatal dan membuat fokus dalam presentasi menjadi buyar.”

Moreover, Student 7 stated:

“Awal awal saya merasa gugup, takut untuk membuka mulut saya untuk berbicara. Tetapi ketika saya sudah tarik nafas saya lebih tenang dan lancar mempresentasikan sesuai dengan latihan latihan saya sebelumnya.”

Both students feel nervous and scared that they will make a fatal mistake when presenting and make the focus of the presentation dissipate. With that said, many students explained how they usually deal with that kind of situation. Student 3 and student 7 said:

“Biasanya saya akan minum terlebih dahulu, mencari tempat yang cukup tenang dan sepi, kemudian mengucapkan 'bismillah pasti bisa' sembari menarik nafas panjang dan pelan pelan mengeluarkannya”.

Similar to student 3, student 7 added:

“*Saya akan tarik napas beberapa kali dan berkata pada diri saya kalau kamu bisa. Ya cuma kata kata semangat pada diri sendiri. Terus pas mau mulai saya ucap "bismillah" karena kalau sudah ucap itu saya yakin semua akan lancar dan baik baik saja.*”

Student 3 said: "Usually I will drink first, find a place that is quite calm and quiet, then say 'bismillah you can do it' while taking a deep breath and slowly letting it out." Similar to student3, student7 added, "I'm going to take a few deep breaths and tell myself if you can. Yes, just words of encouragement to myself. Then when I was about to start, I said 'bismillah' because when I said that, I'm sure everything will go smoothly and all right."

This proves that students rely on their ability to manage physical and emotional stress reactions the most during task performance. *Psychological and Affective States*, the final source, is a consistently significant contributor to EPS self-efficacy as stress may negatively impact students' performance. This finding is indeed slightly different from the other two studies.

Overall, the four self-efficacy sources are affecting students' performance in English public speaking. However, *Psychological and Affective States* reached the highest percentage of the survey responses in the EPS class, thus making it the main self-efficacy source that affects students' performance in English Public Speaking (EPS) class, followed by Mastery Experience, Vicarious Experience, and Verbal Persuasion. After conducting interviews with the open-ended questionnaire, it can be concluded that the students have brought varied ways and efforts to develop their self-efficacy. Some rely on the teacher's feedback that motivates them to improve their performance. Moreover, some are finding friends as role model who delivers a good presentation. Then, some are seeking their peer's acknowledgment of their skills. While some others rely on their ability to manage physical and emotional stress reactions. Those are the effort students made in order to develop a better self-efficacy.

CONCLUSION

This research is conducted to investigate the most dominant self-efficacy source that affects students' performance in English Public Speaking (EPS) class. The researcher arranges these two research questions: (1) "What is the main self-efficacy source that affects students' performance the most in English public speaking class?" (2) "How do the students develop their self-efficacy of the English Public Speaking domain?"

Self-efficacy consists of four sources, and each source reflects a different role in an individual. In EPS class, all four sources of self-efficacy affect students' EPS performance. However, after conducting this research, *Psychological and Affective States* turned out to be the main self-efficacy source that affects students' performance in English Public Speaking (EPS) class. It is mainly because students rely on managing physical and emotional stress reactions during task performance the most. Students tend to read this information to indicate dysfunction in stressful situations, thus negatively impacting their self-efficacy beliefs.

Furthermore, it can be determined from conducting interviews and using the open-ended questionnaire that the students develop their self-efficacy of the English Public Speaking domain by arranging various strategies and efforts. The efforts and strategies include getting the assistance from teacher's feedback, finding friends as role model, being noticed by peers, and being able to control physical and emotion stress reactions. Overall, this research is expected to motivate and inspire future researchers to conduct more of self-efficacy issue in

developing teaching and learning strategies throughout diverse classroom settings, such as in writing, reading, or listening classes.

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