

**INVESTIGATING ENGLISH LANGUAGE EDUCATION STUDENTS' PUBLIC
SPEAKING SELF-EFFICACY: A SURVEY STUDY**

A Thesis

**Presented to the Department of English Education as Partial Fulfillment of
the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Education**



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STATEMENT OF WORKS ORIGINALITY

I declare this thesis entitled "Investigating English Language Education Students' Public Speaking Self-Efficacy: A Survey Study" is my original work and does not contain with others work's. This thesis has not been submitted for any degree and certify that based on my knowledge.

I also certify that the intellectual content of this thesis is my best final result and any assistance received regarding to the sources of this thesis has been acknowledge on a section acknowledgement.

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MOTTO

Enjoy your heartless era with Allah SWT and having fun with your family and friends.
Do not forget to do some workout, finish your study, improve your knowledge, and focus to
increase your value as a woman. Let make it all balanced.

DEDICATION

In this section, I declare my dedication to this thesis entitled "Investigating English Language Education Students' Public Speaking Self-Efficacy" for my parents, my friends, and myself. Mr. Gunawan and Ms. Sri Ani Mintarsih who always give me their world to make me happy and happy. All of my friends who listen to all of my A until Z words and I dedicate this thesis for myself.

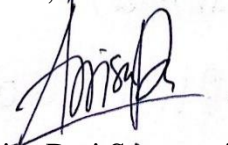
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TABLE OF CONTENT

COVER	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORKS ORIGINALITY	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
ABSTRACT	1
CHAPTER I	2
INTRODUCTION	2
1.1. Background of the Study.....	2
1.2. Identification of the Problems.....	3
1.3. Formulation of the Problems.....	4
1.4. Objectives of the Study.....	4
1.5. Significances of the Study.....	4
CHAPTER II	5
LITERATURE REVIEW	5
2.1. Public Speaking Self-efficacy in EFL Context.....	5
2.2. Review of Relevant Study.....	6
2.3. Theoretical Framework.....	7
CHAPTER III	9
RESEARCH METHOD	9
3.1. Research Design.....	9
3.2. Population and Sample.....	9
3.3. Data Collection Technique.....	10
3.3.1. Instrument.....	10
3.3.2 Validity and Reliability.....	12

3.4. Data Analysis Technique	12
CHAPTER IV.....	13
FINDINGS AND DISCUSSIONS.....	13
4.1. FINDINGS	13
4.1.1. Overall Results.....	13
4.1.2 Result of English Public Speaking Self-Efficacy (ESES)	14
4.1.2.1 Language Competence	14
4.1.2.2 Delivery Competence	15
4.1.2.3 Topic Competence.....	16
4.1.2.4 Organization Competence	17
4.1.3 Sources of English Public Speaking Self-Efficacy (SSES)	17
4.1.3.1 Enactive Mastery Experience.....	17
4.1.3.2 Vicarious Experience.....	18
4.1.3.3 Verbal Persuasion.....	19
4.1.3.4 Physiological and Affective State	20
4.2 DISCUSSIONS.....	21
4.2.1. English Public Speaking Self-Efficacy (ESES).....	21
4.2.2. Sources of English Public Speaking Self-Efficacy (SSES)	21
CHAPTER V	23
CONCLUSIONS AND SUGGESTIONS	23
5.1. CONCLUSIONS.....	23
5.2 SUGGESTIONS	23
REFERENCES.....	25
APPENDICES	28

LIST OF TABLES

Table 3. 1 Description of The Total Population	9
Table 3. 2 EPS Self-Efficacy Scale (ESES).....	10
Table 3. 3 Sources of EPS Self-Efficacy Scale (SSES).....	11
Table 3. 4 Reliability of two instruments from Zhang et al., (2019)	12
Table 3. 5 Reliability.....	12
Table 4. 1 Descriptive Statistics of Language Competence	15
Table 4. 2 Descriptive Statistics of Delivery Competence	15
Table 4. 3 Descriptive Statistics of Topic Competence	16
Table 4. 4 Descriptive Statistics of Organization Competence	17
Table 4. 5 Descriptive Statistical of Enactive Mastery Experience.....	17
Table 4. 6 Descriptive Statistical of Vicarious Experience	18
Table 4. 7 Descriptive Statistical of Verbal Persuasion.....	19
Table 4. 8 Descriptive Statistical of Physiological and Affective State	20

LIST OF FIGURES

Figure 2. 1 Theoretical framework	8
Figure 4. 1 Result of EPS Self-Efficacy Scale (ESES).....	13
Figure 4. 2 Result Sources of EPS Self-Efficacy Scale (SSES)	14

LIST OF APPENDICES

Appendix 1. 1 English Public Speaking Self-Efficacy Questionnaire.....	28
Appendix 1. 2 Questionnaires.....	29

INVESTIGATING ENGLISH LANGUAGE EDUCATION STUDENTS' PUBLIC SPEAKING SELF-EFFICACY: A SURVEY STUDY

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ABSTRACT

As a foreign language, when learning English especially public speaking is challenging. The ability to speak in public using the English language must be studied and practiced as much as possible, especially for English language education students who will later need English public speaking skills in their workplace. In maximizing public speaking skills, students must have self-efficacy to evaluate and improve their performance in subsequent appearances. Therefore, this study investigating English language education students' public speaking self-efficacy was conducted. To collect the data, there were 127 respondents joining this survey study that using two instruments by Zhang et al., (2019), English Public Speaking Self-Efficacy Scale (ESES) and Sources of English Public Speaking Self-Efficacy Scale (SSES). Twenty-six questions from the questionnaires were divided into 8 aspects (i.e., language competence, delivery competence, topic competence, organization competence, enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states). The data were analyzed by using the Statistical Program for Social Science (SPSS). The findings of (ESES) showed that the students were highly efficacious in terms of Organization Competence (OC) with a score ($M=3.26$), students were capable of doing their speech when they make the organization of conceptualization of their topic such as listing the material, searching evidence of the material, and making main idea. Then, for (SSES) students were also highly efficacious in terms of Physiological and affective states (PAS) with a score ($M=4.54$), they feel unstable before doing their speech, which can be caused by bad past experiences, so they feel pressured in front of the public and that makes them nervous, stressed, and anxious. Further implications and suggestions were also proposed in this study. In this study also aims to improving the awareness of the students which fills out a questionnaire, so they are capable to increase their knowledge if they have evaluated their ability on the past experiences.

Keywords: English as a Foreign Language, Public speaking, Self-efficacy.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

When learning English, the most common thing that many students in Indonesia have been being afraid of was speaking in English language with their classmates or their teachers (Paradewari, 2017). Students feel afraid of making mistakes while they are speaking in front of class. They learned English in secondary school and they got the skill and comprehension from learning English at school, but it did not affect their lives because they are not aware of their self-efficacy (Paradewari, 2017). As students, when practicing English, they are often required to speak in front of the public. Public speaking is a form of strategic communication that requires critical thinking with a clear way and consistency of speech (Lucas, 2019). In this public speaking situation, students sometimes also have problems that cannot be separated from the self-confidence that they can confidently deliver their public speaking with clear topics and ideas in a good appearance. If they are afraid to speak in public, they also cannot control their emotions and will get pressure (Nadiyah, 2019).

Several studies have been conducted under the topic of public speaking self-efficacy. One example from the previous study was a significant and positive Iranian EFL students' satisfaction between receiving higher scores in speaking skills and self-efficacy beliefs (Asakereh & Dehghannezhad, 2015). Furthermore, other studies utter the improvement of designing involving activities of oral strategies in content-based courses that might impact Iranian EFL speaking self-efficacy (Saeidi & Ebrahimi, 2012). Moreover, Paradewari (2017) revealed a positive self-efficacy in public speaking among English learners who have a higher awareness of speaking self-efficacy. Then, Paradewari (2017) also mentioned the four sources of speaking self-efficacy including: mastery experience, vicarious experience, and verbal or social persuasion. In terms of speaking self-efficacy in general, there are also several studies that have been conducted, e.g., Asakereh

and Dehghannezhad (2015); and Demirel et al., (2020) who investigated speaking self-efficacy beliefs in EFL contexts quantitative methods; and Paradewari (2017) whose research about self-efficacy of public speaking in Indonesia was conducted by gathering the data through the mixed methods. However, from those studies, the researcher finds that a study of public speaking self-efficacy in the context of quantitative research in English language education in Indonesia is still limited. From the previous research (i.e., Maryam et al., 2019; Paradewari, 2017), they used a Since there is already a mixed method as the methodology for the research (i.e., Paradewari 2017). method and a qualitative method. Ningias and Indriani (2021) used quantitative methods, but the instruments of their quantitative research were different from this current research, so there is a gap in my research with other researchers. This present study uses two questionnaires from Zhang et al., (2019), Sources of English Public Speaking Self-Efficacy Scale (SSES) and the English Public Speaking Self-Efficacy Scale (ESES). The differences this study from Zhang et al., (2019) is on the populations and background of the participants. The use of quantitative methods in research is superior as Osborne (2008) mentioned that it could address the truth value, consistency, and applicability. Since there is already a mixed method as the methodology for the research, this quantitative study is the gap for focusing on public speaking self-efficacy among English language education students is needed to be conducted.

1.2. Identification of the Problems

The problems that students have in speaking classes occur in various aspects. Some examples revealed from Alimuddin (2020) who mentioned those various aspects including: (1) students' performance in class refers to completing the complexity assignment, if they received a simple speaking task they assumed their performance is advance and it happens in the opposite, hence, they are really unconfident with their beliefs; (2) psychological issue, it happens when their friends laugh at them no matter what, and it affect their psychological insecurities because they feel anxious; and (3) circumstance or environment, the problem occurs because of the lack of environment to support speaking performance, habit is a good thing to improve speaking ability, but they are not getting it in their immediate environment. Due to the practical constraints, this current research focused on

the investigation of public speaking self-efficacy among English language education students.

1.3. Formulation of the Problems

This research attempts to answer the following question: What are the categories and sources of public speaking self-efficacy among English language education students in Indonesia?

1.4. Objectives of the Study

This current research attempts to investigate the types and sources of public speaking self-efficacy among English language Education students.

1.5. Significances of the Study

This research focus coincides to acquire levels of self-efficacy at university students. Practically, it is essential for students to measure their awareness on their beliefs in self-efficacy to build. Furthermore, this research can be helpful for the teacher within their strategies to improve motivation foremost their students who have the low self-efficacy in public speaking better. Eventually, this research can be a reference for other researchers who have the same interest to take this topic by obtaining the information and find that they lack a little confidence that hopefully may seek the important thing for the future research that coincides with self-efficacy.

CHAPTER II

LITERATURE REVIEW

2.1. Public Speaking Self-efficacy in EFL Context

Self-efficacy is a human ability belief in succeeding a task or specific purposes by own motivation to attain someone's standards by personal directedness. A sense of human self-efficacy will arise from how one achieves goals and challenges that will provide an increased incidence of mastery (Bandura, 1989).

Numerous studies have investigated the relationship between self-efficacy and four language skills performance such as reading, listening, writing, and speaking (Naseri & Zaferanieh, 2012; Fatemi & Vahidnia, 2013; Rahimi, 2009; Shumin, 2002). The first studies come from Naseri and Zaferanieh (2012) that proposed their research on reading self-efficacy among reading comprehension has a significantly positive correlation of EFL learners. Furthermore, in terms of speaking skills, as Shumin (2002) states, there are factors that influence the development of students' speaking, these factors include the affective side such as self-efficacy, motivation and so on. One example of the relationship on self-efficacy in speaking is when students feel anxious when speaking English and realize that their performance is poor (Sundari & Dasmo, 2014). Those statements are clearly defined as speaking self-efficacy, which means self-awareness of the students of their speaking performance. In addition, speaking self-efficacy has been conducted on a few studies such as Fernando (2020) found most students have low self-efficacy scores that revealed students' self-efficacy is at the middle level due to incompatible speaking skills and it has an impact on students' lack of confidence.

One of the speaking skills that needs self-efficacy from the students is public speaking. Public speaking is a formal speech that requires critical thinking and emotional appeal while presenting clearly ideas coherently to interact with audiences by using greater emphasis on persuasive technique, (Lucas, 2013). They also mentioned four major competences that are important to mastering public speaking such as, (1) the ability to

develop and illustrate the main ideas with unbeatable evidence, (2) structured speech, (3) using an accurate and fluent language capability to comply with the main ideas, (4) and performing a specific speech by using self-control as a part of appealing an emotional speech. In doing this public speaking, students deliver their actuation in public. The way students speak in public with the competence for improving their self confidence with the awareness on self-efficacy, this is an explanation of public speaking self-efficacy from Maryam et al., (2019).

2.2. Review of Relevant Study

Several researchers have developed instruments to measure public speaking self-efficacy. From a relevant study that used in this study, Asakereh (2015) who investigating related research on speaking self-efficacy using instruments which has been adapted from other researchers. Two questionnaires that has been developed is first is the pilot-tested which contained 38 items and the result of the Cronbach's alpha consistency ($\alpha=0.97$). Second, *speaking skills self-efficacy beliefs* questionnaire comprising 28 items and Cronbach's alpha consistency ($\alpha=0.84$). This quantitative study was taken from one university in Iran which participated by one hundred Iranian EFL majoring English language which were selected on convenience sampling basis during an academic year. Before the questionnaires were taken, 20 EFL students that had participated were engaged in a semi-structured interview. The result presents a positively significant relationship among students' satisfaction and speaking self-efficacy in EFL learners.

In addition, Zhang et al., (2019) has distributed the article journal intituled "Building assessments for self-efficacy in English public speaking in China" which contains the two instruments from Bandura's self-efficacy theory; an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. First istruments, EPS (English Public Speaking) Self-Efficacy Scale (ESES) and the Sources of EPS Self-Efficacy Scale (SSES). This ESES instrument consists of four sub-dimensions such as "Language competence (4 items)", "Delivery competence (4 items)", "Topic competences (3 items)", and "Organization competence (3 items)". SSES instruments that consist of four sub-dimensions conclude "Enactive mastery experience (6 items)",

"Vicarious experience (3 items)", "Social persuasion (3 items)", "Physiological and affective states (3 items)". From the findings of that research it was revealed the significantly strong reliability of the two scales ($\alpha = .86$ and $.81$ for ESES and SSES). The volunteers of this study were 455 EFL learners. 1.) from 406 students were recruited for the ESES validation, 2.) 270 students joined for the (SSES) survey, 3.) 263 students fully crossed surveys were included for correlation analyses. The results of these survey were supported to analyze the sample participants whose students got scored higher on EPS self-efficacy and the correlation is significantly positive only on enactive mastery experience, vicarious experience, and verbal persuasion. But there was no significant relation between the sub-dimension PAS (physiological and affective states source).

In the same line, Demirel et al., (2020) who have distributed the Speaking Self-Efficacy Beliefs of Turkish University students using "Speaking Self-Efficacy Scale" from (Aydın, 2013) for their data collection instrument with case study design. In this instrument's scale composed of four sub-dimensions such as (1) Planning the Speech including 20 items, (2) Speech Process including 12 items, (3) Linguistic Structure including 9 items, and (4) Audience Factor including 5 items that revealed significant positive speaking self-efficacy beliefs present score based on SSES ($p < .05$) in all sub-dimensions. A quantitative study through statistical methods to gather the data. The participants of this study 843 students were including 454 females and 389 males at Turkish universities in several faculties such as fine arts, letters, engineering, law, and so on.

2.3. Theoretical Framework

This current study aims to investigate public speaking self-efficacy employed by English language education students. In this era, enhanced speaking skills are the most important for students to achieve the task given from the teacher successfully. As seen in the figure, the researcher refers to the theory of self-efficacy from Bandura (1989) proposed that the students are required to have the ability or belief in succeeding at a task or specific purposes. Therefore, all students have a sense of self-efficacy that can be applied to language skill performance in learning English such as, reading, writing, listening, and speaking. When learning speaking, there is public speaking which has a different character

than speaking in general, which is explained in the figure. Hence, the next step is to measure the researcher's public speaking self-efficacy using two instruments from Zhang et al., (2019) such as EPS (English Public Speaking) self-efficacy also source of EPS self-efficacy scale, which is grounded on self-efficacy theory from Bandura's.

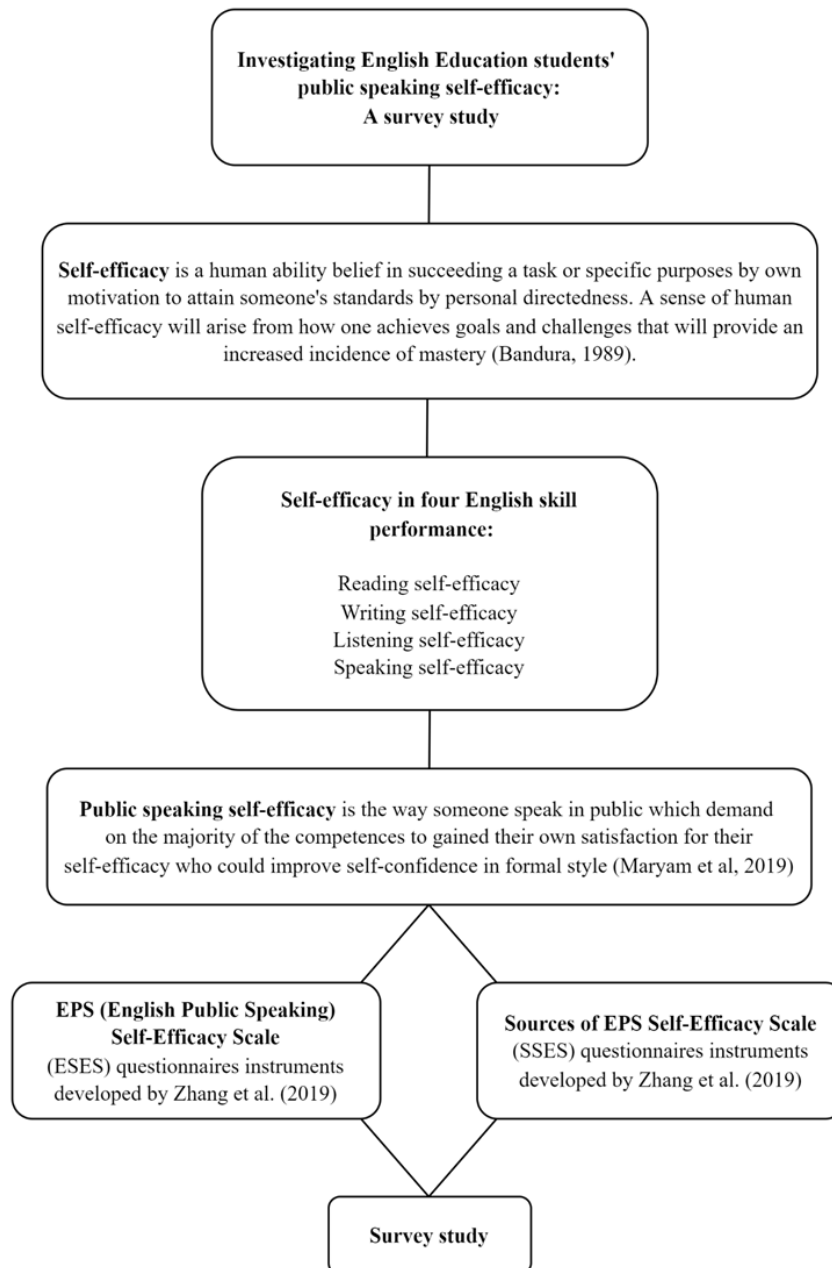


Figure 2. 1 Theoretical framework

CHAPTER III

RESEARCH METHOD

3.1. Research Design

To gain the data collection from participants, the researcher used a survey study for methodology. Survey is a method to collect data from participants by asking questions about abilities, beliefs, or opinions on a specific theme (Adiyanta, 2019). Groves et al., (2011) also stated the survey method has naturally produced statistical information from participants that could be searched using quantitative methods.

3.2. Population and Sample

After the researcher determines the target participants to be tested in the data collection, then they use a non-probability sampling technique in this study. The researcher also specifies convenience sampling as a type of non-probability sampling method to be used here. A convenience sample is taken from English language education students' batch 2019 and 2020 who have already passed their public speaking classes in semester three. For example, when the students doing an presentation on a classrom, they required to speech in front of public and conveyed their topic. In the future when they evaluated their ability on doing that task, they will knew what the deficiencies and how the students improving that deficiency, it is the purposes of self-efficacy.

The following table shows the total population based on the academic data in the universities chosen.

Table 3. 1 Description of The Total Population

Batch	Total
2019	67
2020	124

The researcher collects samples using the convenience sampling method. Convenience sampling is non-probability sampling techniques that selecting participants from population of the participants and conveniently available to participate (Taherdoost, 2016). From the total population that was calculated, to find the specific number of participants the researcher used the table sample size from Krejcie & Morgan, (1970). From 191 students, the sample was calculated around 127 participants to fill the data. The total participants have been read the description and willing to answer this questionnaire on the identity section of the questionnaires.

3.3. Data Collection Technique

3.3.1. Instrument

This research used the two instruments developed by Zhang et al., (2019) containing 12-item ESES and 14-item SSES by using a 5-point Likert scale ranging from 1 = strongly disagree until 5 = strongly agree. There were EPS (English Public Speaking) Self-Efficacy (ESES) and Source of EPS Self-efficacy Scale (SSES) contain the dimensions, number of item(s) and item(s) number which shown in the table below:

Table 3. 2 EPS Self-Efficacy Scale (ESES)

Aspect	Number of item(s)	Item(s) number
Language Competences (LC)	3	1,2,3
Delivery Competences (DC)	3	4,5,6
Topic Competences (TC)	3	7,8,9
Organization Competences (OC)	3	10,11,12

As shown in Table 3.1, EPS Self-Efficacy Scale (ESES) it has four aspects postulated by Lucas (2013) such as (1) Language Competences (LC) which is the way someone have an ability to fluently and accurately when using languages to speak, (2) Delivery Competences (DC) is performing a specific speech by using self-control as a part of appealing an emotional speech, (3) Topic Competences (TC) the ability to develop and illustrate the main topics, and (4) Organization Competences (OC) the way someone structured their speech. In each aspect it has three numbers of items that contain the detailed item number in the right corner.

Table 3. 3 Sources of EPS Self-Efficacy Scale (SSES)

Aspect	Number of item(s)	Item(s) number
Enactive Mastery Experience (EME)	5	1,2,3,4,5
Vicarious Experiences (VE)	3	6,7,8
Verbal Persuasion (VP)	3	9,10,11
Physiological and Affective States (PAS)	3	12,13,14

As shown in Table 3.2, Source of EPS Self-Efficacy Scale has four aspects grounded by Bandura's theory such as (1) Enactive Mastery Experience (EME) as the way someone has been experiences by the task that given on a previous study, (2) Vicarious Experience (VE) as the other performance with their similarity, (3) Verbal Persuasion (VP) as the other persuasive feedback, and (4) Physiological and Affective States (PAS) as the other judgments of their performance. While Enactive Mastery Experiences have five numbers of items, the other aspects have three numbers of items which are also given item numbers on each aspect.

3.3.2 Validity and Reliability

As shown in Table 3.3, the reliability of two scales measured in the previous study (Zhang et al., 2019) were strong as shown there ($\alpha = .86$ ESES and $\alpha = .81$ SSES).

Table 3. 4 Reliability of two instruments from Zhang et al., (2019)

	EPS Self-Efficacy Scale (ESES)	Sources of EPS Self-Efficacy (SSES)
Reliability	.86	.81

To examine the validity evidence of two scales, Zhang et al., (2019) used Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA).

Then, for the purpose of this study, the researcher analyzed the reliability coefficient test using Cronbach Alpha for two instruments in the table below:

Table 3. 5 Reliability

	EPS Self-Efficacy Scale (ESES)	Sources of EPS Self-Efficacy (SSES)
Cronbach's Alpha	.898	.816
N of Items	12	14

The scores revealed the acceptable consistency with a higher score in each aspect with the total of items.

3.4. Data Analysis Technique

To analyze the data, the researcher used descriptive statistics which aims to investigate mean score and standard deviation by using SPSS software version 22 to find out public speaking self-efficacy among English language education students. Using Microsoft Excel to collect the data from Google Form which was imported in the SPSS application to analyze the descriptive statistics. Questions or questionnaires can be in the form of written questions on a piece of paper or online in a Google Form which was

distributed via cell phones. During globalization, online questionnaires are popular because of their advantages which are relatively simple, save costs and save time for the researcher (Greenbaum, 1998). Hence, this research used an online questionnaire technique using a Google Form which was distributed for English language education students.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. FINDINGS

The researcher presents the results of the research data in this chapter from two instruments that were distributed to English language education students' batch 2019 and 2020 to analyze their public speaking self-efficacy.

4.1.1. Overall Results

There were two instruments in this study, first consist of 12 items are EPS Self-Efficacy Scale (ESES) and the question was divided into four aspects (i.e., language competence, delivery competence, topic competence, and organization competence). Based on the descriptive statistical analysis using SPSS, the finding of the present study was described in the chart below:

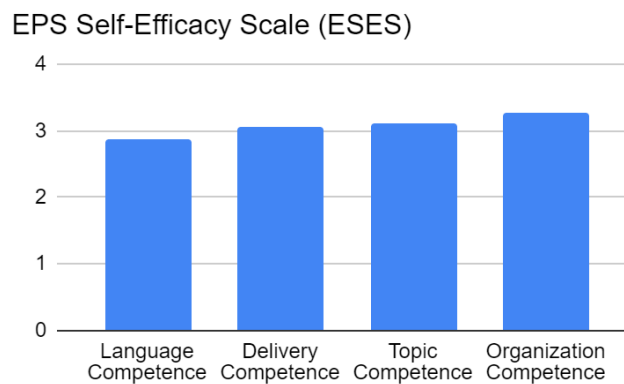


Figure 4. 1 Result of EPS Self-Efficacy Scale (ESES)

The overall result indicates that Organization Competence has got the higher score ($M=3.26$). Whereas the lowest score was indicated on Language Competence ($M=2.86$).

Second, the questionnaires of Sources of EPS Self-Efficacy (SSES) consist of 14 items, and the questions were divided into four aspects (i.e., enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states). The findings of descriptive statistical analysis were described into the chart below:

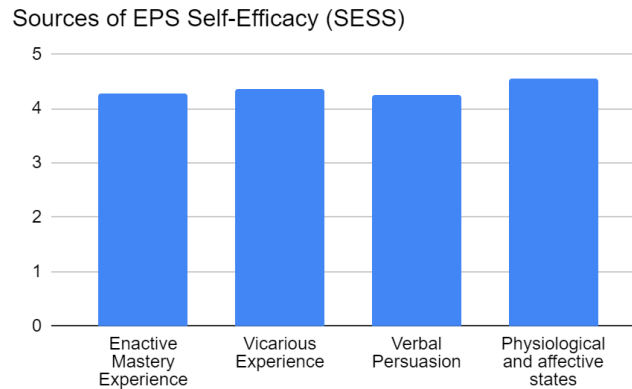


Figure 4. 2 Result Sources of EPS Self-Efficacy Scale (SSES)

The overall result showed that physiological and affective states got a higher score ($M=4.54$). There is no significant difference between from the lowest score from enactive mastery experience ($M=4.27$) and verbal persuasion ($M=4.24$).

4.1.2 Result of English Public Speaking Self-Efficacy (ESES)

Based on the questionnaire completed by the respondents, the average of the first section of the questionnaire, i.e., students' English public speaking self-efficacy is presented in the table below:

4.1.2.1 Language Competence

There are four columns in the table; the first column is statements of the questionnaire. Second column is N that represents the total number of participants who fill out the questionnaires. Third column is M , the average value of the

respondents' responses to the personal feature. The last is the standard deviation (*SD*) associated with the *M* value.

Table 4. 1 Descriptive Statistics of Language Competence

Statements	N	M	Std Dev
1. When giving an English speech in public, I can speak accurately.	127	3.06	.861
2. When giving an English speech in public, I can speak fluently	127	3.02	.886
3. When giving an English speech in public on an unfamiliar or difficult topic, I can always speak effectively	127	2.49	.872

Based on the table, the highest score is the question of “When giving an English speech in public, I can speak accurately” ($M=3.06$, $SD=.861$). The lowest score is the question of “When giving an English speech in public on an unfamiliar or difficult topic, I can always speak effectively” ($M=2.49$, $SD=.872$). Based on the findings, it can be stated that English education students are able to speak in public with organized topics, thus they can take control accurately.

4.1.2.2 Delivery Competence

Table 4. 2 Descriptive Statistics of Delivery Competence

Statement	N	M	Std Dev
4. When giving an English speech in public, I can speak with emotion	127	3.12	.973
6. When giving an English speech in public, I can speak confidently	127	3.07	.910
5. I can give an English speech in public when I am very nervous	127	2.97	1.105

As seen in Table 4.2, many students showed a sense of agreement that they can show their emotion when they speak in public. It is proven by the highest score

on the statement “When giving an English speech in public, I can speak with emotion” ($M=3.12$, $SD=.973$), it is possible because they got the material from the lecturer in their public speaking classes. Otherwise, the majority of students did not feel nervous when they speak in public. This can be seen in the statement “I can give an English speech in public when I am very nervous” and have got the lowest score ($M=2.97$, $SD=1.105$). Though it got the lowest score, it means they disagree with the statement, in fact if the students feel nervous when speaking in public, they cannot express their topic clearly.

4.1.2.3 Topic Competence

Table 4. 3 Descriptive Statistics of Topic Competence

Statement	N	M	Std Dev
9. When giving an English speech in public, I can make my central idea clear to the audience	127	3.23	.828
7. When giving an English speech in public, I can organize my speech so that the conclusion flows logically from what was previously said	127	3.09	.938
8. When giving an English speech in public, I can use appropriate language (e.g., vocabulary, grammatical structures) to address different topics.	127	3.03	.806

In this section, Topic Competence has a highest score on “When giving an English speech in public, I can make my central idea clear to the audience” with the score ($M=3.23$, $SD=.828$). Thus, the lowest score is ($M=3.03$, $SD=.806$) with the statement “When giving an English speech in public, I can use appropriate language (e.g., vocabulary, grammatical structures) to address different topics”. It can be represented that possibly some students have some lack of vocabulary and grammatical issues, so it can affect their confidence. On the other hand, they can make their speech clearly with their central idea as seen on a higher score.

4.1.2.4 Organization Competence

Table 4. 4 Description Statistics of Organization Competence

Statement	N	M	Std Dev
12. When giving an English speech in public, I can use the conclusion to restate my main points.	127	3.59	.800
11. When giving an English speech in public, I can use deductive techniques (from general to details) to structure a speech.	127	3.18	.840
10. When giving an English speech in public, I can use inductive techniques (from details to general) to structure a speech.	127	3.00	.891

Based on the table, “When giving an English speech in public, I can use the conclusion to restate my main points” got the highest score ($M=3.59$, $SD=.800$). Then, the lowest score is “When giving an English speech in public, I can use inductive techniques (from details to general) to structure a speech” who got a score ($M=3.00$, $SD=.819$). It can be concluded that most students prioritize the central idea to be memorized, because it is easier for them to convey ideas. So, they are able to restate the central idea to emphasize the main points to make their speeches clearer.

4.1.3 Sources of English Public Speaking Self-Efficacy (SSES)

The next section of the questionnaire discussed the sources of English, the average of the first section of the questionnaire, i.e., students’ English public speaking self-efficacy is presented in the Table below:

4.1.3.1 Enactive Mastery Experience

Table 4. 5 Descriptive Statistical of Enactive Mastery Experience

Statement	N	M	Std Dev
4. In the past, when I gave English speeches in	127	3.50	.825

public, I addressed a familiar topic effectively.			
1. In the past, when I gave English speeches in public, I introduce a topic clearly	127	3.48	.872
2. In the past, when I gave English speeches in public, I made my points clear to the audience	127	3.39	.827
3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said.	127	3.24	.877
5. In the past, when I gave English speeches in public, I used concise language	127	3.23	.828

In this aspect, the highest score was on the statement “In the past, when I gave English speeches in public, I addressed a familiar topic effectively” who got ($M=3.50$, $SD=.825$). Whereas, the lowest score has got ($M=3.23$, $SD=.828$) on a statement “In the past, when I gave English speeches in public, I used concise language”. From the highest score, the researcher can conclude that most students prefer to expertise their familiar topic for the easier thing to speak in public clearly and accurately rather than using concise language.

4.1.3.2 Vicarious Experience

Table 4. 6 Descriptive Statistical of Vicarious Experience

Statement	N	M	Std Dev
6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence.	127	3.52	.785
7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively.	127	3.42	.801
8. When my peers at my level of English-speaking ability give English speeches in public,	127	3.40	.789

I have seen them organize their speech so that the conclusion flows logically from what was previously said.

Based on the table, Vicarious Experience has got the highest score on “When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence” who got ($M=3.52$, $SD=.785$). For the lowest score has got ($M=3.40$, $SD=.789$) with the statement “When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said”. The researcher concluded that many students showed a sense of agreement that makes main ideas with lots of evidence so they can explore from these main ideas when speaking in public rather than spontaneous conclusions from previously said that will be bad if it is not planned well.

4.1.3.3 Verbal Persuasion

Table 4. 7 Descriptive Statistical of Verbal Persuasion

Statement	N	M	Std Dev
9. My lecturers/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration) in my speech.	127	3.46	.834
10. My lecturers/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions).	127	3.29	.883
11. My lecturers/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics.	127	3.28	.842

In this aspect, the highest score has got ($M=3.46$, $SD=.834$) with the statement “My lecturers/peers/audience/parents have praised my ability to employ

rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration) in my speech”, then for the lowest score has got ($M=3.28$, $SD=.842$) with the statement “My lecturers/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics”. From those scores, the researcher concluded most students have praised when they used metaphor, similar, parallelism rather than when they used appropriate language because the audience focused on the ideas they conveyed.

4.1.3.4 Physiological and Affective State

Table 4. 8 Descriptive Statistical of Physiological and Affective State

Statement	N	M	Std Dev
12. When giving an English speech in public, I felt nervous.	127	3.80	1.054
13. When giving an English speech in public, I got stressed	127	3.68	1.105
14. When giving an English speech in public, I got anxious	127	3.24	1.104

Based on the table, the highest score has got ($M=3.80$, $SD=1.054$) with the statement “When giving an English speech in public, I felt nervous,” and for the lowest score has got ($M=3.24$, $SD=1.104$) with the statement “When giving an English speech in public, I got anxious,” From the highest and lowest score it represented that many students feel more nervous when speaking in public because they are seen by many people and it is possible for their ideas to be disturbed like going blank because their mental is not already prepared. Another reason came from their experience, that maybe they got a bad performance, and it ruins their memory.

4.2 DISCUSSIONS

4.2.1. English Public Speaking Self-Efficacy (ESES)

Regarding all the aspects, the overall result of descriptive analysis showed English education students were highly efficacious in terms of Organization Competence ($M=3.26$) rather than on their Language Competence ($M=2.86$). This result is in line with the result findings of Zhang et al., (2019) who has the same highest and lowest score on Organization Competence and Language Competence.

Specifically, in terms of Language Competence, the lowest score of the items shows that students were not confident or efficacious when dealing with unfamiliar topics in speech. This report is in line with the previous research, because the main factor when students speak in public is their preparation to organize, conclude, and flow about the topic (Zhang et al., 2019). This would be a different if the suggested type of public speech was impromptu. Impromptu is a public speaking technique that is carried out directly in order to cultivate students' creativity to convey unique speeches with the limits of vocabulary they have (Fernando, 2020). Which possibly the 3rd semester students were not capable doing that type of speech nicely.

From the findings, we can see Organization Competence got the highest score which is in line with the previous research. Zhang et al., (2019) stated when the students were able to serve their speech, they possibly had to make a conceptualization of the topic from simply looking for the topic to also listing the main idea then looking for supporting ideas or the evidence, which would lead to success in their organization.

4.2.2. Sources of English Public Speaking Self-Efficacy (SSES)

According to the aspects of this research, the highest score of descriptive analysis showed that students are highly positive in terms of Physiological and Affective State ($M=4.54$) rather than on their Verbal Persuasion who got the lowest score ($M=4.24$). It is contrary to previous research from Zhang et al., (2019) on

their highest score on Vicarious Experience ($M=3.51$). But the lowest score has the same result on Verbal Persuasion ($M=3.12$).

Referring to the findings of the Physiological and Affective State of this research, a possibility that makes students nervous and anxious generally appears before they start their speech to the audience. Either they have a negative track record on their performance before and it makes them afraid of making mistakes (Haryanto, 2021). Then for item 13 “When students get stressed”, it possibly happens when they feel unconfident and got under pressure in front of public it makes them forgetting the material they have been prepared.

A possible reason why it is contrary to Zhang et al., (2019) based on the personal experience of the researcher, in Indonesia there is limited education on discussing physiological states such as how to mitigate anxiety, nervousness, stress from the teacher or lecturer. This statement also confirmed by Zhang et al., (2019) which states one possible explanation may be from their coping strategies to mitigate the negative effects of Physiological and Affective States.

The possibility that should be made for Verbal Persuasion is the students’ awareness must be equal between Enactive Mastery Experience and Vicarious Experience for creating someone's praise with public speaking. In this research Enactive mastery and Verbal Persuasion get the lowest scores which are similar ($M=4.27$) and ($M=4.24$). When a student wants to get success in EPS competence and they want to get praised on their performance, the student must give excellent action on Enactive Mastery Experience such as being able to address topics effectively with a clear conclusion logically to the audience to get praised on their speech. It shows that students are not to try their best for evaluated their experience to be better in the future, so when they performed their lecturers and their peers also cannot give verbal persuasion in the form of praising their performance because the performance has not been maximized. It also confirmed by Zhang et al., (2019) that the importance of the equal aspect of EPS determines a satisfactory result.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the summary of the research findings and suggestion for future researchers regarding this study:

5.1. CONCLUSIONS

This study attempts to investigate public speaking self-efficacy among English Education students using two instruments. Based on the survey, 191 English Education students participated in this research. Regarding the findings and analysis from the previous chapter, furthermore the researcher draws a conclusion in the section below.

Based on the findings, English education students are highly efficacious in terms of EPS Self-efficacy. Regarding the data, students believe that the best strategy for gaining success in public speaking is arranging the topic using inductive and deductive techniques in term of organizational competence. But on another side, even though the students already have been properly prepared for organizational competence, there is no denying that one of the factors in the failure of students' speaking is due to their physiological state of nervousness which is still the highest. Simply that students must have other strategies to mitigate the negative effects of their physiological disturbances such as nervousness, anxious, and stress so they are able to prepare their abilities from lessons and mental issues or physiological state.

5.2 SUGGESTIONS

Regarding the findings the researcher would like give some suggestions for lecturer, students, and future researchers who will take this topic in several points above:

1. Lecturer

Based on the results of this research, lecturers must understand all aspects of public speaking self-efficacy, so that lecturers are able to develop their creations regarding what strategies should be made for improving

students who have low self-efficacy. The lecturer also does not only teach the theory of public speaking in the textbooks, but must be able to provide examples of how to control the physiological states of a student when speaking in public, because the larger factor that makes students nervous, stressed, or afraid in front of public is they do not know how to handle their self in a proper way.

2. English Education Students

Students must be aware of low self-efficacy so that they are able to improve their weakness in public speaking. Evaluation of one's own abilities is important to correct their deficiencies in public speaking before. Students must also be able to get used to speaking in public because success is obtained from the many experiences they have passed.

3. Future Researchers

For future researchers they must obtain more in-depth research about this topic in a larger number of participants also in another research method such as qualitative method so there are many perspectives that can be studied for a long-term.

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APPENDICES

Appendix 1. 1 English Public Speaking Self-Efficacy Questionnaire

Assalamualaikum Warahmatullahi Wabarakatuh

I am Anisa Dwi Saraswati, a student from the English Education program at the Islamic University of Indonesia. Recently, I am conducting research on public speaking self-efficacy used by English Education students. Therefore, I ask for the willingness of you to take the time to fill out the questionnaire in order to fulfill my research data.

The required participant criteria are:

- Male / Female.
- English Education students of the Islamic University of Indonesia batch 2019 & 2020 who have already passed their public speaking classes in semester three.

If you meet the above criteria, please fill out the questionnaire according to your actual condition or experiences. This research data will be kept private and confidential, also will only be used for research purposes.

If there any problems or questions regarding this research, you can contact me via:

Email : 19322043@students.uii.ac.id

Whatsapp : 085900239755

Thank you for your willingness to participate in my research to fill out this questionnaire.

Wassalamu'alaikum warahmatullahi wabarakatuh

P.s: As a sign of gratitude, I will give a reward of Rp50.000,00 via shopeepay for 3 (three) lucky participants that fill my forms.

Sincerely,

Appendix 1. 2 Questionnaires

SECTION 1

Please write and choose according to your data.

Nama (initial):

NIM :

Email :

Gender :

Batch :

SECTION 2

Choose **one** statement that fits your actual condition and situations.

Note:

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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Categories	Sub-categories	Items	1	2	3	4	5

EPS Self-Efficacy Scale	Language Competences (LC)	1. When giving an English speech in public, I can speak accurately.					
		2. When giving an English speech in public, I can speak fluently.					
		3. When giving an English speech in public on an unfamiliar or difficult topic, I can always speak effectively.					
	Delivery competence (DC)	1. When giving an English speech in public, I can speak with emotion.					
		2. I can give an English speech in public when I am very nervous.					
		3. When giving an English speech in public, I can speak confidently.					
	Topic competence (TC)	1. When giving an English speech in public, I can organize my speech so that the conclusion flows logically from what was previously said.					
		2. When giving an English speech in public, I can use appropriate language (e.g., vocabulary, grammatical structures) to address different topics.					
		3. When giving an English speech in public, I can make my central idea clear to the audience.					

	Organization competence (OC)	1. When giving an English speech in public, I can use inductive techniques (from details to general) to structure a speech.					
		2. When giving an English speech in public, I can use deductive techniques (from general to details) to structure a speech.					
		3. When giving an English speech in public, I can use the conclusion to restate my main points.					
Sources of EPS Self-Efficacy Scale	Enactive mastery experience (EME)	1. In the past, when I gave English speeches in public, I introduced a topic clearly.					
		2. In the past, when I gave English speeches in public, I made my points clear to the audience.					
		3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said.					
		4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively.					
		5. In the past, when I gave English speeches in public, I used concise language.					

	Vicarious experience (VE)	1. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence.					
		2. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively.					
		3. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said.					
	Verbal persuasion (VP)	1. My lecturers/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration) in my speech.					
		2. My lecturers/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions).					

		<p>3. My lecturers/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics.</p>					
	Physiological and affective states (PAS)	<p>1. When giving an English speech in public, I felt nervous.</p>					
		<p>2. When giving an English speech in public, I got stressed.</p>					
		<p>3. When giving an English speech in public, I got anxious.</p>					