

CHAPTER I

INTRODUCTION

This chapter highlights the points of introduction of this study which compiles the background, aim, and the significance of conducting this study.

1.1 Background

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 Ardhasheva, 2019). Furthermore (Frey and Vallade, 2018) have shown that English public speaking self-efficacy predicts public speaking achievement. To uncover students' self-efficacy needs sources of self-efficacy namely, Enactive mastery experience, Vicarious Experience, Verbal persuasion, and Physiological and affective states. In 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.

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 Pajares & Graham (1999), self-efficacy influences language performance, such as speaking 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. 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. Students who have enrolled in several courses related to public speaking have a lot of experience in their learning journey and have passed a lot of performances in the past. Furthermore, this study will explore the self-efficacy of EFL students while giving a speaking performance.

1.2 Formulation of the Problem

The researcher has determined the questions for the research to be carried out, that is: How are the university students' self-efficacy in public speaking?" That question guided this study.

1.3 Operational Definitions

The explanations of the research variables to avoid misunderstanding about the variables in this study, the researcher provides some definition related to this study, as follow:

1.3.1 Self-efficacy

Self-efficacy is a person's belief in abilities to finish tasks confidently, such as preparing to give a speech in English or give a presentation in a class, by maximizing one's potential to get the best results. The sources of self-efficacy include four processes: enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states.

1.3.2 Public Speaking

The process of communicating messages, information, knowledge, and ideas to a group of people using English, such as in-class presentations and speeches, is known as public speaking. Usually, people use technology such as PowerPoint to support performance. The purpose of public speaking itself is to educate through conveying knowledge, information, and ideas to the audience.

1.4 Aim of the Study

This study aims to investigate students' self-efficacy in public speaking. This study involved four participants from English Education Department. As students in English Education, they should be masters in English, especially speaking skills. Therefore, the researcher wants to find out students' self-efficacy in public speaking through four major processes, enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states, namely sources of self-efficacy.

1.5 Significance of the Study

1.5.1 Empirical

This study will offer empirical insight into what EFL Learners believe about their self-efficacy. So that students can display their potential to the fullest without feeling doubt or distrust.

1.5.2 Practical

This study will offer information to maximize the way teachers teach in the classroom and make it better in the future.