

CHAPTER II

LITERATURE REVIEW

2.1 Self-efficacy

Students who have high self-efficacy will believe in their abilities and always believe they can complete assignments well and maximally. According to Bandura, Barbaranelli, Caprara, & Pastorelli (1996), self-efficacy is a term that is related to the learners' beliefs whether they can accomplish specific learning tasks or not, as cited in Gerbino (2020). Several researchers have investigated self-efficacy in various fields. The researcher finds out about the relationship of self-efficacy that can improve student performance in sports (Moritz, 2000). The results show that the moderator's most important thing was concordance, the importance of matching self-efficacy and performance measures. Besides, self-efficacy in nursing performance was affected positively (Lee and Ko, 2010). Thus, high self-efficacy becomes a predictor to get the achievement.

In the educational field, some investigation has been examined by researchers. The variables that self-efficacy concerns are strategies in cognitive, motivational, affective, and selection processes. The study to be discussed is research based on self-efficacy that people can do a specific task in a good performance (Peterson and Arn, 2008). It means that self-efficacy affects student progress in their academic school. In other research is about self-efficacy determinants of performance in speaking tasks. The result showed self-efficacy was found to greatly affect performance in speaking tasks (Aregu, 2013).

Self-efficacy is a strong determinant after a person gives all persistence, effort, and strategy in performance and becomes a predictor who has a cognitive, motivation, effective process, and selection.

2.2 Sources of Self-efficacy

Grounded in self-efficacy theory by Bandura (1997), four sources of self-efficacy: 1) Enactive mastery experience (EME): is the most effective method to develop a strong sense of efficacy. Successes instill a strong belief in one's ability. Self-efficacy requires experience in overcoming obstacles that have been faced, especially in learning a language. 2) Vicarious experience (VE): supplied by social models is the second method of forming and strengthening efficacy self-beliefs. Acquisition for raises in better self-efficacy is through vicarious experience by social models such as observing other performance (e.g. friends or the famous one). 3) Verbal persuasion (VP): is a third strategy for boosting people's confidence in their ability to succeed. People who are persuaded orally that they have the skills to master a task are more likely to mobilize and sustain more effort than those who retain self-doubts and fixate on personal flaws when obstacles arise, and Social persuasion is people's beliefs that they have what it takes to succeed. Students need motivation and feedback to get better performance in the future. 4) Physiological and affective states (PAS): are to reduce people's stress reactions and change their negative emotional proclivities and misinterpretations as the fourth strategy to adjust self-beliefs of self-efficacy. Reduce people's stress reactions and alter their negative emotions and misinterpretations of their physical states. Students who perform in public may feel anxious and nervous. This case needs to be solved to see how students handle their anxiety and nervousness to speak more naturally and get good performance.

The first source is enactive mastery experience; students must have had a lot of experience overcoming problems, especially in learning languages, because it becomes a predictor in achieving student success. Students who believe in their abilities will be better prepared to face all the challenges that will be faced later. According to Heslin and Klehe (2006), enactive mastery is needed in attainment and avoids repeating the same failure. The second is a vicarious experience. This second source also influences students who perceive the way social models perceive representation. "Role-modelling occurs when people observe others perform a task that they are attempting to learn or visualize themselves performing successfully in a task as cited in Heslin and Klehe (2006)." Role models who are already proficient

and have the competencies positively affect self-confidence because what is used as a model provides an overview of how to strategize and manage it well. The third is verbal persuasion, this source is to believe the truth about the ability you have to achieve success. The encouragement given will make people develop themselves and work hard to achieve their skills. The last is the physiological and affective states; this source is to reduce stress in people and change the way of thinking to be more positive. So the students can handle their anxiety.

Self-efficacy can arise when students have great enthusiasm to complete tasks by continuing to practice and try take a lot of chance to public speaking. Beside that, students need motivation, appreciation, and feedback on their performance to increase their self-efficacy. In contrast, self-efficacy will decrease if students are not willing to practice and take the opportunities because students feel doubt about their abilities and students unmotivated in accomplishing the task also the instructor did not contribute in the learning process such as appreciation or feedback on their performance. Therefore, self-efficacy become a factor in students' achievement in their performance.

2.3 Public Speaking

Public speaking is the way people communicate in public places to deliver the information, ideas, and persuade people such as speech and presentation. According to Ezeanya (2013, p.46) Public speaking is when people convey information, such as business presentations, college seminars, and class presentations. Zarefsky (1999) states that public speaking is a process of delivering where the message is circulating between the speaker and the listeners. Therefore to become a good public speaker, competencies are needed include comprehension, grammar, vocabulary, fluency, and pronunciation. Public speaking competencies has been examined by researchers according to Zhang and Ardasheva, Egbert, and Ullrich-French (2019), English public speaking have several competencies, i.e., 1) Organization competence, the skill to maintain the structure keep logic; 2) Language competence, the skill to use language with vividness, accuracy, fluency; and 3) delivery competence, the skill to handle the physical behaviours and mental

states. Therefore, the competencies are related to sources of self-efficacy. Thus it can be measured by the competency of students' self-efficacy.

Some studies have examined that self-efficacy influences the effort to pursue master skills, for example, public speaking. Pajares (1996) and Schunk (1995) pinpointed that self-efficacy influences academic achievement, motivation, and language learning. Moreover, self-efficacy has a strong determinant of their strategy, effort, and training to achieve good performance in public speaking (Heslin and Klehe, 2006). The result showed that self-efficacy affects students in speaking, especially in public.

In public speaking, there are several factors to achieve success, including having good self-efficacy and having basic competencies to convey knowledge, thoughts, and information in public places.