



EFL Students' Speech Self – Efficacy at English Department of Universitas Negeri Padang

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Abstract

Some students feel scared when they have to perform a speech in front of public. They feel a kind of tension, worry and discomfort during the speech performance. Therefore, this research was aimed to find the level of speech self-efficacy performed by students who had taken Public Speaking class at English Department of Universitas Negeri Padang. This research was a descriptive research. The population was second year students registered in the Public Speaking Class of English Language Educational Program. The sample was taken by using random sampling. It was a class from English Language Educational Program. The chosen sample consisted of 29 students. The data were collected through a questionnaire that consist of 8 items divide 48 questions of speech self – efficacy. The results of this study shows that the students' level speech self-efficacy was medium. It means that the students need more self – efficacy to increase their self-efficacy and motivation in studying and to improve their ability in delivering speech.

Keywords:

Speaking , Speech, Self - Efficacy, Public Speaking

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INTRODUCTION

Learners tend to feel tense, anxious, and less confident when performing speech in public. Learners must increase their confidence that they can deliver a good speech by practicing and preparing speeches for public appearances. In order to make students believe in their abilities and try to do something to achieve what they want, this is called self-efficacy. Bandura in Mastur, (2016, p.2) states that "Belief in a person's ability to organize and carry out the actions is needed to manage prospective situations". The speaker must prepare well and build the confidence to make a successful speech. Self-efficacy is a person's way of trying to improve the ability to achieve useful results. How the person can believe in the ability to do something in a

particular situation. According to Bandura (1998, p.58), self-efficacy is people's beliefs about their ability to produce a determined level of performance that affects events that affect their lives, that these beliefs determine how people feel, think, motivate themselves, and behave.

Self-efficacy is how someone's efforts to improve their ability to achieve beneficial results. how that person can believe in the ability to do things in certain situations. Myers G, D in Situmorang (2019, p.170) Self-efficacy "acts as a self-perception on how well an individual can function in certain". According to Bandura (1998, p.58) self-efficacy is people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives, that beliefs determine how people feel, think, motivate themselves, and behave.

a. Sources of Self-Efficacy

According to Bandura (1997, p.79-113) there are five sources of self-efficacy. Those sources are enactive mastery experience, vicarious experience, Social persuasion, physiological and affective states, and integration of efficacy information.

1. Enactive mastery experience

Enactive mastery experience provides the most authentic evidence of whether a person can master whatever is necessary to succeed. Success can be built on the mastery of strong self-confidence and self-efficacy. The success achieved will bring higher self-efficacy. However, failure of previous experiences can also decrease self-efficacy, especially if the failure occurred early in the task and was not caused by a lack of effort or external constraints.

2. Vicarious experience.

Vicarious experience, known as a model, influences self-efficacy through a social comparison process in which people assess their capabilities in relation to the capabilities of others. Watching others perform successfully can give individuals confidence in their ability to perform in similar task. Looking at someone's success, the individual can convince himself that he can achieve the same success as other people. If one sees the failure of others who have the same abilities and puts in a lot of effort, it can lower the judgment on one's own abilities and not try harder. It can be done through modeling so that it can make progress for the better. Watching others perform successfully can give individuals confidence in their ability to perform in similar task.

3. Verbal Persuasion

Verbal persuasion, known as social persuasion, is another way to increase people's confidence in its efficacy. Verbal persuasion is used to provide confidence that they have a satisfactory ability to achieve their own goals. Someone who can be verbally reassured will try harder when compared to other people who are hesitant and only think about their own weaknesses.

4. Physiological and affective states

Physiological and affective states can affect both physical and bodily awareness. Perceived tension, stress, fatigue or excitement can affect performance.

5. Integration of Efficacy Information

There are some reasons to believe. however, efficacy judgments are governed by some common judgmental processes. Integrations rules may vary combine efficacy factors additively, the more indicants there are, the stronger the belief of personal capability. Relative weighting rule in which some factors are weighted more heavily than others. Multiplicative combinations rule in which the conjoint impact of factors on efficacy beliefs is greater than simply their additive effect. Configurally particular factor is given different weight depending on other available sources of efficacy information

According to Albert Bandura (1994, p.2-8) there are four process of self-efficacy, they are Cognitive Processes, Motivational Processes, Affective Processes, Selection Processes.

1. Cognitive Processes

The effects of self-efficacy beliefs on cognitive processes take many forms. Much human behaviour, purposeful, is governed by forward thinking that embodies a worthy goal. Personal goal setting is influenced by self-assessment of abilities. The stronger the perceived self-efficacy, the higher the challenge the goals people set for themselves and their commitments to them

2. Motivational Processes

Mostly human motivation is generated cognitively. People motivate themselves and guide their actions be anticipatory by training the mind ahead. They form beliefs about what they can do. They anticipate the possible outcomes of prospective action. They set goals for themselves and plan actions designed to bring about a rewarding future.

3. Affective Processes

People's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies. They view many aspects of their environment as fraught with danger. They magnify the severity of possible threats and worry about things that rarely happen. Through such inefficacious thinking they distress themselves and impair their level of functioning. Perceived coping self-efficacy regulates avoidance behavior as well as anxiety arousal. The stronger the sense of self-efficacy, the bolder people are in taking on taxing and threatening activities.

4. Selection Processes

The discussion so far has focused on efficacy-activated processes that enable people to create beneficial environments and to exercise some control over those they encounter day in and day out. People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing the types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select

situations they judge themselves capable of handling. By the choices they make, 8people cultivate different competencies, interests and social networks that determine life courses. Any factor that influences choice behaviour can profoundly affect the direction of personal development. This is because the social influences operating in selected environments continue to promote certain competencies, values, and interests long after the efficacy decisional determinant has rendered its inaugurating effect.

To build self-confidence there are several things students can do such as seeing other people giving speeches, seeing some of the things that can motivate the students to increase their speech, and continuing to practice all the time so the students can perform well and be confident to performed speech in public.

METHOD

This research aimed to know the level speech self-efficacy in Public Speaking Class. The population of this research was all educational learners of 2018 in all Public Speaking class. There are five classes of English Language Educational Program for the Public Speaking Class. The class are K-Int, K-2, K-3, K-4, and K-5. However, Int-18 class was not taken as the population because the learners have abilities that were already better than the other classes. From four classes of Public Speaking class the researcher took one class by using random sampling. The class that has been selected is K-5.

Table 3.1. Population

No	Class	Students
English Language Educational Program		
1.	K2-18	32
2.	K3-18	31
3.	K4-18	32
4.	K5-18	30
Total		125

Source from the Public Speaking Class 2018

The research used the questionnaire related to the EFL students' speech self-efficacy. The questionnaire was adapted from Jerusalem et al., (2010), Rosaria (2017) and Paradewari (2017). The questionnaire that consist of 8 items divide 48 questions of speech self – efficacy. It also uses five-point Likert scale. The range scale from 1 to 5 (Strongly Disagree to Strongly Agree).

Table 3.2 The Item of the Questionnaire

No	Category	Number
1.	Self-efficacy based on how to deal with pressure	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2.	Students' self- efficacy to achieve goals in performing speech	11, 12, 13, 14
3.	Students' self- efficacy in performing speech	15, 16, 17, 18, 19, 20, 21, 22
4.	Students' self- efficacy based on experience s in performing speech	23, 24
5.	Students' self – efficacy based on their own strategies.	25, 26, 27, 28
6.	Students' Awareness of Self-Efficacy in Public Speaking	29, 30, 31, 32, 33
7.	Students' Self-Efficacy in Public Speaking	34, 35, 36, 37, 38, 39, 40, 41
8.	Factors' Influencing Students' Self-Efficacy in Public Speaking	42, 43, 44, 45, 46, 47, 48

No	Item	Question
	Self-efficacy based on how to deal with pressure	
1	I can always manage to solve difficult problems if I try hard enough.	
2	If someone opposes me, I can find the means and ways to get what I want.	
3	It is easy for me to stick to my aims and accomplish my goals.	
4	I am confident that I could deal efficiently with unexpected events	
5	If I'm going to give something new, I know how to handle unexpected situations	
6	For each problem, I can solve if I have necessary effort	
7	I can remain calm when facing difficulties because I can rely on my coping abilities.	
8	When I am faced with a problem, I can usually find several solutions	
9	If I am in trouble, I can usually think of a solution	
10	I can usually handle whatever comes my way	
	Students' self- efficacy to achieve goals in performing\$ speech	
11	I can achieve my goal successfully in delivering a speech.	
12	I believe I can handle any situation in performing a speech.	
13	I believe I can succeed in performing every speech.	
14	I believe in my ability to do well in performing a speech.(
	Students' self- efficacy in performing speech	
15	I believe I can succeed in performing every speech.	
16	I believe in my ability to do well in performing a speech	
17	I believe in my ability to do well in performing a speech	
18	I can handle my nervousness in performing a speech.	
19	Knowing that I will perform speech does not make me nervous.	
20	I believe I can reduce my nervousness when performing a speech	
21	I believe I can do well even though if my friends fail.	
22	I will feel more confident if my classmates tell me that I can conduct a speech.	
23	I will feel more confident if my lecturer tells me that I have an ability to conduct a speech	
24	I do not give up easily in performing a speech.	
	Students' self – efficacy based on their own strategies.	
25	I am not worried about making mistakes in performing a speech	
26	I become more confident if I succeed in my previous speech performance.	
27	I am still confident even I fail in my previous speech performance.(
28	I have several strategies to manage my speech production.	
	Students' Awareness of Self-Efficacy in Public Speaking	
29	I have several strategies to control my body movement in performing a speech.	
30	I have several strategies to conduct the content of my speech.	
31	I believe in the strategies I use to perform my speech	
32	I have several strategies to manage my vocal delivery	
33	I have several strategies for making eye contact with the audiences during a speech performance	
	Students' Self-Efficacy in Public Speaking	
34	I believe that I have enough ability to speak English in front of my friends	
35	I motivate myself to enhance my speaking skill in Public Speaking class	
36	I can deliver an organized speech in Public Speaking class	
37	I can deliver an organized speech in the public	
38	I can explain the material of speech clearly so that my friends understand what I say.	
39	I can deliver an organized speech in Public Speaking class.(Saya dapat menyampaikan pidato terorganisir di kelas Public Speaking).	
40	I can deliver an organized speech in the public	
41	I can explain the material of speech clearly so that my friends understand what I say	
	Factors' Influencing Students' Self-Efficacy in Public Speaking	
42	The atmosphere in my classroom motivates me to deliver an organized speech better	
43	I can raise or lower my voice to make my speech powerful. (Saya bisa menaikkan atau menurunkan suara saya untuk membuat ucapan saya kuat).	
44	I am credible speaker during my speech because I can deliver my speech clearly.	
45	I have a role model in delivering speech effectively.	
46	I can use facial expressions during the speech.	
47	I can use gestures during my speech.	
48	I feel relieved and delighted after delivering my speech	

The formula from Azwar (2012) is used to see the level of speech self-efficacy students. There are three ranges used in the categorization which are low, medium, and high. the formula can be seen in the table below:

Table 3.3 Categorization of Range Formula

Category	Formula
Low	$X < M - 1SD$
Middle	$M - 1SD \leq X < M + 1SD$
High	$M + 1SD \leq X$

M : Mean

SD : Standard Deviation

RESULT AND DISCUSSION

A. Result of questionnaire Speech Self – Efficacy

The findings of the study are the results of Questionnaire Speech Self-Efficacy. It was used to determine how much self-efficacy the learners have in performed a speech. Each item contained in the questionnaire represents the factors that make learners know speech self-efficacy.

Self- Efficacy in Speech Level

Descriptive Statistics

	N	Minimum	Maximum	SUM	Level
R1	48	2	5	182	Medium
R2	48	3	5	148	Medium
R3	48	3	5	201	High
R4	48	1	5	157	Medium
R5	48	3	5	195	Medium
R6	48	2	5	150	Medium
R7	48	2	5	154	Medium
R8	48	4	5	221	High
R9	48	2	5	150	Medium
R10	48	2	5	166	Medium
R11	48	2	5	200	High
R12	48	1	4	112	Low
R13	48	1	5	153	Medium
R14	48	1	5	139	Low
R15	48	3	5	204	High
R16	48	4	5	211	High
R17	48	2	5	191	High
R18	48	3	5	174	Medium
R19	48	3	5	167	Medium
R20	48	3	5	166	Medium
R21	48	1	5	139	Low
R22	48	1	5	155	Medium
R23	48	2	5	151	Medium
R24	48	2	5	212	High
R25	48	2	5	182	Medium
R26	48	2	5	182	Medium
R27	48	1	4	155	Medium
R28	48	3	5	165	Medium
R29	48	2	5	205	High

Based on the data obtained the data has been filled in by respondents collected and analyzed using SPSS version 20.0. The results of data analysis in this study are show the highest score was 221 and the lower score was 112. The mean score was 171.97. Standard Deviation was 26.626. See table of the descriptive statistics of the result from the Self-Efficacy and Speech Ability Questionnaire below:

Table 2. Descriptive Statistics of Self-Efficacy and Speech Ability Questionnaire

Descriptive Statistics					
	N	Mini - mum	Maxi - mum	Mean	Std. Deviation
Questionnaire	29	112	221	171.97	26.626
Valid (listwise)	29				

To find the high and low level of the self - efficacy of the learners, the researcher used the formula from Azwar (2012). The level of self - efficacy in Speech based on the score of the questionnaire can be seen in the table below.

Table 3. Self – Efficacy in Speech Level Frequency

Range	Categorization	Frequency	Percentage
$X < 145.4$	Low	3	10.3%
$145.4 \leq X < 198.6$	Medium	19	65.6%
$198.6 \leq X$	High	7	24.1%
Total		29	100%

It shows that the majority of the learners who take public speaking class are in medium to high level of self – efficacy in speech. Three learners are in low level, nineteen learners are in medium level, and seven learners are in high level.

B. Discussion

The data obtained from the speech self-efficacy questionnaire showed that of the twenty-nine students, it is found that three students are at low level, nineteen students are at medium level and seven students are at a high level. Most students are at the medium level.

When students have high self-efficacy it does not mean that the appearance of the speech is low, and when students have low self-efficacy, it does not mean that they can perform speech well. In other cases, when students have low self-efficacy, they are likely to perform speech poorly or well. Self-efficacy is the driving force in them to achieve a target. However, in this study

self-efficacy did not appear to affect or have an influence on learners' speech ability.

There have been some previous researches, which research about Self – Efficacy that showed the different results. Sundari and Dasmo (2014) in this research “The Effect of Speaking Self – Efficacy and Gender in Speaking Activities” shows that using questionnaire from Bandura’s Guide for constructing self-efficacy scales. The Samples of this study were 23 male and 27 female college-students from speaking classes. The researcher use ANOVA and T-test helped by SPSS 15.0 for windows were employed to investigate speaking self-efficacy, gender and speaking activities. The result showed that the level of speaking self-efficacy both male and female students is moderate. For gender scores lower than .05 (.013 < .05), gender gave significant effect towards speaking activities. Yet, not only speaking self-efficacy partially (Sig .162 > .05) but also its simultaneous interaction with gender (Sig .0677 > .05) did not affect significantly towards speaking activities the average level of speaking self-efficacy descriptively showed male 50.435 and 51.73 for female. It indicates that for both male and female speaking self-efficacy are moderate in speaking class.

Paradewari (2019) the research about “Investigating Students’ Self – Efficacy of Public Speaking” it shows that the data were obtained from the questionnaire and interview. The results showed that the students are aware of their self-efficacy while doing public speaking (81.4%), the students have a higher self-efficacy in public speaking (79%), and four factors from Bandura (1997) namely mastery experience, vicarious experience, verbal or social persuasion, and emotional state influence students’ self-efficacy. Seemingly, the students have a positive self-efficacy in speaking English.

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the results obtained, it can be concluded that the data from the self-efficacy and speech ability questionnaire showed that of the twenty-nine students, it is found that three students are at low level, nineteen students are at medium level and seven students are at high level. Most students are at the medium level.

2. Suggestion

1. For the next researchers

For further research, this study can be used as a reference in conducting research on level speech self-efficacy . It is hoped that further research can find solutions so that learners can perform speech in public with confidently

2. For lecturer

It is recommended for lecturers to pay more attention to the self-efficacy of learners and to give encouragement to perform speech in public. For example before performing the lecturer gives some tips and motivation to the learners about making a good speech so they can be able to perform confidently.

3. For learners

Learners have to know what their strengths and weaknesses are when perform in speech so that they can prepare it better by increasing knowledge about how to perform good speech and increasing self-confidence in public

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