Self-Efficacy of EFL Learner's in Public Speaking Class During Online Learning

Thesis

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER

STATE ISLAMIC UNIVERSITY OF SULTHAN THAHA SAIFUDDIN JAMBI

2023

Self-Efficacy of EFL Learner's in Public Speaking Class During Online Learning

Submitted as partial fulfillment of the requirement to obtain

Undergraduate Degree (S1) in English Education

Thesis

UNIVERSITAS ISLAM NEGERI
SULTHAN THAHA SAIFUDDIN
J A M B I

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Assalamu'alaikum wr.wb

After perusing, providing direction, and making some necessary corrections, we concur with the thesis by:

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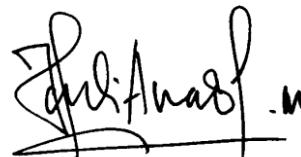   After perusing, providing direction, and making some necessary corrections, we concur with the thesis by:

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STATEMENT OF ORIGINALITY

I, who have signed below, attest that the thesis whose title appears below is complete **"Self-Efficacy of EFL Learner's in Public Speaking Class During Online Learning"** As certain portions of my writing were derived from the work of others, I have clearly indicated the source in accordance with the norms, principles, and ethics of scientific writing. In the event that it is discovered that portions of my thesis are not my original work or that plagiarism elements have been identified in certain sections, I am willing to accept the faculty's sanction.

Therefore, I am in excellent health and mind as I compose this thesis.

Jambi, 10 April 2023

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Date	:	18th April 2023
Time	:	11.00 – 12.00
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Place	:	Ruang Sidang Munaqasah FTK (Ex TBI)
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Tittle	:	"Self-efficacy of EFL Leaner's in Public Speaking Class During Online Learning"

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DEDICATION

The writer begins by praising and thanking Allah SWT for his bountiful and merciful assistance in the completion of this thesis.

I dedicate this thesis in particular to:

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Good Luck and success for you all.

MOTTO

"Allah does not burden a person except according to their ability."

(QS Al Baqarah 286)

"The wind does not blow to shake the trees, but tests the strength of their roots."

(Ali bin Abi Talib)

"Whatever your destiny, will find a way to find you."

Ali bin Abi Talib

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This thesis seeks to fulfill a portion of the undergraduate degree (SI) requirements for the English Education Study Program at The State Islamic University Sultan Thaha Saifudin Jambi, which in entitle **"Self-Efficacy of EFL Learner's in Public Speaking Class During Online Learning"** (A survey of students in their fourth semester)". During the production of this thesis, the researcher recognizes that many parties have contributed to its completion. Only gratitude and prayers can be conveyed to those who have contributed to this thesis, namely:

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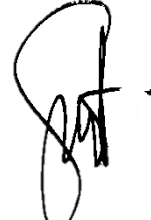
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Jambi, 10 April 2023

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ABSTRACT

Name : Sri Rizki Wahyuni

Major : English Education

Title : Self-Efficacy of EFL Learner's in Public Speaking Class During Online Learning

This study examines Self-Efficacy of EFL Learner's in Public Speaking Class while enrolled in online classes. The researchers conducted quantitative survey research. The study was carried out in September 2022, and data was gathered through the use of a questionnaire. Paradewari's (2017) research was used to create the questionnaire. The survey included 70 students from the English Education Study Program at Sulthan Thaha Saifuddin State Islamic University in Jambi. The questionnaire is a closed questionnaire with 20 questions that will be used to collect data more efficiently. The study's findings indicate that students have high self-efficacy after completing public speaking classes, and they are comfortable speaking in front of large groups of people. Furthermore, self-efficacy affects not only public speaking courses but also other courses.

Keywords: *Self-Efficacy, Public Speaking*

ABSTRAK

Nama : Sri Rizki Wahyuni

Jurusan : Pendidikan Bahasa Inggris

Judul : Self-Efficacy Mereka Dalam Pembelajaran Public Speaking Selama Proses Pembelajaran Online

Studi ini mengkaji tentang self-efficacy siswa EFL mereka sendiri dalam belajar berbicara di depan umum saat mendaftar di kelas online. Para peneliti melakukan penelitian survei kuantitatif. Penelitian dilakukan pada bulan September 2022, dan data dikumpulkan melalui penggunaan kuesioner. Penelitian Paradewari (2017) digunakan untuk membuat kuesioner. Survei ini melibatkan 70 mahasiswa dari Program Studi Pendidikan Bahasa Inggris di Universitas Islam Negeri Sulthan Thaha Saifuddin di Jambi. Kuesioner adalah kuesioner tertutup dengan 20 pertanyaan yang akan digunakan untuk mengumpulkan data lebih efisien. Temuan penelitian menunjukkan bahwa siswa memiliki self-efficacy yang tinggi setelah menyelesaikan kelas berbicara di depan umum, dan mereka merasa nyaman berbicara di depan banyak orang. Selain itu, efikasi diri tidak hanya mempengaruhi mata kuliah public speaking tetapi juga mata kuliah lainnya.

Kata Kunci: *Self-Efficacy, Public Speaking*.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily life. Speaking is the most difficult English talent for non-native speakers to acquire. It was supported by (A. Nasri, 2016), he said this speaking talent is regarded as the most complex and challenging to master.

One of the most vital kinds of communication, public speaking is also one of the most feared. Public speaking is crucial in today's world for a variety of reasons. Another claim, made by (Zarefsky, 2013) in his book "Public Speaking Strategic for Success," contends that "Public speaking is a continuous communication process in which messages and signals circulate back and forth between speakers and listeners," which gives the impression that public speaking is a continuous communication process in which messages and symbols continuously interact between the speaker and the listener.

Glossophobia is one of the difficulties encountered when trying to master speaking abilities. Glossophobia , or speech anxiety, is the most widespread phobia experienced by people worldwide. Public speaking is crucial in this situation since it can help you become more confident and improve your speaking abilities. Gaining more self-confidence is a difficult task. In primary school, it's simpler to be the one that stays seated in the back and doesn't raise their hand. However, public speaking is a crucial ability to acquire and home when you are an adult and in the workforce. (Lasmery Rosentauly, 2018)

Self-efficacy pertains to the assessment of one's ability to successfully complete a specific task. It holds significant importance in explaining the way students acquire knowledge and excel in tasks associated with academic success.

According to (Bandura, 1997) a person's confidence in their talents will influence how they react to particular circumstances or settings. Self-efficacy, specifically among individuals, is one of the characteristics that affect anxiety in people, according to (Ferrari, 1992) a person with strong self-efficacy will exhibit a more persistent attitude, be less worried, and feel less pressure when handling a situation. Applying self-efficacy in daily life is crucial if we want to persevere through challenging situations because we have faith in our capacity to handle them. Improved student performance, particularly in speaking, is a result of increased self-efficacy.

There is no educational activity that can be carried out without communication, hence the world of education will not be separated from communication-related activities. The main capital that students possess is the capacity for public speaking. A college student's ability to communicate verbally is required (Muslimin , 2013). The same is true for students majoring in English education at UIN Sultan Thaha Saifuddin Jambi's Faculty of Tarbiyah and Teacher Training. Where are the graduates of this program who will go on to work in the field of education as teachers or lecturers, who unavoidably speak in front of students or the general public.

Several English majors expressed worry during interviews that were performed, according to the findings. Students of unknown dialects find it challenging to speak in the language, and proper oral correspondence necessitates the use of language appropriately in cooperative social settings (Shumin, 2016). When speaking English in front of a large audience, the majority of EFL students experience severe anxiety. Typically, they are speechless or tongue-tied. Thus, their public speaking skills are exceedingly poor. Students who are anxious endure physical changes when speaking in front of others, including heart palpitations, cold sweats, shivering, speaking stutters, and even stomach ache. In addition, many students have anxiety and pessimism about performing in front of others. They have already anticipated the unfavorable outcomes of appearing in public.

Students can conduct virtual face-to-face meetings using video conferencing tools like Zoom and Google Meet. Instead of attending college or school, they may just stay at home. Positive impacts can be established to support students' academic progress if those who use this environment have access to distance learning course content and possess permanent time management and technology use skills (Taipjutorus et al., 2012). While in traditional classrooms, students interact with their lecturers, teachers, and friends in person, in online learning, they do so digitally. Both the performance and self-efficacy of the kids may be impacted by this condition. According to the aforementioned phenomenon, the majority of EFL students experience anxiety when speaking English in front of an audience. Due to their low self-efficacy, this is among the things that make them stressful. In order to boost effectiveness, using virtual meetings will give students a different environment. Because there are differences when learning offline and online, so the researchers tried to prove this happened or not. Finally, the researcher decided to choose a study entitled "**Self-Efficacy of EFL Learner's in Public Speaking Class During Online Learning**" which will involve 4th semester students at the English Education Department of UIN Sulthan Thaha Saifuddin Jambi.

B. Limitations of the Research

The limitation of the problem is the process of learning to speak for students majoring in English in semester fourth semesters at UIN STS Jambi.

C. Formulation of the Problem

From the background of the research stated above, the researcher formulates the following questions:

"How do EFL learners perceive their self-efficacy during online learning? "(especially in public speaking lessons).

D. Purpose of Research

Based on the above formulation, the research objectives is to find out the achievement of EFL learners on their self-efficacy in learning during online learning, especially in public speaking lessons.

E. Significance of the Study

The significance of the study are first, For the researcher this research activity is used as a valuable experience in an effort to improve the author's ability to develop knowledge and can provide an overview of the survey results regarding EFL Learners' Perceptions of Self-Efficacy in Public Speaking Learning during the Online Learning Process. Second, For the university is that they can apply the methods used in the teaching and learning process, especially in learning using electronic media. Third, for the advanced researchers this study can be used as a basis for further research and as a basis for developing a survey to find out EFL Learners' perceptions of Self-Efficacy in Public Speaking Learning during the Online Learning Process.

CHAPTER II

LITERATURE REVIEW

A. Self-efficacy

1. Definition of Self-Efficacy

Self-efficacy is a term coined by Albert Bandura related to social learning theory. According to Bandura, self-efficacy relates to a person's confidence to be able to achieve what he wants. Therefore, efficacy is closely related to motivation. Individuals who have high self-efficacy can motivate themselves to be able to consistently carry out efforts to achieve the desired results.

Definitively, according to Bandura (1997) Self Efficacy is a person's belief that he can master the situation and produce positive outcomes. According to Wallatey (2001) efficacy is defined as the capacity to get the desired result or effect, and the desired person. Another definition of efficacy, among others, is a person's belief about his ability to carry out a behavior successfully (Jones, et al 1998). Overall, efficacy means confidence in self-competence. This belief in competence is related to the qualities that lead a person to achieve success, including integrity, humility, loyalty, self-control, courage, justice, patience, craftsmanship, creativity and simplicity.

Seeing self-efficacy means seeing how someone lives their life (how they live their live). Measuring self-capacity relates to how far a person understands his own self-concept. Self-concept is a view that is born from the individual's direct experience during life and how influential people around the individual evaluate him/herself. This relates to how the individual can weigh the difference between his ideal and actual self.

Self-efficacy also cannot be equated with self-confidence. Although these two things sometimes appear together in almost every phenomenon, in reality they refer to two different things. Self-efficacy is related to self-view of the capacity in

him, while self-confidence is related to self-view of self-worth. Self-confidence is closely related to pride, how a job done can increase self-confidence, while self-efficacy is related to how well a job can be achieved.

Efficacy is related to achievement. Because achievement requires a target, an expectation is born as a form of hope to achieve the desired target. Expected results (outcome expectation) are an estimate or self-estimation that the behavior carried out will achieve certain results. Efficacy is a self-assessment, how individuals weigh every action that will be carried out, good and right, right or wrong to get what is expected. Bandura (1997) says that expectations determine whether behavior or performance is carried out or not, therefore expectations greatly determine the contribution to behavior and even become a determinant of whether or not a behavior can be maintained with problems. Individuals who have high expectations must have behavior that reflects an effort to achieve this. With low expectations, individuals will think about contributing to an effort, low expectations will give a low level of individual participation in an action.

The researcher concludes, based on the aforementioned opinions, that self-efficacy is an individual's perception of his capacity to complete his tasks. Self-efficacy refers to the conviction that "I can" Students with high self-efficacy concurred with statements such as "I am confident in my ability to master this material" and "I will be able to complete this assignment." Individuals with low self-efficacy lack confidence in their ability to complete the task, so they attempt to avoid it.

2. Source of Self-Efficacy

a) Experience Success

Experience of success greatly affects efficacy, it can be concluded that success increases efficacy while failure will decrease it. The more confidence in a person's personal efficacy increases, the better his performance will be. However, success and failure do not directly result in an increase or decrease in self-efficacy.

Changes in efficacy result from changes in cognitive processes that are obtained from understanding the capabilities they have after the success or failure experienced is evaluated.

b) Other people's experiences

A person's capabilities can not only be learned through the experiences of success that have been achieved. Comparing personal experiences with the experiences of others who have similarities can form self-efficacy in individuals. The process of taking this social model occurs because there is a lack of self-ability to independently assess the capabilities possessed; therefore the modeling process is carried out with the thought that if other people can do it, then the individual can do it too. Therefore, how similar the model is to the individual affects the level of efficacy achieved.

c) Social persuasion

Social persuasion plays a role in strengthening self-assessment of individual personal capabilities. Information obtained from outside can increase confidence in one's abilities. Someone who is given external confidence will show greater effort than those who are not and can also eliminate distrust of one's abilities and self-vulnerabilities when problems arise. Social persuasion in a person produces performance, which in turn will require feedback.

d) Emotional State

An emotional state occurs when a person thinks that they are most likely unable to complete a task and that will be the case if people think negatively while thinking they are completing a task. Stress and anxiety are big fears and will affect one's self-efficacy, but anxiety and stress will not affect one's self-efficacy if they interpret their stress as positive, as they think that if I am nervous, I will not be successful for this task.

3. Function of Self-Efficacy

The function of self-efficacy according to Bandura (1997) is:

a) Cognitive Function, Bandura stated that the effect of self-efficacy on a person's cognitive processes varies widely. Strong self-efficacy will affect a person's efforts to achieve personal goals.

b) Function of Motivation, most of human motivation is generated cognitively. Individuals motivate themselves and guide actions that lead to beliefs based on thinking about the future.

c) Attitude function, self-efficacy increases the individual's coping ability in overcoming the magnitude of stress and depression experienced in difficult and stressful situations.

d) Selective function, self-efficacy will affect the selection of activities or goals to be taken by individuals.

Based on the description above, it can be concluded that there are four functions of self-efficacy, namely cognitive function, motivation function, attitude function and selective function, all of which can be an illustration of how self-efficacy can affect individuals in completing the tasks given to achieve the goals and expectations set made.

4. Dimension of Self-Efficacy

Bandura (1997) suggests several dimensions of self-efficacy, which are as follows:

a) *Magnitude or level* , namely the individual's perception of his ability as measured by the level of difficulty with various kinds of task difficulties. Individuals who have a high level of task difficulty have the belief that they

are able to do difficult tasks and also have high self-efficacy, while individuals with a low level of task difficulty have the belief that they are only able to do easy tasks and have low self-efficacy.

b) *Generality* , where individuals assess their belief that they are at a certain level of task difficulty in the broad sense that individuals have confidence in carrying out tasks. Generalization has different dimensions that vary, namely the intensity of similar activities, abilities shown by behavior, cognitive, affective. Describe the situation and the characteristics of the individual behavior shown in real terms. These judgments relate to behavior and situational contexts that reveal individuals' beliefs about their success.

c) *Strength* , related to the strength and weakness of an individual's belief. Individuals who have strong beliefs will persist with their efforts despite many difficulties and obstacles.

Based on the description above, it can be concluded that self-efficacy is a belief in the ability of individuals to face every difficulty to achieve goals according to certain situations. These beliefs are further divided into 3 dimensions, namely magnitude, generality, and strength so that it will affect the way individuals interact with stressful situations.

5. Classification of Self-Efficacy

Self-efficacy is broadly divided into two categories: high self-efficacy and low self-efficacy. Santrock (2009: 216) states, Students with low learning self-efficacy avoid many learning tasks, particularly those that are difficult. Students with a high sense of self-efficacy will approach the learning task with fervor. Students with a high sense of self-efficacy are more diligent in their learning efforts than those with a low sense of self-efficacy. Individuals with a high sense of self-efficacy have a tendency to complete complex tasks. Students do not perceive the

assignment as something to avoid. In addition, individuals develop a keen interest in an activity and are dedicated to attaining their objectives. (Bandura, 1997: 119).

High self-efficacy individuals view failure as the result of a lack of effort, knowledge, and abilities. They will increase their efforts to avoid potential catastrophe. Those who fail at something typically regain their sense of self-efficacy rapidly.

Individuals with low self-efficacy do not consider their ability to perform difficult duties. When confronted with a challenging task, they reduce their efforts and soon give up. They are also slow to recover and acquire self-efficacy after experiencing failure. (Bandura, 1997: 119). From the explanation above, the researcher concludes that individuals who have high self-efficacy have the following characteristics:

1. Believe in success in overcoming obstacles.

2. Threats are seen as challenges that do not need to be avoided.

3. Persevere in trying.

4. Believe in your own abilities.

5. Just a hint of hesitation.

6. Likes to explore new situations.

7. Strong aspirations and commitment to the task.

Individuals who have low self-efficacy have the following characteristics:

1. Slow to improve or regain self-efficacy when faced with failure.

2. Not sure if you can face the odds.

3. Threats are seen as something to be avoided.

4. Reduce effort and give up quickly.

5. Doubt about your own abilities.

6. Does not like to seek new situations.

7. Aspiration and commitment to the task is weak.

How to increase Self Efficacy

JW Santrock mentions four ways to increase one's self-efficacy, namely:

a) Choose a goal that is expected to be achieved where the selected goal is of course realistic in nature to be achieved.

b) Separate past experiences from current plans. This is important to do so that the effects of past failures are not mixed with the plans that are being carried out.

c) Keep trying to maintain good performance by trying to stay focused on the success that has been achieved

d) Make a list of business situations or activities that are expected to be overcome or can be done starting from the easiest things to the most difficult things. It is important to increase self-efficacy gradually in doing difficult things.

B. Public speaking

1. Definition of Public Speaking

Public speaking is a type of public communication which nowadays has become a basic need for everyone in order to achieve their life goals, this is because most of the activities and interests (if not entirely) of human relations on this earth are carried out by means of verbal communication orally). According to (S. Shyam, 2016), public speaking involves presenting a well-organized speech to

a live audience with the aim of providing information, exerting an impact, or offering entertainment.

Public speaking was formerly known as rhetoric, but with the advancement of science and technology, the term was changed to public speaking. This is because the need for communication has become more important and pervasive in all facets of life, thereby renaming rhetoric to public speaking. Public speaking eventually became a subfield of public communication. As a result of these advancements, public speaking has become a necessary public communication skill for success in the economic, social, political, and even cultural sectors, as nearly 99 percent of human communication on earth is verbal.

According to Webster's Third New International Dictionary, public speaking has two definitions, namely the act of making speech in public (the process of public speaking) and the art of science of effective oral communication with an audience (the art of science about effective oral communication with listeners). Without realizing it, public speaking skills are actually a need for every human being, whoever and whatever the position and position at work.

Charles Bonar Sirait in his book entitled The Power of Public Speaking, Public speaking is a series of means of thinking and collecting all human talents from past, present, and future experiences, which are then merged with ethics, behavior patterns, science, technology, and culture. Situational and other factors are analyzed, then encapsulated in the form of sentences or utterances that convey the intent of the communication strategy employed to achieve an objective.

Meanwhile, according to David Zarefsky Public speaking: Strategic for Success; "public speaking is a continuous communication process in which massage and signals circulate back and forth between speakers and listeners." (Public speaking is a communication process in which messages and symbols are recirculated continuously between the speaker and his listeners)

From the preceding statements, it can be concluded that public speaking is one of the most essential forms of formal oral communication. Public speaking entails

sharing one's opinions with a larger audience, and many or most speakers experience anxiety and apprehension prior to and during presentations (Gareis , 2006). According to Lucas (2004), adds that most people have a tendency to be anxious before doing something normal.

2. Purpose of Public Speaking

Carrying out public speaking activities is of course to achieve an expected result and this cannot be separated from the process of influencing and providing information for listeners. The objectives of public speaking are:

a. To persuade is the purpose of public speaking to influence the audience to trust the public speakers.

b. To educate. One of the purposes of public speaking is to educate the audience to be smarter and have broader knowledge than before.

c. Change the mindset. Changing one's mindset is a difficult thing. To change someone's mindset, we can do public speaking.

3. Elements of Public Speaking

The elements of communication in broad also apply to the public speaking by cause of public speaking is a pattern of crowd communication. The elements in public speaking are speaker, message, medium, audience, feedback and situation.

4. Methods of Public Speaking

To acquire good public speaking skills, it must be accompanied by good methods, so that the desired goal can be achieved. Public speaking methods consist of four types, namely:

a. Manuscript method

The manuscript is written entirely in accordance with what will be presented to the public. The speaker develops his ideas in a sentence or paragraph. This method is used for speakers who need precision, for example in official speeches on political issues, announcements, or technical comments.

There are some disadvantages in using this method, the speaker is unable to adapt to the situation when speaking in front of an audience. Perhaps the listener appreciates what the speaker is saying, but does not feel the speaker is being spoken directly. Reading the script becomes boring and the speaker's voice moves along the same ladderMemorization method.

b. Spontaneous Method (sudden)

Sudden speech includes speech for an unscheduled audience, without prior preparation or training. There seems to be no great value or safety in sudden speech. But nothing could be further from the truth. Once mastered, this method can change the way the speaker sees it and the way the speaker communicates with others. In addition, if it is normal the speaker's confidence level will increase.

c. Framework Outline Method (Extemporaneous)

Of the four methods above, the extemporaneous method is probably the best method for most public presentations because it uses aspects. This method is the best method of the other three, by balancing the disadvantages of all. The speaker prepares the main content of the speech, and then arranges it in the form of a speech outline. In addition, the speaker makes specific notes needed in the speech, for example recorded, sentences, laws, data, numbers that are difficult to remember.

When giving a speech, an outline can be developed directly and notes viewed whenever needed. Speech with this model is highly recommended because it is flexible. The content of the speech is delivered coherently and nothing is forgotten. Meanwhile, independent speakers look to the listener to build internal relationships.

5. Technique of Public Speaking

Installing radar to communicate with audience is the most important thing a powerful speaker should do. One of the factors that support the presentation is how many links the speaker builds with the audience. If the audience doesn't feel "connected" to the speaker then they won't give their time and thoughts to the speaker. To communicate well with the audience requires certain techniques, namely:

a. Build relationships

b. Know your audience

6. Practice Process of Public Speaking

Most people often make the mistake, that is, do not, prepare themselves to anticipate situations where when they are required to speak in public. Some speakers often prepare, a few seconds before knowing that in near future they need to speak in public. In the public speaking process, several things must be done, among them:

a. Preparation

Preparation is basic activity that is very necessary when it comes to speaking to deliver a speech in front of a large audience. So, that what is

conveyed can be understood by the listener and the purpose of the speech is achieved.

b. Developing the subject

If you found an interesting and appropriate topic, of course you need to develop the topic, in addition you also need support material for the message conveyed to clarify understanding, strengthen the message and perception, and facilitate delivery.

c. Composing messages

A well-organized speech will make it easier for the listener to understand the content of the message conveyed in a speech. Therefore, the message must be structured in such a way that the message organization and message settings.

7. Barriers of Public Speaking

Not everyone is a good at public speaking. However, someone can possess this skill with a continuous and systematic learning and training process. Sometimes in the teaching and learning process, it is not necessarily able to get satisfactory results. This happens due to some obstacles in the activity of speaking or interference or obstacles. The disturbances or obstacles are divided into 7 types, namely:

a. Technical disorder

Technical disorder occurs if one of the tools used in communication is disturbed, so that the information transmitted through the channel is damaged (channel noise). For example, interference with the tool used to speak, namely the microphone.

b. Semantic disorder

Semantic disorders are disorder caused by errors in the language used. This disorder often because:

1. Words that used too many foreign languages (slang) are often difficult for certain audiences to understand.

2. The language used by the speaker is different from the language used by the recipient.

3. The structure of the language used is not as it should be, so it confuses the recipient.

4. Cultural background that causes misperception of the language symbols used.

c. Psychological disorder

This disorder occurs because of disturbances caused by problems within the individual, such as the recipient's suspicion of the source and others.

d. Physical Disorder

Physical disturbances are obstacles caused by geographical conditions, such as long distances that are difficult to reach, no means of transportation and the like. In addition, physical obstacles are also defined as organic disturbances, namely the non-functioning of one of the five senses at the receiver.

e. Disorder Status

Namely, barriers caused by social distance between participants of communication, for example the difference in status between seniors and juniors. Differences like this usually lead to communication behavior that always takes into account the conditions and ethics that have been entrenched in society, namely subordinates tend to respect their superiors.

f. Impaired frame of mind

This disorder is caused by differences in perception between the communicator and the audience towards the messages used in communicating or giving speeches. This is due to different educational backgrounds.

g. Cultural disorder

This disorder occurs due to differences in norms, habits and values held by the parties involved in communication. In developing countries, people tend to receive information from sources that have a lot in common, such as language, religion, and other customs. There are so many characters that you will meet in the audience. Whatever their background you have to adapt. The presentation will be easier when dealing with an enthusiastic audience, good listeners, and friendly. However, it is not always like that. Some audiences are sometimes inconvenient, even making you break out in a cold sweat. Not infrequently, the speaker is provoked by his emotions because of the behavior of the audience.

C. Previous the Study

Numerous investigations have already been conducted on self-efficacy. In this section of the discussion, the researcher will briefly describe several studies that relate to the preceding one. Zhang (2019) concludes in his study that "self-efficacy contributes to the development of EPS (English Public Speaking) skills." This highlights the swiftly expanding demand for excellent English public speaking (EPS) skills among college students and the need to gain a deeper understanding of instructionally manipulable factors. It indicates that there is a significant relationship between college English as a foreign language self-efficacy and English foreign language learners' self-efficacy.

According to Paradewari's (2017) research, public speaking is an opportunity for pupils to improve their speaking skills. Her research seeks to determine whether or not college students have a moderate level of self-efficacy in public

speaking. According to the findings of her study, pupils have a positive sense of self-efficacy in public speaking. In her study, Nuvitasari (2017) sought to identify factors that influence students' self-efficacy in prepared speech. According to the findings of her study, the factors that influence students' self-efficacy in prepared speech are experience delivering speeches, vicarious experience, verbal persuasion, and emotional state.

Students' self-efficacy in public speaking is examined in terms of the similarities between previous studies and the current study. The distinction is that the researcher wishes to investigate the Self-Efficacy of EFL Learners in Public Speaking Class During Online Learning during the fourth semester at the state islamic university islam negeri sultan thaha syaifudin jambi.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

This research was conducted on fourth-semester students of the English Education Program at Sulthan Thaha Islamic University Saifuddin Jambi who is located at Jl. Jambi Ma Bulian KM. 16 Simpang Duren River Kab. Muaro. Jambi.

B. Research Design

This research is a descriptive quantitative method by applying a survey research design. Because this study looked Self-Efficacy of EFL Learner's in Public Speaking Class During the fourth semester's online learning process, the survey was chosen. Survey research in education, according to (John Creswell, 2018), entails gathering information from a group of instructors, students, or other people involved in the educational process, and then analyzing the data to explain educational challenges. To put it another way, survey research is a type of research that uses questionnaires and/or statistical surveys to gather information on people's thoughts and activities.

C. Population and Sample

1. Population

In theory, population refers to all members of groups of humans, animals, events, or objects that live together in one location and are intended to be the subject of conclusions drawn from the final results of a study (Sukardi, 2003: 53). The population in this study were 4th semester students majoring in

English for the 2019/2020 academic year, which consisted of 3 classes, namely classes A, B, and C. With details for each class, there were 23 students in class A, 27 students in class B, and Class C has 27 students, so the total is 77 students.

2. Sample

According to Sugiyono (2016: 81) The sample is part of the number and characteristics possessed by the population, while the sampling technique is called sampling. According to (J. W. C. and J. D. Creswell, 2013), the sampling technique in this study was total sampling. Total sampling is a sampling technique where the number of samples is equal to the population. The reason for taking total sampling is because the total population is less than 100. So the number of samples in this study is 70 people within 3 weeks.

D. Instrument of the Research

In this study, the instrument is a questionnaire. In order to collect data, the researchers distributed questionnaires to participants in three courses in the fourth semester of the Islamic University Sulthan Thaha Saifuddin Jambi's English program, which they were to complete out.

All of the statements in the questionnaire were adapted from journal or article publications about EFL students' self-efficacy in speaking during the online learning process. This study included 33 English Department students from Tidar University's first, third, and fifth semesters. 2007 (Cohen) says that the questionnaire is a good tool for collecting organized survey data, particularly numerical data, which may be handled without the researcher's presence and is generally simple to complete.

The questionnaire is a tool that is used to collect information from respondents. Examiners must be certain about what is required and how to measure the factors

of interest (Kazi, 2012). They received questionnaires via email. Respondents were given 20 closed questions to answer in this study. The closed questions in the questionnaire (Leavy, 2015) underline the importance of using basic, straightforward, and unambiguous language and providing limited answers.

Closed-ended questionnaires will be used to collect data more efficiently. The near questionnaire was created using a Likert Scale, with only five options for each topic. 'Strongly disagree,' 'disagree,' 'neutral,' 'agree,' and 'strongly agree' are the five options in a closed-ended questionnaire assessing students' perceptions.

Table 3. 1 Likert Scale

No	Statemet		Responses	
			Positive	Negative
1	Strongly Agree	SA	5	1
2	Agree	S	4	2
3	Doubt/Neutral	N	3	3
4	Disagree	D	2	4
5	Strongly Disagree	SD	1	5

Questionnaire use Likert Scale in scoring the statements, like the data table below:

Table 3. 2 Specification of questionnaire.

Aspects	Number of Statements	Total of items
Students' Awareness of Self-Efficacy in Public Speaking	1,2,3,4,5	5 items
Students' Self-Efficacy in Public Speaking	6,7,8,9,10,11,12,13,14	9 items
Factors' Influencing Students' Self-Efficacy in Public Speaking	15, 16, 17, 18, 19, 20	6 items

Source: Paradewari 2017

E. Techniques of Collecting Data

Data collection is a set of interconnected activities at answering a specific research question by acquiring relevant data (J. W. Creswell, 2014). The researcher only used one tool in this study, which was a questionnaire. There are several steps in which the researcher collects data:

1. Questionnaire Distribution

When learning is conducted online as opposed to offline, researchers collect data; the absence of data collection in an online state is due to a lack of maximum respondents or research subjects who actively follow the learning. In this study's questionnaire, respondents were required to complete an inventory (√) of answers that were already available. In terms of how to respond to the instrument, a closed questionnaire was used because respondents were only

required to select one of the provided answers. Respondents received questionnaires via Google Forms and WhatsApp.

F. Techniques of Analysis Data

The process of collecting, modeling, and translating data into meaningful information, offering recommendations, and assisting in decision-making (Moleong, 2001: 82) Data were gathered for this study utilizing a questionnaire that contained only closed-ended questions.

The researcher tabulates the data by counting the response from each of the initial data points. The researcher will be aware of the proportion of data from the questionnaire, and descriptive analysis will be used for the analysis. They included frequency and percentage. Researchers used Microsoft Excel to calculate the percentage in analyzing the results of the questionnaire. The researcher determines the participants' answers using the intervals below:

Descriptions:
0% - 20% : Very weak
21% - 40% : Weak
41% - 60% : Average
61% - 80% : Strong
81% - 100% : Very strong

Source. (Riduan, 2007)

G. Schedule of the Research

NO	Kegiatan	Bulan					
		Juni 2021	Juli _ Agustus 2021	September 2021	September 2022	November - April 2023	Juni
1	Pengajuan judul	██					
2	Penyusunan Proposal Penelitian		██				
3	Pengajuan dosen Pembimbing			██			
4	Seminar proposal				██		
5	Revisi proposal					██	
6	Riset / survey				██		
7	Penyusunan hasil Penelitian				██	██	
8	Sidang skripsi						

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher gives data visualization and data analysis in this chapter. The purpose of this study was to find out how EFL students perceived about their self - efficacy to acquire public speaking via online classes.

B. Description of Research Result

There are 20 questions in this section about how EFL students perceive their self-efficacy to acquire public speaking via online classes. From 81 students, a total of 70 students answered the survey. Learners only fill out a checklist in the box on the google form. To make it easier for respondents to answer and understand the questions, the survey's questions are translated and presented in English.

The data in this study are presented by describing the results of a questionnaire regarding the perceptions of EFL students on their self-efficacy in learning public speaking during online learning which includes 3 aspects, namely: (1) Students' Awareness of Self-Efficacy in Public Speaking, (2) Students' Self-Efficacy in Public Speaking, (3) Factors' Influencing Students' Self-Efficacy in Public Speaking. The findings obtained by researchers are described as follows.

1. Students' Awareness of Self-Efficacy in Public Speaking

According to the findings, students in the Public Speaking class are aware of their own self-efficacy. Because the participants confirmed that they had given a positive response to the questionnaire. There are five questions in picture 4.1

related to students' awareness of self-efficacy in public speaking, numbered 1, 2, 3, 4, and 5.

Picture 4. 1 In Terms of Students' Awareness of Self-Efficacy in Public Speaking
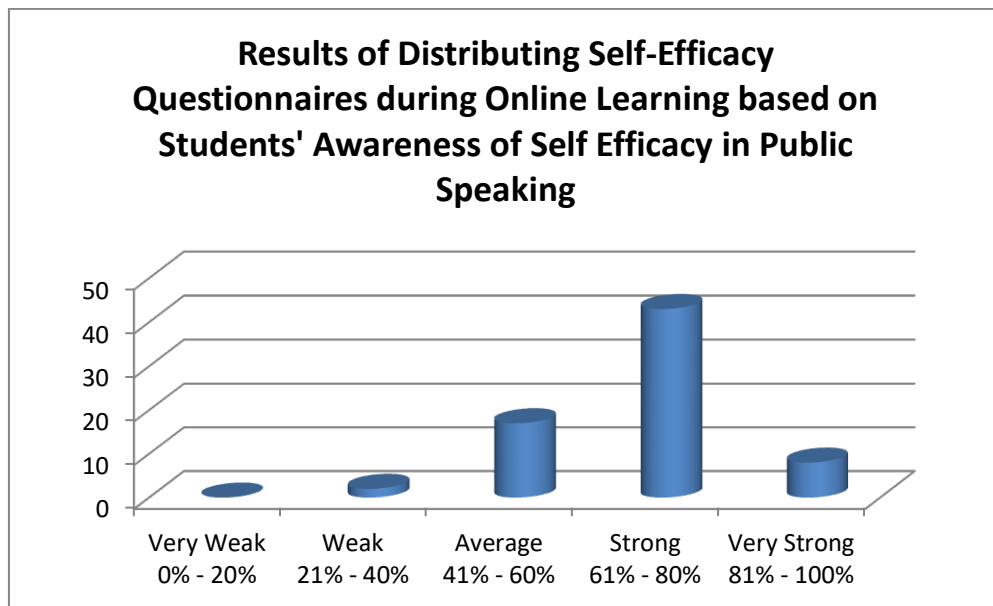
Results of Distributing Self-Efficacy Questionnaires during Online Learning based on Students' Awareness of Self Efficacy in Public Speaking

Based on the diagram above, the researcher can conclude that the results of the questionnaire at the level of EFL Learners' Perception of Self-Efficacy in Learning Public Speaking During the Online Learning Process are measured based on Student Awareness of Self-Efficacy in Public Speaking for students majoring in English semester 4 class 2019/2020, at Sulthan Thaha Syaifudin Jambi State Islamic University.

It can be seen, the highest score in the percent range of 81% -100% is included in the very strong category, obtained by 8 students, namely 100% by 3 students, 88% by 2 students, and 84% by 3 students. other than that in the strong category with a range of percent figures of 61% - 80%, 43 students were obtained, namely, 80% were 5 students, 76% were 11 students, 72% were 6 students, 68% were 10 students, and for 64% were 11 students, obtained as many as 43 students.

Then, for the average category in the percent range of 41% - 60%, 17 students were obtained, that is, 8 students got 60%, 3 students got 56%, 1 student got 52%, 2 students got 48%, and the other finally, 3 students got 44%, lastly, the lowest score for the weak category in the 21% - 40% percent range was obtained by only 2 students, namely 32% and 36%.

2. Students' Self-Efficacy in Public Speaking

Taking into account the participants' self-efficacy, four statements that confirmed their own self-efficacy, particularly in public speaking, were asked. Their sense of self-efficacy can boost their self-esteem. The purpose of the statement is to determine how much students are aware of their own self-efficacy. The students stated that they could confidently deliver speeches; the results are shown in Picture. 4.2. They try harder and work harder because they want to produce better speeches

Picture 4. 2. In Terms of Students' Self-Efficacy in Public Speaking
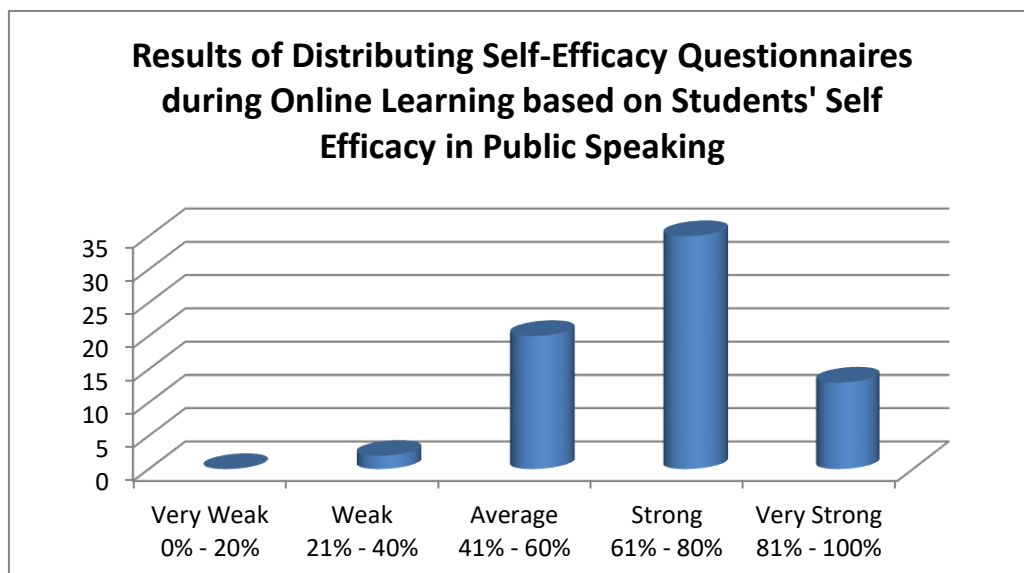
Based on the diagram above, the researcher can conclude that the results of the questionnaire at the level of EFL Learners' Perceptions of Self-Efficacy in

Learning Public Speaking During the Online Learning Process are measured based on Students' Self-Efficacy in Public Speaking for students majoring in English semester 4 class 2019/2020, at Sulthan Thaha Syaifudin Jambi State Islamic University.

It can be seen that the highest score in the percent range of 81% - 100% is included in the very strong category, obtained by 13 students, namely 100% by 3 students, 98% by 1 student, 93% by 2 students, 89% by 2 students, 87% by 3 students, and 82% by 2 students. besides that in the strong category with a range of percent figures of 61% - 80% obtained 35 students namely 80% with 2 students, 78% with 3 students, 75% with 6 students, 73% with 5 students, 71% with 4 students, 69% with 1 student, and by 64% as many as 7 students, and for 62% obtained by 4 students.

Then for the average category in the percent range of 41% - 60% obtained 20 students, namely 11 students got 60%, 1 student got 58%, 1 student got 55%, 6 students got 53%, and the other 1 student got 42%, finally the lowest score for the weak category in the range of 21% - 40% percent was only obtained by 2 students, namely 31% and 40%.

3. Factors' Influencing Students' Self-Efficacy in Public Speaking.

Bandura (1997) proposes four elements that influence self-efficacy: mastery experiences, vicarious experiences, verbal or social persuasion, and emotional states. Numbers 15 and 16 contain statements about mastery of experience. Numbers 18 and 19 are assertions of verbal or social persuasion. The last number is for emotional states. Picture 4.3 shows the results:

Picture 4. 3. In Terms of Factors' Influencing Students' Self-Efficacy in Public Speaking.
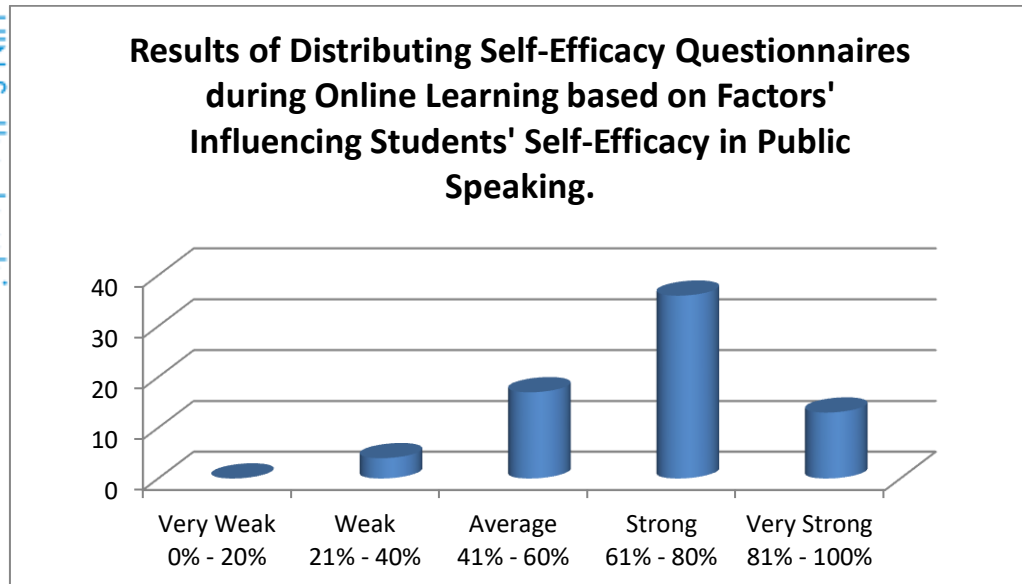
Based on the diagram above, the researcher can conclude that the results of the questionnaire at the level of EFL Learners' Perception of Self-Efficacy in Learning Public Speaking During the Online Learning Process are measured based on Factors Influencing Students' Self-Efficacy in Public Speaking for students majoring in English semester 4 class 2019 /2020, at Sulthan Thaha Syaifudin Jambi State Islamic University.

It can be seen that the highest score in the percent range of 81% - 100% is included in the very strong category, obtained by 13 students, namely 100% by 4 students, 93% by 1 student, 90% by 1 student, 87% by 1 student, and 83% by 6 students. other than that in the strong category with a range of 61% - 80%, 36 students were obtained, namely 80% with 8 students, 77% with 2 students, 73% with 5 students, 70% with 2 students, 67% with 11 students, and the last 63% with 8 students.

Then, for the average category in the percent range of 41% - 60%, 18 students were obtained, namely 11 students got 60%, 4 students got 57%, 2 students got 50%, and 1 student got 47%. finally the lowest score for the weak

category in the range of 21% - 40% percent was only obtained by 3 students namely 27%, 33% and 40%.

C.Discussion

Speaking is a skill that must be taught, particularly in education, because conversation between students and teachers can increase learning and foster a healthy environment. Simply communication is the flow of information between individuals or groups. Speaking effectively entails exchanging ideas, thoughts, knowledge, and information in a way that best matches the intended or stated aim. In other words, it is nothing more than the sender communicating his or her views in a way that the receiver can understand. Below is the summary of each variable to students who answer the questionnaire

The results of the questionnaire indicated that the students were aware of their own self-efficacy. The students believed in their ability to perform better, were self-motivated to develop their public speaking skills, and presented a well-organized speech. These beliefs may influence how the individual feels, thinks about, and responds to their own self-efficacy. "Efficacy beliefs have an impact on how people feel, think, motivate themselves, and behave" (Bandura, 1993, p. 118). In addition, students could maintain their posture while delivering a speech and more effectively explain its content. The posture and content derived from a speech's topic are examples of assigned tasks. The definition of self-efficacy is "people's assessments of their ability to plan and carry out plans."

According to Bandura (1997), individuals must first develop a sense of competence or efficacy in an activity. The students would be given a limited amount of time to deliver a speech. The results demonstrated that the students were able to maintain and limit their speech within the time constraints. In this case, they realized that they needed to practice a speech within the time frame

provided. Time is one of the aspects of delivering a speech, according to Asakereh and Dehghannezhad (2015).

The environment can have an impact on students' self-efficacy ((Fraser, 2007; Kolb & Kolb, 2005). According to the questionnaire responses, students' friends and lecturers support and motivate them to give a speech. When they begin to perform, the environment in the classroom instills strong confidence in them. These elements can help students develop good self-efficacy in public speaking.

After determining that students are cognizant of self-efficacy, the factors that influence students' self-efficacy will be discussed. Regarding the first factor, mastery experience, the students concurred that as professionals, they could raise or lower their voices. In addition, they believed themselves to be the most credible speaker in Public Speaking courses. The second element is indirect experience. Zarei and Gilanian (2015, p. 224) state that for vicarious experience, observations and models are the information sources used to form a person's self-efficacy. The students therefore had a paradigm for delivering a speech.

The third factor influencing self-efficacy is verbal or social persuasion. While delivering a speech, students could persuade their classmates by using gestures and facial expressions. The speakers' self-efficacy would be high if the audience responded positively to their gestures and facial expressions. Feedback, judgments, and appraisals from others about a related task are referred to as verbal or social persuasion (Usher & Pajares, 2006). The final factor is one's emotional state. Students are relieved and delighted after delivering a speech. Feelings of relaxation can result in a high level of self-efficacy (Bandura, 1997).

So, it can be concluded from the discussion above that each variable is very related to previous research, one of which is research from Paradewari (2017)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research provided in the previous chapter. The researcher concluded that students experience a strong sense of self-efficacy throughout online learning when learning public speaking. As a result, they believe they can do well in learning public speaking through online learning.

B. Suggestion

After concluding this study, the researcher is obligated to provide recommendations that will be useful in the future, especially for other researchers who are interested in conducting future studies on the relevant topics. According to researchers, this study has limitations. Therefore, the researcher believes that future researchers will examine this issue using a larger sample size. Only the Self-Efficacy of EFL Learner's in Public Speaking Class During Online Learning in semester IV at the State Islamic University of Sulthan Thaha Saifuddin Jambi are the subject of this study. This will allow both professors and students to utilize English more frequently.

Additionally, students must study independently or in groups in addition to the teaching and learning that takes place in class if they want to enhance their English. To hasten their progress, they can enroll in additional English classes.

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APPENDIX

Appendix 1 Questionnaire statement

No	Questionnaire Statement	Alternative Answer				
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	I believe that I have the ability to speak English in front of my friends during my online class					
2	I motivate myself to enhance speaking skill in the online class					
3	I can deliver an organized speech in the online class					
4	I can maintain my posture while delivering a speech during the online class					
5	In the online class, I can explain the material of speech clearly so that my friends understand what I say					
6	I can deliver my speech confidently during online class					

15	I can raise or lower my voice to make my speech powerful					
16	I am credible speaker during my speech because I can deliver my speech clearly in the online class					
17	I have a role model for delivering the speech effectively					
18	I can use facial expressions during my speech in the online class					
19	I can use gestures during my speech in the online class					
20	I feel relieved and delighted after delivering my speech					

Source: (Paradewari , 2017)

a. Students' Awareness of Self-Efficacy in Public Speaking

Appendix 2 The Results of The Questionnaire

NO	NAME	ASPECT					TOTAL SCORE	MAX SCORE	PERCENTAGE (%)	CRITERIA
		1	2	3	4	5				
1	A	3	3	3	3	3	15	25	60%	S
2	RFA	4	3	4	4	4	19	25	76%	S
3	ASN	3	3	3	3	2	14	25	56%	A
4	RE	3	5	4	3	4	19	25	76%	S
5	VA	3	2	2	2	2	11	25	44%	A
6	ZUN	3	4	3	3	3	16	25	64%	S
7	U	3	3	3	3	3	15	25	60%	A
8	ES	3	2	3	2	3	13	25	52%	A
9	VA	3	5	3	4	5	20	25	80%	S
10	LMP	3	4	3	3	4	17	25	68%	S
11	ZAE	4	3	3	3	3	16	25	64%	S
12	WC	3	4	3	4	4	18	25	72%	S
13	AHP	4	3	2	2	3	14	25	56%	A
14	AIP	3	3	3	3	3	15	25	60%	A
15	L	5	4	4	5	4	22	25	88%	VS
16	NA	3	5	4	4	3	19	25	76%	S
17	SA	3	4	3	3	3	16	25	64%	S
18	MAI	5	3	3	3	3	17	25	68%	S
19	YWP	4	4	5	5	2	20	25	80%	S
20	DWG	4	5	3	3	3	18	25	72%	S
21	AD	4	4	4	3	3	18	25	72%	S
22	RMJ	3	3	3	4	3	16	25	64%	S
23	NM	3	3	3	4	3	16	25	64%	S
24	PH	4	3	3	3	3	16	25	64%	S

25	INA	3	3	4	5	4	19	25	76%	S
26	RAS	4	4	3	3	4	18	25	72%	S
27	RN	4	5	4	4	4	21	25	84%	VS
28	N	4	5	3	2	3	17	25	68%	S
29	SA	3	5	4	3	4	19	25	76%	S
30	S	3	3	4	4	4	18	25	72%	S
31	RANS	5	5	4	4	4	22	25	88%	VS
32	NJL	3	4	4	3	3	17	25	68%	S
33	KK	3	4	3	4	3	17	25	68%	S
34	TK	3	3	1	1	3	11	25	44%	A
35	NM	5	5	5	5	5	25	25	100%	VS
36	NIN	5	5	5	5	5	25	25	100%	VS
37	MS	4	5	4	3	4	20	25	80%	S
38	LA	3	3	2	2	2	12	25	48%	A
39	F	5	3	4	4	5	21	25	84%	VS
40	F	2	2	3	2	2	11	25	44%	A
41	M	3	5	3	4	4	19	25	76%	S
42	DM	4	5	3	3	4	19	25	76%	S
43	AH	5	4	3	4	3	19	25	76%	S
44	APH	3	4	3	3	3	16	25	64%	S
45	RD	3	2	4	3	3	15	25	60%	A
46	Y	4	3	3	4	3	17	25	68%	S
47	RAS	4	1	3	4	4	16	25	64%	S
48	MRA	4	5	3	3	5	20	25	80%	S
49	DA	4	4	3	3	3	17	25	68%	S
50	MS	2	5	3	3	3	16	25	64%	S
51	AA	3	4	2	4	3	16	25	64%	S
52	EH	3	1	5	3	5	17	25	68%	S
53	PA	3	5	3	3	4	18	25	72%	S
54	TJ	4	5	4	3	3	19	25	76%	S

55	P	3	5	3	3	3	17	25	68%	S
56	SEM	4	3	4	3	3	17	25	68%	S
57	MF	3	4	3	3	2	15	25	60%	A
58	C	3	4	3	2	2	14	25	56%	A
59	LY	2	2	2	1	1	8	25	32%	W
60	NTP	5	5	5	5	5	25	25	100%	VS
61	KN	3	2	1	5	4	15	25	60%	A
62	M	3	3	3	3	3	15	25	60%	A
63	NS	5	3	4	4	3	19	25	76%	S
64	AS	3	3	3	4	3	16	25	64%	S
65	MSN	2	4	2	2	2	12	25	48%	A
66	D	5	5	4	4	3	21	25	84%	VS
67	RTAS	3	3	4	5	5	20	25	80%	A
68	MY	3	2	2	1	1	9	25	36%	W
69	IN	4	4	4	4	3	19	25	76%	S
70	NI	3	3	3	3	3	15	25	60%	A
	TOTAL SCORE	245	257	229	232	231			4776%	
	MAX SCORE	350	350	350	350	350	1194	1750		S
	PERCENTAGE (%)	70%	73%	65%	66%	66%			68%	
	CRITERIA	S	S	S	S	S				

b. Students' Self-Efficacy in Public Speaking

Appendix 3 The Results of The Questionnaire

NO	NAME	ASPECT									TOTAL SCORE	MAX SCORE	PERCENTAGE (%)	CRITERIA
		6	7	8	9	10	11	12	13	14				
1	A	3	3	3	3	3	4	3	3	3	28	45	62%	S
2	RFA	4	4	4	4	4	4	3	3	3	33	45	73%	S
3	ASN	4	3	3	3	2	3	3	3	3	27	45	60%	S
4	RE	5	4	4	5	4	4	5	4	5	40	45	89%	VS
5	VA	4	5	4	4	4	4	4	2	4	35	45	78%	S
6	ZUN	3	3	3	3	4	3	4	4	3	30	45	67%	S
7	U	3	3	3	3	3	3	3	3	3	27	45	60%	A
8	ES	4	4	4	3	3	2	4	2	3	29	45	64%	S
9	VA	4	4	3	5	5	3	5	5	5	39	45	87%	VS
10	LMP	4	4	3	3	4	3	4	4	4	33	45	73%	S
11	ZAE	3	3	3	3	3	3	3	3	3	27	45	60%	A
12	WC	4	4	4	4	4	3	3	4	5	35	45	78%	S
13	AHP	3	3	3	3	3	3	3	3	3	27	45	60%	A
14	AIP	3	3	3	3	3	3	3	3	3	27	45	60%	A
15	L	4	4	3	4	4	3	5	3	4	34	45	75%	S
16	NA	3	5	4	4	4	3	5	5	4	37	45	82%	VS
17	SA	3	3	3	3	3	3	3	3	3	27	45	60%	A
18	MAI	5	4	4	4	3	3	3	5	2	33	45	73%	S
19	YWP	5	4	4	4	4	4	4	4	4	37	45	82%	VS
20	DWG	3	5	4	5	3	3	4	3	4	34	45	75%	S
21	AD	4	4	4	3	3	4	4	4	4	34	45	75%	S
22	RMJ	3	4	4	3	3	3	3	3	3	29	45	64%	S
23	NM	2	2	3	4	3	3	1	3	3	24	45	53%	A
24	PH	3	3	3	3	3	4	3	3	3	28	45	6%	S

No	Nama										Total	45	%	Kat
25	INA	5	4	4	5	5	4	5	5	5	42	45	93%	VS
26	RAS	3	3	3	4	3	3	4	4	3	30	45	67%	S
27	RN	5	5	5	5	5	4	5	5	5	44	45	98%	VS
28	N	3	4	3	3	3	4	5	5	4	34	45	75%	S
29	SA	2	3	2	2	1	3	2	2	2	19	45	42%	A
30	S	4	4	5	4	4	4	3	4	2	34	45	75%	S
31	RANIS	4	4	4	4	4	4	4	4	4	36	45	80%	S
32	NJL	3	4	4	4	4	3	4	4	3	33	45	73%	S
33	KK	3	3	4	4	3	3	3	3	3	29	45	64%	S
34	TK	1	5	2	5	1	3	3	1	3	24	45	53%	A
35	NM	5	5	5	5	5	5	5	5	5	45	45	100%	VS
36	NIN	5	5	5	5	5	5	5	5	5	45	45	100%	VS
37	MS	3	3	3	4	4	5	5	5	3	35	45	78%	S
38	LA	2	2	2	2	2	1	3	2	2	18	45	40%	A
39	F	4	3	4	4	3	3	4	4	3	32	45	71%	VS
40	F	2	2	2	2	2	2	2	2	2	18	45	40%	W
41	M	3	5	4	5	4	4	3	3	3	34	45	75%	S
42	DM	4	4	4	4	4	5	5	5	5	40	45	89%	VS
43	AH	3	4	4	5	3	4	4	4	1	32	45	71%	S
44	APH	3	3	4	4	3	3	4	3	2	29	45	64%	S
45	RD	3	3	2	2	3	4	3	2	2	24	45	53%	A
46	Y	3	3	3	5	4	3	3	4	2	30	45	67%	S
47	RAS	4	3	4	4	3	3	2	1	3	27	45	60%	A
48	MRA	5	5	5	5	5	4	3	3	4	39	45	87%	VS
49	DA	2	3	3	4	3	4	4	4	4	31	45	69%	S
50	MS	2	3	3	3	4	5	3	3	3	29	45	64%	S
51	AA	3	3	3	3	3	2	3	2	3	25	45	55%	A
52	EH	5	2	3	4	3	2	2	2	4	27	45	60%	A
53	PA	4	5	4	4	4	3	3	3	3	33	45	73%	S

No	Init										Total	Max	%	Crit
54	TJ	3	3	3	3	3	3	3	3	3	27	45	60%	A
55	P	3	3	3	3	3	3	4	3	3	28	45	62%	S
56	SEM	3	3	3	3	3	3	4	3	3	28	45	62%	S
57	MF	3	4	3	4	3	4	4	3	4	32	45	71%	S
58	C	2	4	2	3	3	3	3	3	3	26	45	58%	A
59	LY	3	2	1	1	1	1	1	2	2	14	45	31%	W
60	NTP	5	5	5	5	5	5	5	5	5	45	45	100%	VS
61	KN	2	3	1	4	2	4	1	5	2	24	45	53%	A
62	M	3	3	3	3	3	3	3	3	3	27	45	60%	A
63	NS	3	3	4	3	3	3	3	3	4	29	45	64%	S
64	AS	3	3	3	3	3	3	3	3	3	27	45	60%	A
65	MSN	2	2	2	2	2	3	4	2	5	24	45	53%	A
66	D	4	5	4	5	4	4	4	4	5	39	45	87%	VS
67	RTAS	5	5	5	4	4	4	5	5	5	42	45	93%	VS
68	MY	3	4	4	2	3	3	3	4	3	29	45	64%	S
69	IN	4	4	4	4	4	4	4	4	4	36	45	80%	S
70	NI	1	2	3	3	3	3	3	3	3	24	45	53%	A
	TOTAL SCORE	236	251	239	255	234	236	246	239	237	2173	3150	4829%	S
	MAX SCORE	350	350	350	350	350	350	350	350	350				
	PERCENTAGE (%)	67%	72%	68%	73%	67%	67%	70%	68%	68%			69%	
	CRITERIA	S	S	S	S	S	S	S	S	S				

b. Factors' Influencing Students' Self-Efficacy in Public Speaking.

Appendix 4 The Results of The Questionnaire

NO	NAME	ASPECT						TOTAL SCORE	MAX SCORE	PERCENTAGE (%)	CRITERIA
		15	16	17	18	19	20				
1	A	3	3	3	3	3	3	18	30	60%	A
2	RFA	4	4	4	4	4	4	24	30	80%	S
3	ASN	3	3	3	3	3	5	20	30	67%	S
4	RE	4	5	5	5	4	4	27	30	90%	VS
5	VA	4	3	4	3	2	4	20	30	67%	S
6	ZUN	3	3	3	4	3	3	19	30	63%	S
7	U	3	3	3	3	3	3	18	30	60%	A
8	ES	4	3	5	4	4	5	25	30	83%	VS
9	VA	5	4	5	3	3	5	25	30	83 %	VS
10	LMP	4	3	3	3	3	4	20	30	67%	S
11	ZAE	3	3	3	3	3	3	18	30	60%	A
12	WC	4	5	4	4	4	4	25	30	83%	VS
13	AHP	3	3	3	3	3	3	18	30	60%	A
14	AIP	3	4	4	3	4	4	22	30	73%	S
15	L	3	3	3	2	3	3	17	30	57%	A
16	NA	4	3	4	4	4	5	24	30	80%	S
17	SA	3	3	3	3	3	3	18	30	60%	A
18	MAI	3	4	5	3	5	5	25	30	83%	VS
19	YWP	4	4	3	3	3	3	20	30	67%	S
20	DWG	4	3	4	3	3	3	20	30	67%	S
21	AD	4	4	2	2	2	5	19	30	63%	S
22	RMJ	4	3	3	4	4	3	22	30	73%	S
23	NM	4	3	3	3	3	4	20	30	67%	S
24	PH	3	3	4	3	3	4	20	30	67%	S

25	INA	4	4	4	4	5	5	26	30	86%	VS
26	RAS	4	3	3	3	3	4	20	30	67%	S
27	RN	4	4	3	3	3	5	22	30	73%	S
28	N	4	3	4	4	4	5	24	30	80%	S
29	SA	4	4	4	2	2	1	17	30	57%	A
30	S	3	3	3	3	3	3	18	30	60%	A
31	RANS	4	4	4	4	4	4	24	30	80%	S
32	NJL	4	4	5	3	4	5	25	30	83%	VS
33	KK	4	2	2	3	3	5	19	30	63%	S
34	TK	3	1	1	3	1	1	10	30	33%	W
35	NM	5	5	5	5	5	5	30	30	100%	VS
36	NIN	5	5	5	5	5	5	30	30	100%	VS
37	MS	5	2	4	4	3	4	22	30	73%	S
38	LA	1	1	1	2	1	2	8	30	27%	W
39	F	4	3	5	4	4	3	23	30	77%	S
40	F	2	2	2	2	2	2	12	30	40%	W
41	M	4	3	2	2	3	4	18	30	60%	A
42	DM	5	5	5	5	5	5	30	30	100%	VS
43	AH	3	3	5	3	4	5	23	30	77%	S
44	APH	4	3	1	4	4	4	20	30	67%	S
45	RD	3	3	3	3	3	2	17	30	57%	A
46	Y	5	3	4	4	4	5	25	30	83%	VS
47	RAS	3	4	2	4	1	4	18	30	60%	A
48	MRA	4	4	4	4	3	5	24	30	80%	S
49	DA	3	3	3	3	3	4	19	30	63%	S
50	MS	4	2	2	3	3	5	19	30	63%	S
51	AA	4	2	2	3	3	5	19	30	63%	S
52	EH	3	3	5	2	2	2	17	30	57%	A
53	PA	3	3	4	3	3	5	21	30	70%	S
54	TJ	3	3	3	3	3	3	18	30	60%	A

55	P	3	3	4	3	3	5	21	30	70%	S
56	SEM	3	3	3	3	3	5	20	30	67%	S
57	MF	3	3	3	2	3	5	19	30	63%	S
58	C	2	2	4	2	2	3	15	30	50%	A
59	LY	2	3	3	2	3	1	14	30	47%	W
60	NTP	5	5	5	5	5	5	30	30	100%	VS
61	KN	3	5	1	4	1	5	19	30	63%	S
62	M	3	3	3	3	3	3	18	30	60%	A
63	NS	3	3	4	4	3	3	20	30	67%	S
64	AS	3	3	3	3	3	3	18	30	60%	A
65	MSN	2	4	3	4	4	5	22	30	73%	S
66	D	4	4	4	4	3	5	24	30	80%	S
67	RTAS	5	5	4	4	5	5	28	30	93%	VS
68	MY	4	3	5	4	4	4	24	30	80%	S
69	IN	4	4	4	4	4	4	24	30	80%	S
70	NI	2	1	5	3	2	2	15	30	50%	A
	TOTAL SCORE	248	230	244	232	226	273			4843%	
	MAX SCORE	350	350	350	350	350	350	1453	2100		S
	PERCENTAGE	71%	66%	70%	66%	65%	78%			69%	
	CRITERIA	S	S	S	S	S	S				

CURRICULUM VITAE

Personal Details:

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Religion : Moslem

Education Background:

No	Education	Graduated Year	Place
1.	SD N 47 Kota Jambi	2011	Kota Jambi
2.	SMP N 19 Kota Jambi	2014	Kota Jambi
3.	SMK N 4 Kota Jambi	2017	Kota Jambi
4.	UIN Sulthan Thaha Saifuddin Jambi	2022	Muaro Jambi