

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

In this chapter, the researcher explicates several theories through reviewing some literatures related to this study. This theoretical construct deals with;

1. Self-Efficacy

a. The Definition of Self-Efficacy

The early framework of self-efficacy comes from Albert Bandura. Albert Bandura defined self-efficacy as personal judgment of one's capabilities to organize and execute courses of action in design of academic. He also added that self-efficacy will lead people to attempt things that they believe that they can accomplish and they won't attempt things that they think they will fail.¹ Klaus A. Schneewind defined self-efficacy as cognitive variables on competence belief.² Matthias Jerusalem and Waldemar Mittag stated that self-efficacy is not about domain-specific cognition, but it is about general sense someone's capabilities to master different types of environment demands. Hence, it can be concluded that self-efficacy is about one own's capability.

Self-efficacy in education is related with perceiving self-efficacy in academic. Perceived self-efficacy in academic is about someone's judgement on their capability to organize and execute courses of action to achieve designated types of educational performance. On educational development, perceived self-efficacy is about how efficacy affect student's motivation to learn, to effort in execute task and student's achievement.³ Thus, it can be concluded that perceived self-efficacy is about

¹ Albert Bandura, *Self-Efficacy in Changing Society*. (Cambridge: Cambridge University Press, 2009) 212.

² Albert Bandura, *Self-Efficacy in Changing Society*. (Cambridge: Cambridge University Press, 2009) 117.

³ Albert Bandura, *Self-Efficacy in Changing Society*. (Cambridge: Cambridge University Press, 2009) 203.

someone's belief in execute subjects to gain their educational performance and it also effect on their learning motivation, effort and their education's achievement.

Actually, self-efficacy influence level of effort, persistence and choice of activities.⁴ Thus, Bandura also stated that someone who has high self-efficacy, they will execute difficult tasks as challenging tasks that will be mastered rather than they avoid the tasks.⁵ Students with high sense of efficacy, they will participate more readily, work harder and persist longer when encounter difficulties task.⁶ Then, someone who has low self-efficacy will avoid difficult task.⁷ Indeed, someone with high self-efficacy will be more challenging to execute difficult task and someone with low self-efficacy are lack of challenging in execute difficult task.

b. Theoretical Construct of Self-Efficacy

According to Albert Bandura, there are four factors which are influenced self-efficacy which describe as follow:⁸

1. Mastery Experience

Mastery experience occur when someone attempts to do something and are successful. Thus, we master from the experience. Mastery experience is as the strongest way in buildup self-efficacy because people are most likely to believe that they can do something new if it is similar to something that they have already done before.⁹

⁴ Albert Bandura, *Self-Efficacy in Changing Society*. (Cambridge: Cambridge University Press, 2009) 204.

⁵ Albert Bandura, "Self Efficacy", Stanford University Vol.04, 1998, pg 2.

⁶ Albert Bandura, *Self-Efficacy in Changing Society*. (Cambridge: Cambridge University Press, 2009) 204.

⁷ Albert Bandura, *Self-Efficacy in Changing Society*. (Cambridge: Cambridge University Press, 2009) 212.

⁸ Albert Bandura. "Self-Efficacy ".In V.S. Ramachaudran (Ed.), **Encyclopedia of human behavior**.1994, Vol. 4, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed.], **Encyclopedia of mental health**. San Diego: Academic Press, 1998), 2-4

⁹ Albert Bandura, *Self-Efficacy Theory*, pg 16.

2. Vicarious Experience

Vicarious experience is happening by looking at other people who did the same thing with you, so it will occur if you look at people who did same thing with you and they are successfully execute the thing and it will increase your self-efficacy, but if you look at someone who did same thing with you and they are failure and it will make you have same perception of it and it will decrease your self-efficacy.

3. Verbal Persuasion

Verbal persuasion occurs when someone is persuaded verbally that they can achieve or master a task, then they more likely to do the task well, but if people are said that they do not have ability to accomplish the task, they will give up to accomplish the task.

4. Emotional States

Emotional state occurs when someone think that they likely cannot accomplish a task and it will be happened if people think about negative think while they accomplish the task. Stress and anxiety are as big fear and it will affect someone's self-efficacy, but anxiety and stress will not affect to someone's self-efficacy if they interpret their stress as positive, such as they think that if I'm getting nervous, I will not be success to this task.

In factors influencing self-efficacy in second language acquisition, there are also some other factors which is regarding to other research. The research is regarding self-efficacy in second/ foreign language learning. The factors are also as new findings in the research. Saeid Raoofi, Bee Hoon Tan and Swee Heng Chan research found new factors affected learners' self-efficacy. They found that learners' interest, knowledge in the content area, positive feedback from others, social and cultural context, task difficulty, classroom climate, confident, comfort due to learning process are affected

learner's self-efficacy.¹⁰ By the new findings in factors influencing self-efficacy, this research probably have the new finding in factors influencing self-efficacy which as same as the research of Saeid Raoofi, Bee Hoon Tan and Swee Heng Chan.

2. Public Speaking

a. The Definition of Public Speaking

As Lisa Shraiber, Ph.D. stated that public speaking is presenting speech through formal way in a public. She continued her statement by saying that public speaking is not only about speaking in a public, but it is also about how you make your audience remember and understand what you have said. Being professional in your job, you must be able to speak and communicate with others well since it leads you to have qualities in your job.¹¹ Therefore, public speaking is performing speaking in public through formal way, but the speaker must be able to make the audience understand with the material which deliver by the speaker.

b. Types of Public Speaking

Based on Discovering the treasure of public speaking book, there are five types of public speaking:¹²

1. Impromptu Speech

Impromptu speech is a form of speech where the speech is delivered by no preparation, but it should be delivered in the same manner as a prepared speech. impromptu speech involves the writer to write speech text at the time when the writer will deliver their speech.

2. Prepared Speech

Prepared speech is a form of speech where the speech is well prepared and it is purpose to

¹⁰ Saeid Roofi – Bee Hoon Tan – Swee Heng Chan. *Self-Efficacy in Second/Foreign Language Learning*, (Malaysia: University Putra Malaysia, English Department, Modern Languages and Communication Faculty), 2012, 45

¹¹ Lisa Schreiber, Ph.D, *Introduction to Public Speaking*, (San Francisco: Millersville University, 2013) 1-2.

¹² Emily Eubanks – Joy C. Jordan, *Discovering the Treasure of Public Speaking*. (Florida: University of Florida, 2014), pg 51-52.

persuade and to inform the reader about topic that based on speaker's interest and experience.

3. Demonstration

Demonstration is presenting an idea with visual aids which is purpose to teach the audience.

4. Presentation

Presentation is giving information or giving insight about a topic in an auditorium.

5. Reports

Report is a form of giving report about something that has been done, such as committee report.

From five types of public speaking above, this research used prepared speech since at State Vocational High School 1 Lamongan used prepared speech in public speaking program.

3. Self-Efficacy and Public Speaking

According to Dwyer and Fus, public speaking teachers have investigated the ways to help students to overcome the fear or anxiety in communication or it is called as communication apprehension. Several teaching strategies to help students experiencing trait of communication apprehension have been developed by examining factors as grades, self-esteem and self-efficacy. It shows that grades and self-efficacy can trait communication apprehension in students themselves. Thus, by knowing both, teacher can choose the fix strategy that may improve their public speaking skill and it can reduce their anxiety by giving specific instructional strategy.¹³

As Bandura stated that self-efficacy in education is related with perceiving self-efficacy in academic. Perceived self-efficacy in academic is about someone's judgement on their capability to organize and execute courses of action to achieve designated types of educational performance. On educational development,

¹³ Karen Kangas Dwyer, Ph.D. - Dennis A. Fus, Ph.D., "Perceptions Of Communication Competence, Self-Efficacy, and Trait Communication Apprehension: *Is There An Impact on Basic Course Success?*", University of Nebraska, 2002. 3-4

perceived self-efficacy is about how efficacy affect student's motivation to learn, to effort in execute task and student's achievement.¹⁴ Thus, it can be concluded that perceived self-efficacy is about someone' belief in execute subjects to gain their educational performance and it also affect on their learning motivation, effort and their education's achievement.¹⁵

4. Level of Self-Efficacy in Public Speaking

As Bandura stated that perceived self-efficacy cannot fit to all skills. It might be differene one to each other since one skill might have different successful criteria, but the scale on perceived self-efficacy is the same one to other.¹⁶ By the statement, it means that successfull criteria in perceiving self-efficacy depends on skill that investigated by the reseacher. This study is focused on speech, so it has its successful criteria that might be different with other skills, but the scale in perceiving self-efficacy is the same to identify high, moderate and low.

According to Sellnow, there are four primary components to an effective speech: content, structure, delivery, and the effective use of presentational aids. Content consists of the main topic of a speech, the main points used to support the main topic, and the evidence used to clarify, explain, or support the main points. For example, a student may choose to deliver his or her speech on "the benefits of exercise," and discuss both the physical and mental health benefits of exercise. He or she might support those main points with research that suggests that exercise decreases body weight and one's risk for diseases.

Even though speech content is important, but it also must be in well structured, in order to it becomes an effective speech.

¹⁴ Albert Bandura, *Self-Efficacy in Changing Society*. (Cambridge: Cambridge University Press, 2009) 203.

¹⁵ Albert Bandura, *Self-Efficacy in Changing Society*. (Cambridge: Cambridge University Press, 2009) 204.

¹⁶ Albert Bandura. **Self-Efficacy Beliefs of Adolescents**. (Copyright by Information Age Publishing, 2006), 307-308

Although speech content is important, content must also be structured well in order to have an effective speech. Sellnow explains that structure is “the framework that organizes the content”. Clear structure includes both microstructure and macrostructure. Macrostructure is the general framework for the content of a speech, including the introduction, body, conclusion, and transitions. In the previous example, a student should introduce the topic and preview his or her main points, the physical and mental benefits of exercise. He or she should make it clear when transitioning between the two main points. For example, the student might say, “although exercise has many physical health benefits, there are also many mental health benefits associated with exercise.” Moreover, microstructure includes the language and style choices one makes to convey ideas in a speech.

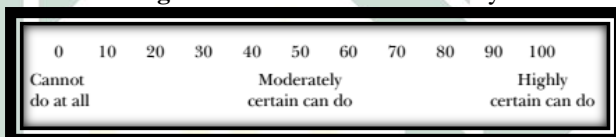
Sellnow pointed out that language and style choices should be “clear, inclusive, and vivid”. For example, when delivering a speech on the benefits of exercise, a student should be clear when explaining the details of how exercise physically affects the human body. In addition, the student should use inclusive language and might say something like, “**we** all want to be free of disease and exercise is one way that **we** can achieve this.” Speech delivery refers to how a message is presented. In order to deliver an effective speech, both voice and body are important. One should not only try to be intelligible, conversational, and expressive with his or her voice but also to make eye contact with the audience, to use spontaneous gestures and expressions, and to maintain poise. For example, a student discussing the benefits of exercise should emphasize the emotional implications of not exercising, including the likelihood of acquiring harmful diseases. Also, the student should maintain eye contact with the audience at least 90% of the time and ensure that the audience can understand what he or she is saying by speaking loudly and clearly.

Finally, a student should design, incorporate, and explain presentational aids effectively. This involves

designing presentational aids that are clear, visible, and visually appealing. When speakers incorporate presentational aids, they should conceal their aids both before and after displaying them so that they are not distracting to the audience when they are not being used. Finally, speakers should explicitly refer to and explain their presentational aids to their audiences and not assume the meaning of the presentational aid is automatically understood by their audience.¹⁷

To identify someone's self-efficacy, each subject has different aspect with other subject, but identifying response scale of self-efficacy is same for all subjects. Below is types of response scale in self-efficacy:

Figure 2.1. Level of Self-Efficacy



In the standard methodology for measuring self-efficacy beliefs, individuals are presented with different levels and strength. There are three levels in self-efficacy scale. It is started by 0 scale to 100 scale. 0-point scale shows that someone cannot do at all. Then, after 0 point to 30-point scale shows that someone is in low level since they just can execute few aspects. Then, 31 point to 69 is categorized moderate level since someone moderately can do some aspects in the subject. The third level is high level. It is started 70 point to 100 point since someone can do most aspect in subject, but 100 point scale is the highest scale since someone highly certain can do all aspects in a subject.¹⁸

¹⁷ Jami Leigh Warren, "The Relationship between Service Learning and Public Speaking Self-Efficacy: Toward Engaging Today's Undergraduates". Theses and Dissertation. University of Kentucky. 18-19

¹⁸ Albert Bandura. **Self-Efficacy Beliefs of Adolescents**. (Copyright by Information Age Publishing, 2006), 312

5. Strategies in Improving Self-Efficacy and Public Speaking

According to Howard Margolis and Patrick P. McCabe, there are strategies to strengthen students' self-efficacy as below:

a. Plan Moderately Challenging Tasks

In giving task, the teacher should not give simple task and provide challenging task to make the students struggle. Similarly, task difficulty should not provoke more than passing fear or failure or prove frustrating. Consequently, instructional-level tasks should be slightly above the learner's current performance level. It is to improve struggling learner's willingness to invest time and energy in schoolwork and to develop the persistence needed for meaningful achievement. Thus, teacher should give students moderately challenging task who have low self-efficacy level since giving continual challenging task, it can reflect the student's progress and the teacher can help the learner's succeed.¹⁹

b. Using Peer Models

A powerful way to help students acquire new skills and strategies is to have them watch other students do well on targeted tasks. To maximize the effects of modeling on self-efficacy, models should be similar to student observers in ways the observers deem important. Similarities can include age, race, gender, ability, interests, clothing, social circles, and achievement levels.

Peer models can be mastery or coping models. Mastery models flawlessly demonstrate a targeted skill or learning strategy, whereas coping models demonstrate how to learn the skill or strategy and how and when to apply it. For students with low self-efficacy, observing coping models may be particularly effective. By observing how coping models overcome mistakes, struggling learners of similar ability often realize they too

¹⁹ Howard Margolis – Patrick P. McCabe, **Improving Self-Efficacy and Motivation**, Vol. 41, No. 4, 2016, 220

can achieve. Many people start being belief, “He is like me. If he can do it, I can”²⁰

c. Teach Specific Learning Strategies

As Lenz, Deshler, and Kissam noted, learning strategies provide students with a logical sequence of steps for attacking difficult tasks. These steps make the task at hand manageable and provide students with a place to start. This, in part, may explain why teaching learning strategies can significantly improve struggling learners’ academic achievement.

When teaching strategies to struggling learners, teachers must first identify one or two critical strategies that struggling learners have to master to succeed on specific tasks, such as note taking, essay writing, test taking, or reading comprehension. (Introducing too many strategies creates confusion and reduces opportunity for practice.) Then teachers must help learners understand when and why to use the strategy and have them overlearn it, so they successfully apply it when working alone. Without overlearning and knowing when to use specific strategies, struggling learners will likely abandon them.²¹

d. Capitalize on Student Choice and Interest

Choice is a major motivator. When present, it encourages high levels of engagement, when missing, it can arouse resistance: “Lack of choice in school reading is one reason frequently cited by secondary students who are willing readers outside of school but resist assigned reading”. As a consequence, teachers should frequently let struggling learners choose their assignments, books, start times, break times, grading strategies, and extra credit work. Each choice should be meaningful to the learners and acceptable to the teacher. In addition, choices should be presented in ways that avoid stigmatizing learners.

Like choice, interest promotes engagement and improves learning. As a consequence, teachers should try

²⁰ Howard Margolis – Patrick P. McCabe, **Improving Self-Efficacy and Motivation**, Vol. 41, No. 4, 2016, 221

²¹ Howard Margolis – Patrick P. McCabe, **Improving Self-Efficacy and Motivation**, Vol. 41, No. 4, 2016, 221-222

to identify and respond to struggling learners' interests by (a) observing struggling learners during free time, listening to their conversations, looking at what they read on their own, asking their parents about them, or administering interest inventories and (b) developing assignments that incorporate or focus on the identified interests.²²

There are strategies mentioned by Oxford and they are divided into direct and indirect strategies. The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are memory, cognitive, and compensation. The indirect strategies are used for general management of learning. The three groups belonging to this category are metacognitive, affective, and social strategies. Here a brief introduction of each group will help explain them.

The direct strategies are beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new language. The direct strategies will be explained below:²³

a. Memory strategy

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing. These principles are employed when a learner faces challenge of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch. The use of memory strategies is most frequently applied in the beginning process of language learning. As the learners advance to higher level of proficiency memory strategies are mentioned very little. It is not that the use ceases, but the awareness of its use becomes less. Here is an example

²² Howard Margolis – Patrick P. McCabe, **Improving Self-Efficacy and Motivation**, Vol. 41, No. 4, 2016, 221-222

²³ Oxford, R. *Language Learning Strategie, What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers (1990)

to apply memory strategy by making association. If a learner wants to remember the name Solange of a French person, it could be associated by saying Solange's face is so long. This strategy does not belong to any self-efficacy strategy.

b. Cognitive strategy

These are perhaps the most popular strategies with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output.

Practicing is the most important in this group which can be achieved by repeating, working with sounds and writing, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. It is not necessary to check every word. The adult learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language. These are also used to make new expressions. Here is an example of a learner who practices with sounds of the words that have letters ough. The words through, though, tough, and trough contain ough but sound different. To understand them better the learner may make own phonetic spelling: throo, thow, tuff, and troff.

c. Compensation strategy

Learners use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. When learners do not know new words and expressions, they guess the meaning. A learner brings own life experience to interpret data by guessing.

Compensation strategies are also used in production when grammatical knowledge is incomplete. When a learner does not know the subjunctive form of verb, a different form may be used to convey the message.

Here is an example of guessing based on partial knowledge of the target language. When a learner recognizes the words shovel, grass, mower, and lawn in a conversation, it could be understood that it is about gardening.

Indirect language learning strategies work together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies. Below are the indirect strategies:

a. Metacognitive strategy

Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary rules, and writing system confuse the learner, these strategies become vital for successful language learning.

Three sets of strategies belong to this group and they are: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and evaluation of progress. Research has found that compared to cognitive strategies metacognitive strategies are used less consistently by the learners.

Here is an example of arranging and planning learning. For a learner who wants to listen to the news in the target language can plan the task by first determining what topics might be covered in the program. Most news programs have segments of politics and economics. The learner can look up the words related to the topics before listening to the news. This would better prepare the learner.

b. Affective strategy

The affective factors like emotion, attitude, motivation, and values influence learning in an important way. Three sets of strategies are included in this group: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature.

Good language learners control their attitudes and emotions about learning and understand that negative feelings retard learning. Teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies.

Anxiety could be both helpful and harmful. It is felt that a certain amount of anxiety is helpful for learners because it helps them obtain their optimum level of performance. Too much anxiety has the opposite effect where it hinders language learning. Anxiety often takes forms of worry, frustration, insecurity, fear, and self-doubt. A common high anxiety creating situation for learners is to perform before the peers and teacher when they are not prepared.

Here is an example of how learners try to lower the anxiety. Some listen to their favorite music for a few minutes before practicing the target language. This strategy belongs to motivation and emotion control strategy.

c. Social Strategy

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: Asking Questions, Cooperating with others, and Empathizing with Others.

Among the three, asking questions is the most helpful and comes closest to understanding the meaning. It also helps in conversation by generating response from the partner and shows interest and involvement.

Cooperation with others eliminates competition and in its place brings group spirit. Studies show that cooperative learning results in higher self-esteem,

increased confidence, and rapid achievement. Learners do not naturally apply cooperative strategies because of strong emphasis put on competition by educational institutions. Sometimes competition brings a strong wish to perform better than others, but it often results in anxiety and fear of failure. It is important to help learners change their attitudes from confrontation and competition to cooperation.

Empathy is very important in communication. Empathy means to put oneself in someone else's situation to understand that person's point of view. Learners can use social strategies to develop cultural understanding and become aware of thoughts and feelings of others.

Learners can apply the strategy of cooperating with others by doing something together in the language they are learning. Daily telephone conversation with a friend in the target language is an example to practice listening and speaking skills. This strategy belongs to environmental control strategies.

From strategies in improving speaking, indirect strategies are strategies which also use to improve students' self-efficacy in speaking

B. Previous Study

A research related the students' self-efficacy already done by Jamileh Rahemi, entitled *Self-Efficacy in English and Iranian Senior High School Students Majoring in Humanities*. The purpose of this study was to investigate the humanities students' English self-efficacy beliefs and examined the contributions they make to their EFL achievements. The researcher used qualitative and quantitative research as the research design to analyze the data. In the end the researcher found out that the students have low self-efficacy and it gives impact on their academic achievement. Thus, the researcher suggested that the teacher should shaping the students' self-efficacy of their academic ability.²⁴

²⁴ Jamileh Rahemi, "Self-Efficacy in English and Iranian Senior High School Students Majoring in Humanities". *Novitas Royal Research on Youth and Language*. Vol 1(2)

Another research has been conducted by Gulden Genc, Emine Kulusakli, and Savas Aydin with their research entitled *Exploring EFL Learners' Perceived Self-Efficacy and Beliefs on English Language Learning*. The researchers were intended to seek highlight the relationship between Turkish EFL learners' belief about language learning and their sense of self-efficacy. The researchers used quantitative research to analyze their finding. The researchers found that the students have medium scores in their English self-efficacy and hold the strong belief that motivation factors have a great role on their learning process.²⁵

Another research about this concern was conducted by Laura F. Blumenthal entitled *Self-Efficacy in Low-Level English Language Learners*. This study was to investigate a social-psychological perspective on language acquisition that focused on the role of self-efficacy in learning and applied this perspective to understudied learners. This study was only investigated four students and the research design was using qualitative. The result of this study showed that by having self-efficacy, the students may interact with the native speaker, even they have limit knowledge of foreign language.²⁶

Another research about this concern was conducted by I'anatul Avifah entitled *Teachers' Self-Efficacy in Managing Classroom Behavior Problems: A Study of Beginning Teachers at Intensive English Program (IEP) in Faculty of Sharia and Law UIN Sunan Ampel Surabaya Academic Year 2013-2014*. This study was to investigate the teacher's belief in managing the classroom and identifying the classroom behavior problems among adult learners. This study was investigated adult learners in IEP program at Sharia and Law faculty and five classes who have beginning teachers. The research design was using qualitative. The result of this study showed that there are 9 problems which occur during the learning process; talking with other friend, playing cellphone, wearing improper attire, sitting

²⁵ Gulden Genc – Emine Kulusakli – Savas Aydin, “Exploring EFL Learners’ Perceived Sel Efficacy Beliefs on English Language Learning”. *Australian Journal of Teacher Education*. Vol 41. Issue 2. Article 4

²⁶ Laura F. Blumenthal, “Self-Efficacy in Low-Level English Language Learners”. Portland State University, 2014.

with improper manner, ignoring or ordering the instruction, repeatedly using first language, coming late, being absent, and cheating. In managing classroom misbehavior, the teachers' self-efficacy of beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya is 62% high. Nevertheless, they are still low in setting goal, innovating creative problem solving, and visualizing success of managing classroom behavior problems.²⁷

All those previous studies examined the students' self-efficacy in English which is too broad since English has four skills. Yet they did not examine the self-efficacy in specific skill. Therefore, this study intended to specific skill to analyze the students' self-efficacy at public speaking program. Then, the last pervious study examined the teacher's self-efficacy in classroom management. Hence, the researcher intended to focus on students' self-efficacy.

²⁷ Panatul Avifah. Undergraduate Thesis: *“Teachers’ Self-Efficacy in Managing Classroom Behavior Problems: A Study of Beginning Teachers at Intensive English*