

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapters presents the research findings and discussion of the study. The researcher describes the data result in findings part. While in discussion, the researcher deduces the findings about students' self-efficacy in public speaking program at SMKN 1 Lamongan.

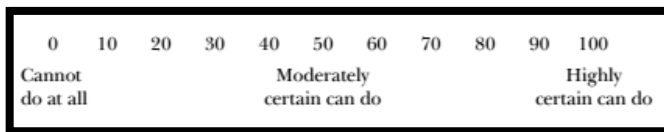
#### A. Research Findings

The researcher has conducted the research from May 16<sup>th</sup> – May 30<sup>th</sup>, 2017 through the techniques of collecting data which have been explained in the research method. The data collected were devoted to answer the research questions of what level the students' self-efficacy in public speaking program at SMKN 1 Lamongan are, what factors influencing students' self-efficacy in public speaking program at SMKN 1 Lamongan are and what the teacher's strategy in teaching public speaking to improve the students' self-efficacy. To show the result of this study conveniently, those findings are categorized based on the research questions of the study:

##### 1. Level of Students' Self-Efficacy in Public Speaking Program at SMKN 1 Lamongan

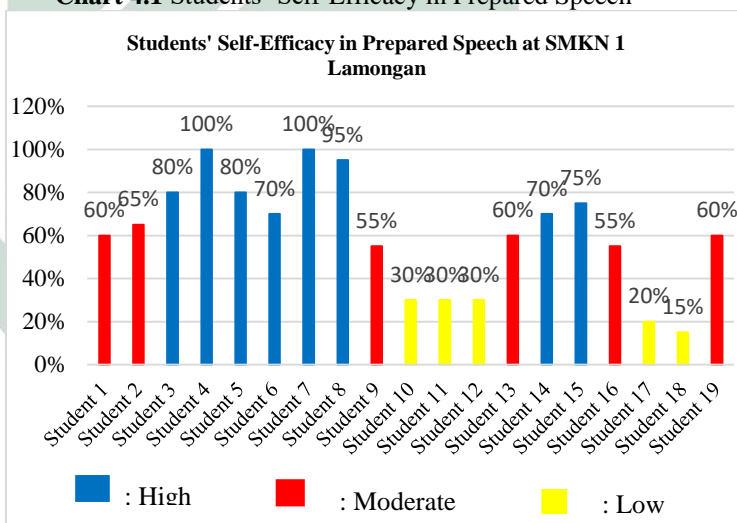
In this study, the researcher determines to investigate the level of students' self-efficacy in speech that the students have been prepared before performing their speech. To investigate the students' level of self-efficacy, the researcher is using questionnaire related with prepared speech which is adapted from Jami Leigh Warren, thesis and dissertation entitled the relationship between service learning and public speaking self-efficacy toward engaging today's undergraduates, University of Kentucky. Initially, 20 items were written to investigate the students' self-efficacy in presenting an effective speech that has been prepared by them, in terms of content, structure, delivery and presentational aids (*See Appendix A*). To determine the students' level in public speaking the researcher used the following categorization by Bandura theory which has been explained in chapter 2:

**Figure 4.1** Level of Self-Efficacy



Then, the result of analyzing those data was displayed in this following form of percentage chart to show the students' level of self-efficacy in prepared speech.

**Chart 4.1** Students' Self-Efficacy in Prepared Speech



**a. High Self-Efficacy**

Based on chart above, it can be described that the level of students' self-efficacy in prepared speech was various. There are 8 students who are categorized having high self-efficacy, but they have different percentage. There are two students having 100% self-efficacy, they are student 4 and student 7. It means that both believe that they can execute all components in performing prepared speech. Then, there is only one students who gets 95% and the student is student 8. By 95%, it means that the student has one aspect that she believes that she cannot

execute it. Then, there are two students who get 80%, they are student 3 and student 5. By the percentage, there are four aspects that they believe they cannot execute those aspects. Then, there is only one student who get 75% and the student is student 15. By 75%, it means that there are 5 aspects in performing speech that the student believes the student cannot execute those five aspects. Then, there are two students who get 70%. There is student 6 and student 14. By the percentage, it means that there six aspects that the students believe they cannot execute it. Those are various percentage that the students get in high level of self-efficacy.

**b. Moderate Self-Efficacy**

The next level which gets by six students is moderate. The first percentage of moderate which get by one student is 65%. The student who gets 65% is student 2. By the percentage, it means that there are seven aspects in performing prepared speech that the student believes she/he cannot do it. Then, there are three students who get 60%. They are student 1, student 13 and student 19. By the percentage, it means that there are eight aspects that the students believe that they cannot execute those aspects. Last in this moderate level of self-efficacy, there are two students who get 55%. They are student 9 and student 15. By the percentage, it means that they believe that they cannot execute 9 aspects in performing prepared speech. Those are various percentage in moderate level of students' self-efficacy in prepared speech.

**c. Low Self-Efficacy**

The last level is low level. There are some percentages in low level of self-efficacy. The first percentage which gets by the students is 30%. They are student 10, student 11 and student 12. By the percentage, it means that the students believe that they can execute six aspects of twenty aspects in performing prepared speech. Then, the next percentage which gets by the student is 20%. Student 17 gets 20%. By the percentage, it shows that the student believes that she can execute four aspects of twenty aspects in performing prepared speech. The last

percentage is 15%. Student 18 gets 15%. By the percentage, the student believes that she/he can execute three aspects of twenty aspects regarding to the students' self-efficacy in performing prepared speech.

To sum up, there are three levels which get by the students; High, Moderate and Low. In high level of self-efficacy, there are eight students in this level with various percentages; 100%, 95%, 80% and 75%. In moderate level of self-efficacy, there are six students who are in this level. There are various percentage in this level; 65%, 60% and 55%. Then, there are five students who are in low level. In low level of self-efficacy, there are three types percentage which get by the students; 30%, 20% and 15%.

## 2. The Factors Influencing Students' Self-Efficacy in Prepared Speech at SMKN 1 Lamongan.

The students' self-efficacy in prepared speech is influenced by some factors. In this study, the data of students' self-efficacy of factors in prepared speech were obtained from interview with students who join *public speaking program* at SMKN 1 Lamongan. The interview results are described as follows:

### a. Speech Experience

Speech experience or mastery experience becomes one of factors that influence students' self-efficacy in prepared speech. As the result of interview, eleven students stated that their past experience in performing prepared speech lead them to learn from their past experience.

Performing prepared speech is not the first experience for student 5. She ever joined speech competition when she was in Junior high school. She stated that she was successful in performing prepared speech. However, she also learns from her past experience about how to deliver her speech that can be understood by her audience.

Student 3 also has experience in performing prepared speech. She ever joined speech competition. She stated that she was successful delivering her speech

to the audience, but she thought that it is not quite successful since she thinks from her past experience. She thinks that her self-confidence was quite low, her ability was not good, her preparation was not maximum. Thus, she really wants to learn how to build up her self-confidence, how to speak English well and she will prepare her speech well before performing her speech in order to she delivers her speech successfully.

Student 4 has some experiences in performing prepared speech. She stated that from her past experience, she was ever successful, but she was also ever failure in performing her speech. Thus, she said that she has to learn from her past experience in order to she may perform speech better. She also said that she learns how to perform speech well and she tries to learn from her mistakes, such as: keep contact to the audience and how to make the audience pay attention to her. Thus, she believes that it leads her in performing speech better than her past experience.

Student 6 also has experience in performing speech. She said that she was successful. However, she still learns from her past experience in order to she may perform speech which more successful than her past performance. She said that she learns how to be success for future in performing speech. Thus, she wants to ask her teacher what she should build up to make her performance in speech well.

Student 7 is like student 4. She has some experiences in performing prepared speech. Thus, she was ever successful and failure in performing her speech. She said that she learns from her past experience, by looking at her mistakes. She wants to catch up the audience's attention, so she wants to perform speech well.

Student 12 also has an experience in performing speech. She said that she was failure in performing her speech. She also said that she also learns from her past experience by learning from her mistake, she thinks that every aspect in speech should be learnt by

her since she thinks that her speech was not quite good in the past.

Student 15 also has an experience in performing speech. She said that her experience was not quite successful. Thus, she wants to learn from her past experience since she believes that experience is as the best teacher in life for future, but she does not know what she should make better in performing speech since she just thinks that her past experience was not successful, but she did not know the specific aspect that she should build up in performing speech. Thus, she needs to perform again and asks her teacher comments about what she should build up.

Student 16 also has an experience in performing when she was as junior high school student, but she did not know whether her past performance was successful or failure. She said that she did not get comment from the judge and she was not as the winner. However, she also learns from her past experience. She learns how to make higher her self-confidence.

Student 19 also has an experience in performing speech, but she does not know whether it was successful or failure. However, she said that she also learns from her past experience since she believes that by learning her past experience, it can change for better performance in speech for the future. Thus, she wants to learn more how to speak English well and fluently.

All students above have experience in performing speech and they master from their past experience. In contrast, Student 14 has past experience in performing speech, but she does not master from her past experience. For her, it is better to master how to deliver speech by her teacher since she will learn directly from her teacher.

#### **b. Vicarious Experience**

The second factor is vicarious experience. Interviewing nineteen students, but there are only six students who are adapted other people in performing speech. They are Student 3, Student 4, Student 5, Student

7, Student 13 and Student 19. Dealing with vicarious experience, the students stated that they are adapted others as follows:

1. Student 3 said that she is very inspired by other people who is very awesome in performing speech for her. She always watches YouTube and watch some great videos of someone who presents speech. She learns about someone's ability in speaking and confident.
2. Student 4 said that she is always inspired by people who has great performance in speech. Thus, if she looks at people who perform speech well, she always looks at how he or she deliver her speech well.
3. Student 5 said that she is always interested with people who has good performance in speech and the way he or she speaks in English. Thus, she always learns how she or he speaks English ad she or he interacts with the audience without getting nervous, if the people is performing awesome for her.
4. Student 6 said that she is inspired by her friends who are very active join some competitions. Then, they have really good progress in performing speech and it leads them being the winner. Thus, it motivates her to look at her performance and spirit in keep learning to perform speech well.
5. Student 7 said that he is inspired by her friends. She looks that her friends has good self-confidence, so her firends may perform her speech well and can make the audience keep pay attention to her. Thus, she learns from her friends how to have good self-confidence since it influences the performance.
6. Student 13 said that she is inspired by people who can deliver speech by having good ability in speaking. Then, she will learn how he or she produce English well like native speaker.
7. Student 14 said that she is inspired by every people who has good performance in delivering speech. Thus, it leads the student to look at how the people

deliver their speech in term of interact with the audience and the way in speaking fluently.

8. Student 19 said that she is very inspired by people who has great skill in delivering speech in front of people. Then, she said that she will look at how she or he is having great self-confident and how he or she has knowledge, so her content of speech is very qualified. Thus, she learns a lot.

Nevertheless, students who do not have vicarious experience, they said that it is better for them to have experience first. Then, they learn from their mistake. Thus, it leads them to have better quality in performing speech.

To sum up, students who are inspired by other people. They always look at people's way in performing speech and there is aspect that makes them learn how people deliver speech well. Thus, they learn from the inspiring people in speech.

### c. **Verbal Persuasion**

Verbal persuasion becomes one of factors which influence someone's self-efficacy. Based on interview with nineteen students, there are fourteen students that stated they were influenced by verbal persuasion as follows:

1. Student 2 get support by his parents so that it can increase her spirit in keep learning how to perform speech well. He thinks that getting support from his parents it leads him to have responsibility to always learn and he may not give up even he will be failure since he still has chance to keep learning to not doing the same thing as he is failure.
2. Student 3 said that her parents and her friends support her a lot. Her parents also always say to her that you can do it. Thus, it makes her to always try in performing speech.
3. Student 4 said that there are people who support her and there are people who do not support her. Her parents and her close friends always support her and they always pursue her that she can do her best in



performing speech. Then, there are also people who say that she cannot perform speech, but it does not affect her belief since she thinks that support from her parents and her friends can make her more confident with her ability.

4. Student 5 said that her parents always support her to always improve and belief with her ability in speech. Thus, it leads her to always keep learning how to have good ability in public speaking.
5. Student 6 said that she has people who always support her and it makes her belief that she can perform public speaking well.
6. Student 7 said that many people support her like her parents and her friend. Her parents always say that if she always keeps learning and always learn from mistake, it leads her to have many experiences in delivering speech since being successful comes after failure. Thus, she believes that she can perform speech well.
7. Student 8 said that her family always support her to improve her ability in public speaking. They always say to the student that the student actually has good ability in public speaking. If she always keeps learning, she will be used to perform in public. Thus, it influences her belief in performing public speaking.
8. Student 16 said that there are many people who are close with her always support her and it increases her spirit to keep learning public speaking. She also said that because of their support, it influences with her passion to learn public speaking since she thinks that she is not quite good at public speaking. Thus, she is motivated to learn public speaking more.
9. Student 19 said that her parents and her friends always support her to improve her ability in public speaking. Thus, it makes her to have much spirit in learning public speaking.

In contrast, Student 10, Student 11, Student 13 and Student 17 have people who support and pursue them

that they can perform public speaking well if they always learn how to perform it well, but it does not affect their belief since they think that they do not have experience in public speaking so they think that they cannot do this well. Furthermore, they have people who pursue them that they cannot do public speaking. Thus, it makes them feeling down, less confidence and they believe that they cannot perform public speaking.

To sum up, some students feel that support by other people can affect their belief that they can perform prepared speech. It can be felt by student 2, student 3. Student 4, student 5, student 6, student 7, student 8, student 16 and student 19. In contrast, student 10, student 11, student 13 and student 17 feel that support by other people do not effect on their belief that they can perform speech well, but what people said that they cannot perform speech. It effects on their belief that they cannot do it. Thus, it makes the increasing their not confidence in performing speech.

#### **d. Emotional State**

Emotional state is the fourth factor which influence someone self-efficacy. Based on interview with nineteen students, there are twelve students who think that they are getting emotional state, but its affect is different each other. Student 3 and student 4 feel nervous while they are performing or before they perform public speaking, but they think that it does not affect their performance since they believe that they can accomplish performing speech well.

Student 1, Student 6 and Student 10 are feeling anxiety and nervous. Thus, it makes them believe that they can not do it and it will influence their performance. They think that they really can not perform the best and they do not believe with their ability since they are getting fear and nervous. Furthermore, Student 1 and Student 10 do not have experience in performing public speaking. Thus, it just increases her nervous before performing.

Student 9, Student 7, Student 15, Student 16 and Student 13 have same feeling like Student 1, Student 6 and Student 10. They are feeling nervous, but its affect is different with Student 1, Student 6 and Student 10. They think that they are still able to perform speech, but their performance is not good since getting nervous lead them to decrease their confidence. Thus, they can not show their best while performing public speaking.

Student 2, Student 12 and Student 18 also have same feeling. They feel nervous before performing. Thus, they think that it will affect their memory of their speech text. It will make them forget about what they will deliver to the audience.

To sum up, emotional state can affect their performance since it affects with things that affect their performance. As student 7, student 9, student 13, student 15 and student 16 stated that getting nervous lead them being not confidence in performing speech. Then, student 2, student 12 and student 18 stated that getting nervous lead them being forget with text that they will deliver to the audience. For student 1, student 6 and student 10 stated that getting nervous lead them to believe that they cannot perform their best.

**e. Other Factors**

Before asking specifically to the four factors, the researcher asked them about their first initial belief in performing speech. There are some factors which are different each other. Based on interview, belows are the other factors:

1. Confidence.

Student 4, Student 1, Student 6, Student 7, Student 13 and Student 2 believe that they have high self confident. Student 4 said that the first student's belief that the student can perform prepared speech is self-confident. For the student, self-confidence lead her/him to act out in her/his speech well, so what she/he felt before performing speech or during performing speech will be lost by self-confidence.

Student 1 said that high self-confidence is as her/his initial believe. Student 1 said that if we believe with ourselves. It leads her/him to have positive thing about herself/himself. Thus, it leads her to believe that the student can do it, even she/he do not have any background knowledge regarding to the speech.

The, student 6 said that her/his first initial belief in performing speech is self-confidence. The student believes that if she/he does not have high self-confidence. It leads the students have negative thinking about her/his performance and it can make her performance being not good, even he/she has practiced a lot.

Student 7 said that the reason why having self-confidence is as her/his first initial belief in performing prepared speech. The student said that he is always having high self-confidence since the student was in elementary school. Thus, the student is always having self-confidence, in order to it helps her/him to accomplish speech well by showing her/his best effort in speech.

Student 13 said that her/his first initial belief is self-confidence. The student said that self-confidence leads her/him to believe that the student can perform speech well, because if the student does not have self-confidence, it will lead her/him to not focus with her preparation in performing prepared speech.

Student 2 said that the student's initial belief is self-confidence. The student said that self-confidence helps the student to decrease the student's anxiety in performing speech. Thus, self-confidence is being the student's initial belief.

Thus, by self-confidence, it leads them to be able to accomplish in performing speech since it makes them to be more confident to perform speech.

## 2. Ability

Student 3 said that her ability becomes her first initial belief. She stated that having ability leads her to show her best performance speech. Thus, she highly believes that she can accomplish in performing speech by having ability in public speaking. Furthermore, for the student, ability provides tips the way to perform speech. Thus, ability leads the student to accomplish in performing prepared speech.

## 3. Doubt

Student 19 said that her first initial belief that influence her belief in execute public speaking is her doubt. She is not sure with her ability. Thus, it makes her that she can not perform the best performance in speech. Her confidence is less than her doubt.

## 4. Do not have any experience.

Student 11 and Student 17 said that factor that influences their initial belief is that they do not have any experience. They said that they do not have any experience in performing. Thus, they said that they do not believe they can perform speech.

Student 11 said that do not have any experience in speech is being her first initial belief that the student cannot perform speech well since the student does not know the atmosphere in performing speech. Thus, the student does not know the way to perform speech well and how to make the audience interest with the student's performance in real condition.

Student 17 also said that the student didnot have any experience in performing speech. Thus, it is being the student's first initial belief. The student said that what the student can master in performing speech since the student do not know the real condition in performing speech in public. Thus, it just decreases the student's anxiety in performing speech.

To sum up, the factors that influencing students' self-efficacy in performing speech are speech experience (mastery experience), vicarious experience, verbal persuasion, emotional state, other factors, such as confidence, ability regarding speech, doubt and do not have any experience.

### **3. Teacher's Strategy in Public Speaking Program at SMKN 1 Lamongan.**

Teacher's strategy in teaching also influence students' belief whether they can perform public speaking or not. The teacher's strategies in teaching public speaking to the students were obtained from interview with the teacher who teaches *public speaking program* at SMKN 1 Lamongan. The interview results are described as follows:

#### **a. Plan Moderately Challenging Tasks.**

Challenging tasks do not provide simple task and it leads the students to struggle in doing their task. As the interview result with the teacher, it indicates that the teacher had planned the students' tasks. By all the tasks, there are two tasks which lead the students struggling in doing the tasks. The first was creating speech text and the second was analyzing the goodness and the lack of their speech text.

#### **b. Use Peer Models**

To help students acquire the way to perform public speaking, the teacher showed video regarding performing speech. The video was adjusted to students' level. They are as vocational high school students. Thus, the teacher provided speech video which was performed by vocational high school student. As the interview result with the teacher, she said that giving the video, it is expected that the students would have illustration regarding the way to perform speech at their level as vocational high school students.

#### **c. Affective Strategy**

To improve students' ability in performing prepared speech, the teacher also used affective strategy. Affective strategy provide responsibility to the students and natural communication. In providing responsibility to

the students, the teacher gave students work individually and in a group regarding prepared speech. In individual work, the students were asked to make speech text which was based on theme given by the teacher and in a group they were also asked to make speech and they correct each other. To make natural communication to build up students' ability in speaking, the teacher was asked the students to discuss in group work by using English, so they spoke English naturally.

**d. Social Strategy**

In teaching social strategy, the teacher also used social strategy since the teacher leads the students to cooperate with other students in doing task. It can be seen by the teacher gave group work to arrange paragraphs of speech text.

**e. Other Strategy (Strategy based on game activity)**

In teaching public speaking, the teacher also used other strategy which is not in Corno and Sellnow theory. This strategy is to build up fun activity by providing game. The game was providing chunks of speech text. Then, the students are asked to arrange the chunks of paragraph into the correct arrangement in speech text. Then, they are asked to stick their work and discuss it together at classroom. This activity was fun activity, but it also gave the students lesson regarding public speaking material.

**B. Discussion**

To have the same interpretation between the readers and the researcher toward the findings above, this part discusses those findings by reflecting on some theories related for each following problems:

**1. The Students' Self-Efficacy of SMKN 1 Lamongan Students Who Participate Public Speaking Program.**

**a. High Self-Efficacy**

There are three levels of self-efficacy which are occurred in students who participate *public speaking program*. Based on the findings, Student 4 and Student 7 get 100%, Student 8 gets 95%, Student 3 and Student 5

get 80%, Student 15 gets 75%, Student 6 and Student 14 get 70% which are categorized as high self-efficacy. Then, Student 2 get 65%, student 1, student 13 and student 19 get 60%, Student 9 and Student 16 get 55% which are categorized moderate level of self-efficacy. Then, Student 10 and Student 11, Student 12 get 30%, Student 17 gets 20% and Student 18 gets 15% which are categorized low level of self-efficacy.

Getting those percentages, it leads the students have different initial beliefs. Even, they are in same level, but they have different belief that leads them believe that they can or cannot execute in performing speech well. Student 4 and student 7 are in high level with 100% scale of self-efficacy. It can be seen that there are factors which influence their self-efficacy. The first is mastery experience. Both had some experiences in performing speech and they were ever successful and failure. Both learn from their experiences. Thus, they are experienced in performing speech since they are not having one experience, but they have more than one experience. As Bandura stated that mastery experience is as the strongest factor which build up someone self-efficacy since they believe that they can master from their experience. Thus, they believe that they can do something which is similar with what they already done before.<sup>1</sup> In addition both are influenced by other factor in positive way. Both are inspired by other people and it leads them to learn by the people, in fact if someone look at people who did the same thing and it leads us to look at their successful in execute task. Thus, it will also increase someone self-efficacy.<sup>2</sup> Then, they are also supported by verbal persuasion that they can accomplish speech well. It leads them believe that they can perform speech well. As Bandura stated that if someone is persuaded verbally that

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<sup>1</sup> 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

<sup>2</sup> Albert Bandura. "Self-Efficacy ".In V.S. Ramachaudran (Ed.),.....,3



they can achieve a task, then they more likely to be able to do the task well.<sup>3</sup> Then, the last factor which influences them in getting high self-efficacy as Bandura's theory is emotional state. Both are getting nervous, but student 4 thinks that nervous is not affected on her performance. As Bandura stated that people may have fear and anxiety by getting nervous, if they bring it into positive way it will not effect on their performance, but if they bring their big fear in negative think it will affect to their self-efficacy.<sup>4</sup> In addition, the student 4 and student 7, they have same first initial belief that they can perform speech well. Their first initial belief is confidence. Even, this initial belief is not in Bandura's theory, but based on strategy theory which is provided by Oxford. Confidence is needed in speaking activity since it will reduce anxiety and fear.<sup>5</sup> Those factors are brought to positive ways that lead student 4 and student 7 think that they can accomplish all aspects in performing prepared speech. Then, this highest percentage is compared to other percentages which lead to provide the different this highest score to others.

The second percentage is 95%, this percentage is got by student 8. The factor which influences this students' self-efficacy is only vicarious experience. Student 8 thinks that she can perform speech well since student 8 is inspired by people who successfully perform speech well, but student 8 think that she cannot execute difficult speech. In contrast, Bandura stated that people who has high self-efficacy will execute difficult task by master it rather than avoid difficult task.<sup>6</sup> Thus, it makes this student is different with student 4 and student 7. Even, student 8 is different 5% by cannot accomplish one aspect, but having high self-efficacy likely accomplish difficult

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<sup>3</sup> Albert Bandura. "Self-Efficacy ".In V.S. Ramachaudran (Ed.),.....,3

<sup>4</sup> Albert Bandura. "Self-Efficacy ".In V.S. Ramachaudran (Ed.),.....,4

<sup>5</sup> Oxford, R. *Language Learning Strategie, What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers (1990)

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

task like student 4 and student 7 rather than avoid difficult task.

The third percentage is 80% which is got by student 3 and student 5. Both are influenced by mastery experience, vicarious experience and verbal persuasion which lead them to increase their self-efficacy, but student 3 and student 5 were not highly believe that they can accomplish speech well. It can be seen that both are experienced in speech once. In fact, experience leads them much learn with their past experience. Furthermore, mastery experience is the strongest factor which build up self-efficacy.<sup>7</sup> It can be seen that it is different with student 4 and student 7 who had some experiences in performing speech.

The next percentage is 75% which got by student 15. This student is influenced by speech experience and emotional state. In speech experience, the student masters from the past experience, but in emotional state this student bring nervous into negative think that the student believes the student cannot perform well. As Bandura stated that if someone is getting nervous and they think negatively, it leads them to have belief that they are not successfully accomplish the task.<sup>8</sup> It makes students 15 is different with student 4 which are bring nervous into positive way and student 15 is also different with student 8, 3, 5 which are not influenced by emotional state, but student 15 are having confidence as the student's first initial belief that can reduce fear. As in Oxford theory, Confidence is needed in speaking activity since it will reduce anxiety and fear.<sup>9</sup>

Then, students who got 70% are student 6 and student 14. Student 6 and student 14 are influenced by vicarious experience that increase their self-efficacy. Then, student 6 is also influenced by mastery experience, but the student was experienced in speech once. Student 6

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<sup>7</sup> Albert Bandura. "Self-Efficacy". In V.S. Ramachaudran (Ed.),.....,2

<sup>8</sup> Albert Bandura. "Self-Efficacy". In V.S. Ramachaudran (Ed.),.....,3

<sup>9</sup> Oxford, R. *Language Learning Strategie, What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers (1990)

are also influenced by verbal persuasion, but both students do not have first initial belief.

To sum up, the highest percentage is influenced by mastery experience, if people has more experience the higher self-efficacy they get since they think that they master and can accomplish similar think that they have done before.

#### **b. Moderate Self-Efficacy**

In moderate level of self-efficacy, Student 2 get 65%, student 1, student 13 and student 19 get 60%, Student 9 and Student 16 get 55%.

Student 2 get 65% who is influenced by vicarious experience and emotional state. In emotional state, student 2 brings negative think which leads the student believe that the student will fail in performing speech. In fact, if the students have the negative thinking, it influences in the student's belief in accomplish speech.<sup>10</sup> Even, the student's first initial belief is confidence which can reduce anxiety, but if the students in getting nervous bring negative think, it will influence the student's performance in accomplish the task.<sup>11</sup>

Then, student 1, student 13, and student 19 got 60% which influenced by different factors. In mastery experience, only student 19 had an experience in performing speech, but the student did not know what the student should master since the student did not know the feedback. In fact, Bandura stated that mastery experience lead people to master by the past experience to build up self-efficacy.<sup>12</sup> Thus, it is important to master from the experience in building self-efficacy. In vicarious experience, student 13 and student 19 are inspired by other people and it leads them to learn. As Bandura stated that, vicarious experience lead people to increase self-efficacy if the people who inspired them are successfully accomplish task.<sup>13</sup> but, student 13 was also influenced by

<sup>10</sup> Albert Bandura. "Self-Efficacy ".In V.S. Ramachaudran (Ed.),.....,2

<sup>11</sup> Albert Bandura. "Self-Efficacy ".In V.S. Ramachaudran (Ed.),.....,3

<sup>12</sup> Albert Bandura. "Self-Efficacy ".In V.S. Ramachaudran (Ed.),.....,2

<sup>13</sup> Albert Bandura. "Self-Efficacy ".In V.S. Ramachaudran (Ed.),.....,3

emotional state by getting nervous and it leads the student believes that the student cannot perform best it is as same as the student 1. In fact, as Bandura stated that if people are getting nervous and they have negative think, it will influence their belief to not accomplish the task.<sup>14</sup> In contrast, student 1 and student 13 have first initial belief confidence which can reduce anxiety. However, the student 1 is not influenced by other positive factor such as mastery experience which is as the strongest factor to build up self-efficacy. Student 13 also has the same factor with student 1. Then, student 19 has an experience in speech, but student 19 has first initial doubt which the student's confidence is less than the student's doubt. In addition, the student also did not know what the student should master by the student's experience.

Last, student 9 and student 16 were with 60%. They are also influenced by some factors in self-efficacy. Student 16 has an experience regarding speech, but the student did not master by the experience since the student did not know whether it was successful or failure, but student 9 and 16 are influenced by verbal persuasion which can increase their self-efficacy. However, both are also influenced by emotional state which lead them to get nervous and it is influenced on their confidence. In addition, they are not influenced by mastery experience which is as the strongest way in buildup self-efficacy.<sup>15</sup>

To sum up, in moderate level of self-efficacy, they are still influenced in positive way, such as: verbal persuasion and confidence in build up their self-efficacy, but different with the student in high level of self-efficacy, most of them are influenced by mastery experience which is the strongest way in buildup self-efficacy and they are also influenced by vicarious experience. In this moderate level, the student is less influenced in positive way. Furthermore, they are also influenced by emotional state in negative think. Thus, it leads them to believe that they

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<sup>14</sup> Albert Bandura. "Self-Efficacy". In V.S. Ramachaudran (Ed.),.....,3

<sup>15</sup> Albert Bandura. "Self-Efficacy". In V.S. Ramachaudran (Ed.),.....,2

can accomplish some aspects in speech. In moderate level of self-efficacy, it can be seen that the difference percentage is not too far.

**c. Low Self-Efficacy**

In low level of self-efficacy, Student 10 and Student 11, Student 12 get 30%, Student 17 gets 20% and Student 18 gets 15%.

Student 10, student 11 and student 12 were with 30%. This scale is influenced by some factors. Mastery experience is also factors which is influenced to the student 12. This student was failure, but student 12 master by the experience. In fact, student 12 is also influence by emotional state by getting nervous and it leads the student to loss their memory regarding to the speech content which will be delivered by student 12. Thus, as Bandura stated that if someone are getting nervous, it leads someone to have believe that they cannot accomplish the task.<sup>16</sup> Student 10 and student 11 are also influenced by negative things. Student 10 is influenced by emotional state which influence the student's performance being not good. Student 11 has first initial belief that the student cannot accomplish the task since student 11 does not have any experience regarding in performing speech. Even, they are get verbal persuasion, but it does not influence to them as their statement. It can be seen that student 10, student 11, student 12 are much influence by negative think and lack of positive way in buildup self-efficacy. It makes the different with moderate and high level of self-efficacy which are influenced by positive thing that can build up their self-efficacy.

Student 17 with 20% is also influenced by negative factor. Student 17 believes that the student cannot accomplish the task since the student do not have any experience regarding in performing speech. Even, the student get verbal persuasion from the student's parents, it does not effect on the student's belief since the student

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<sup>16</sup> Albert Bandura. "Self-Efficacy ".In V.S. Ramachaudran (Ed.),.....3

stated that the student does not have any experience in speech.

Then, student 18 with 15% is also influenced by emotional state, but student 18 brings into negative think. If the student gets nervous, it leads the student to get blanks.

In conclusion, in low level of self-efficacy, the students are much influenced by negative factors that can reduce their belief in performing speech. By three levels above, it can be seen that the higher people have self-efficacy, they master from their experience. In high level of self-efficacy, it can be seen that most of them are having experience regarding in performing speech. As Bandura stated that mastery experience is as the strongest way in buildup self-efficacy.<sup>17</sup> Then, lower level student get, it can be seen that the students' believe is regarding to negative think that can make them belief that they cannot really accomplish the task.

By the students' level, each statements have different scale each other since it is based on the students who believe that they can do the statement or not. There are some statements that reach high level of self-efficacy since many students believe that they can do that. As bandura stated that self-efficacy reflects to someone belief that they can execute the task.<sup>18</sup>

## **2. The Factors Influencing Students' Self-Efficacy in Prepared Speech at SMKN 1 Lamongan.**

The findings showed that mastery experience, vicarious experience, verbal persuasion and emotional state significantly influenced students' self-efficacy in prepared speech. However, not all the students are influenced by each factor, such as: they do not have any experience so they do not master anything by experience, they are supported by their family and their friends, but it does not affect to their self-

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<sup>17</sup> Albert Bandura. "Self-Efficacy". In V.S. Ramachaudran (Ed.),.....,2

<sup>18</sup> Albert Bandura, *Self-Efficacy in Changing Society*. (Cambridge: Cambridge University Press, 2009) 203.

efficacy, the students do have any inspire people that can be motivation to them, or they are nervous, but it does not affect to their belief since they can maintain themselves.

In mastery experience, there is opposite between theory and finding with this research. Bandura stated that people with failure experience can make them weak in their own beliefs.<sup>19</sup> In contrast, some students who have failure experience, they do not weak in their own beliefs. In fact, they master from their failure experience by keep improving from their mistakes. In essence, speech experience factor cannot only orients to the success experience but also failure experience.

The new finding from this study is that the researcher found another factors influencing students' self-efficacy in performing prepared speech. First is confidence. As Saeid Raoofi, Bee Hoon Tan and Swee Heng Chan research, confident is also being the factor which influence learners' self-efficacy.<sup>20</sup> By having self-confident, the students can reduce their worries and it leads them believe that they can perform well. Second is ability. As Saeid Raoofi, Bee Hoon Tan and Swee Heng Chan research, knowledge in content area is also being factor influencing learners' self-efficacy.<sup>21</sup> Having background knowledge leads the students believe that they can perform well since they think that they know the way how to deliver speech well. Third is doubt. Doubt leads the students do not believe that they can since the do not believe with their ability and they are worry that they do not do the best. Lastly is not experienced. Do not have any experience in speech leads the students do not believe that they can perform speech. By four new factors which are not in Bandura's

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<sup>19</sup> 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

<sup>20</sup> 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

<sup>21</sup> 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

theory. There are two new factors which are as same as the finding of Saeid Raoofi, Bee Hoon Tan and Swee Heng Chan research regarding factor influencing self-efficacy in second/foreign language. Those are confident and ability. Doubt and do not have any experience are being the new factors which are not include in Albert Bandura's theory and Saeid Raoofi, Bee Hoon Tan and Swee Heng Chan research.

Hence, there are eight factors which influence students' self-efficacy in prepared speech. The eight factors are performing speech experience, vicarious experience, verbal persuasion, emotional state, confidence, ability, doubt and not experienced. As Bandura stated, self-efficacy is commonly influenced by four sources of mastery experiences, vicarious experiences, verbal persuasion, and emotional arousal.<sup>22</sup> Then, confidence, ability, doubt and not experienced are the new findings of the students' first initial belief which influence their self-efficacy in performing prepared speech.

### **3. Teacher's Strategy in Improving Students' Self-Efficacy**

#### **a. Plan Moderately Challenging Tasks**

In plan moderately challenging tasks, the teacher asked the students to create speech text as the students' homework and to analyze the goodness and lack of their speech text. By both tasks, it leads the students struggling in process of doing both tasks. As Howard and Patrick stated that plan moderately challenging task, it gives struggling to the learners.<sup>23</sup> As the similarity by Howard and Patrick theory with the students tasks given by the teacher, it can be seen that the students tasks indicates as challenging tasks since it leads the students to struggle in process of doing the task.

#### **b. Use Peer Models**

In using peer models, the teacher provided video regarding speech performance by vocational high

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<sup>22</sup> 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

<sup>23</sup> Howard Margolis – Patrick P. McCabe, **Improving Self-Efficacy and Motivation**, Vol. 41, No. 4, 2016, 220



school students. By the video, it is expected that the students had model in performing speech. As Howard and Patrick stated that a powerful way to help students acquire strategy is by giving them to watch other students do well on targeted tasks, but the models should be similar with the students. It can be age, gender, ability, interests, clothing, social circles, and achievement level.<sup>24</sup> By the theory and the teacher had done, it can be seen that it has similarity that to acquire the targeted tasks, the learner is given model regarding targeted task which they learn and the model is adjusted by the students' level which are as vocational high school students.

**c. Affective Strategy**

The teacher also used affective strategy. As Oxford stated that affective strategy is helping students to generate student's positive feeling by provide responsibility to the students, increasing the amount of natural communication.<sup>25</sup> In providing responsibility to the students, the teacher gives task individually about public speaking and the teacher also provides group work to increase natural communication since in group work the students speak English in natural setting to discuss their work.

**d. Social Strategy**

In social strategy, the teacher used cooperation. The students are asked to work in group and it leads them to cooperate with other students. According to Oxford, Social strategy provides some strategies: asking questions, cooperating with others, and empathizing with others. Cooperation is one of strategy which is used in social strategy. Cooperation lead the students to cooperate with other students and by implementing cooperation, it can increase confidence and

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<sup>24</sup> Howard Margolis – Patrick P. McCabe, **Improving Self-Efficacy and Motivation**, Vol. 41, No. 4, 2016, 221

<sup>25</sup> Oxford, R. *Language Learning Strategie, What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers (1990)

reduce anxiety.<sup>26</sup> As the theory stated and the strategy given by the teacher, it can be seen that the teacher implemented cooperation and cooperation is one of social strategy and it gives the positive outcome to the learners.

**e. Other Strategy**

The new finding from this study is that the researcher found another strategy which was used by the teacher in teaching public speaking. Teaching by chunks of paragraph which lead the students have fun activity in learning.

Four strategies have been done by the teacher, but there are also some students in moderate level of self-efficacy and low level of self-efficacy. It happened since the students do not come to the class continually since they have other activity at school or they get internship program. Thus, the strategy cannot directly reinforce to the students since they might not get the reinforcement when they do not come to the class.

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<sup>26</sup> Oxford, R. *Language Learning Strategie, What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers (1990)