EFL Learners' Self-Efficacy in Public Speaking Class during Online Learning

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Abstract: 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*

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 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

does not raise their hand. However, public speaking is a crucial ability to acquire and home when you are an adult and in the workforce (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 "**EFL Learners' Self-Efficacy in Public Speaking Class During Online Learning**" which involved 4th semester students at the English Education Department of UIN Sulthan Thaha Saifuddin Jambi.

METHOD

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 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.

FINDINGS

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
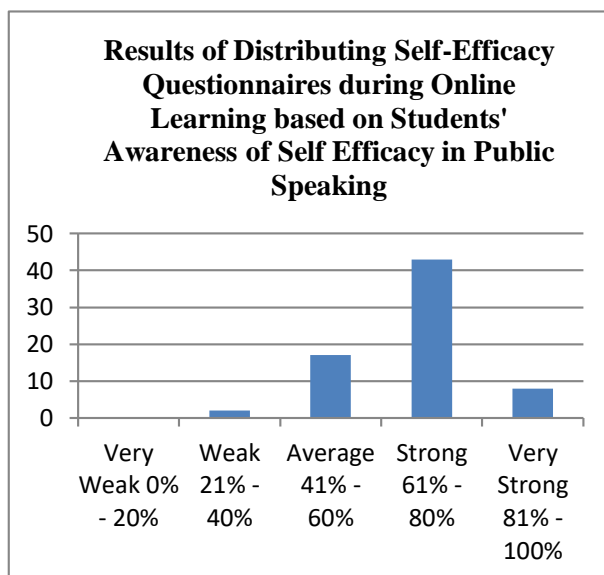
Based on the diagram above, the researcher can conclude that the results of the questionnaire at the level of EFL Learners' Perception of Self-Efficacy in Learning Public Speaking During the Online Learning Process are measured based on Student Awareness of Self-Efficacy in Public Speaking for students 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
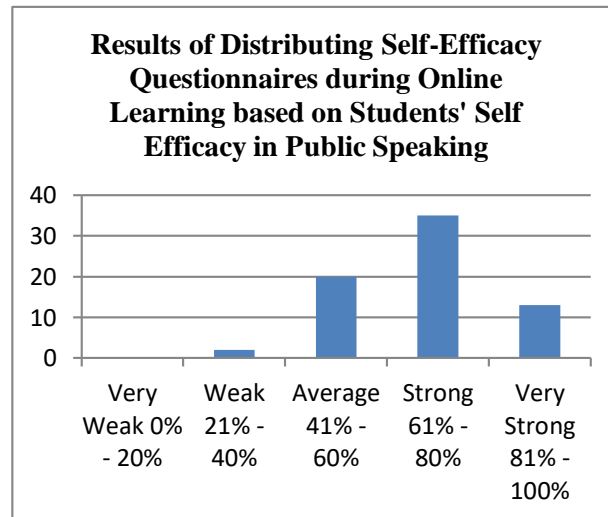
Based on the diagram above, the researcher can conclude that the results of the questionnaire at the level of EFL Learners' Perceptions of Self-Efficacy in Learning Public Speaking During the Online Learning Process are measured based on Students' Self-Efficacy in Public Speaking for students majoring 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
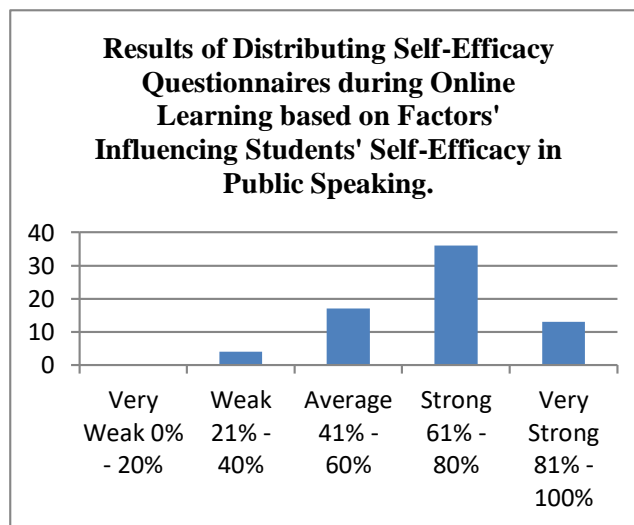
Based on the diagram above, the researcher can conclude that the results of the

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%.

DISCUSSIONS

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).

CONCLUSION AND SUGGESTIONS

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.

Suggestions

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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