CHAPTER 1
INTRODUCTION

This chapter presents a comprehensive description of the research. It comprises the background of the study, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background

A language center at a university in Tasikmalaya, Indonesia, has taught English public speaking as one of the classes. The class is named public speaking and critical thinking class. This class was held by the language center in collaboration with PA International Foundation, which focuses on education. All students from various majors at this university had the opportunity to join this class. They took the class once a week for about three months. Then, at the end of the class, a final assessment asked enrolled learners to make a presentation as a public speaking activity.

English public speaking is generally perceived as a fundamental skill to acquire. Somehow, for some people, English public speaking is not a serious matter, while for others, it is not easy. Based on the short preliminary interview with the learners at the university in Tasikmalaya, Indonesia, the researcher found that some learners enjoy their English public speaking preparation and performance. They believe that they can convey the materials or information well. Meanwhile, the rest of the learners feel unsure of their ability in English public speaking. They believe that public speaking in English is laborious for them. So, they believe that they cannot execute it well. It relates to Paradewari's (2017) statement that, in performing English public speaking, a lot of undergraduate learners felt a little apprehension about speaking English, even in front of their classmates. It did not just happen because they did not have English speaking skills but was related to their awareness of self-efficacy. Based on what Paradewari said, people's negative thoughts about English public speaking could come from not knowing how good they are at what they do. Therefore, learners' English public speaking performances are influenced by their self-efficacy.

Self-efficacy plays a vital role in performing English public speaking. However, people may have high, medium, or low self-efficacy levels. The higher level of people's self-efficacy in public speaking, the more it supports them to perform better in public speaking, and vice versa. People with high self-efficacy are more motivated to improve their abilities from one performance to the next. They are more likely to find and try new strategies in preparation for a good performance. Then, associating presentation performance as one of the public speaking types, Brown and Morrissey (2004) found that self-efficacy was significantly and positively correlated with presentation performance. His study found that self-efficacy increased as performance increased, and anxiety increased as performance and self-efficacy decreased. To sum up, briefly, self-efficacy significantly influences on public speaking performance, especially in English presentations.

Based on the explanation above, public speaking skill is essential, and their performance is influenced by self-efficacy. High self-efficacy can lead to good performance, whereas low self-efficacy can lead to poor performance. Thus, with the various levels of self-efficacy, the researcher argues that the factors influencing an individual's self-efficacy in public speaking must be known in order to improve public speaking.

At this point, concerning self-efficacy and public speaking, some studies have investigated the factors influencing on self-efficacy levels in public speaking. As an example, Nuvitasari et al. (2017) conducted the research entitled "Students' Self-Efficacy in Public Speaking Program at SMKN 1 Lamongan". Besides identifying students' self-efficacy level and teachers' strategies for improving students' self-efficacy in a prepared speech, this study also focused on identifying factors influencing on students' self-efficacy in performing a prepared speech. Their research found that there were some factors influencing students' self-efficacy in prepared speech: performing speech experience, vicarious experience, verbal persuasion, emotional state, confidence, ability, doubt, and do not have any experience. Then, their research also used qualitative descriptive as the research design. However, their study

was based on a prepared speech by vocational high school students and used a questionnaire and interview to collect data. Meanwhile, in this study, the researcher focused on the presentations, used university students as the participants, and used interview as the data collection technique. Another study was conducted by Wijaya and Mbato (2020). They investigated the significant factors that can heighten learners' self-efficacy in public speaking class. The similarities with this research are finding out the factors influencing on self-efficacy and using qualitative methods. Nevertheless, in their research, the researchers focused on self-efficacy in learning public speaking. They chose English major students at a university as participants. Their research found that students' speaking abilities, supportive learning environment, and self-regulated learning could heighten learners' self-efficacy in learning public speaking. However, in this research, the researcher focused on self-efficacy in presentation and chose learners of different majors at a university who joined an English public speaking class. Furthermore, studies about an investigation in this field based on EFL university learners' perceptions, especially those from various majors in English presentation remain underexplored.

In conclusion, based on the previous studies and the phenomenon above, the researcher is fascinated to investigate EFL learners' perceptions of factors influencing on their self-efficacy in English presentation. It involves learners from various majors who enrolled in public speaking and critical thinking class held by a language center at a university in Tasikmalaya, Indonesia. Ultimately, this study was expected to contribute as a reference for people to improve people's self-efficacy in public speaking.

1.2 Formulation of the problem

A research question is addressed in this present study. The present research is formulated in a question, "what are the perceptions of EFL learners toward factors influencing on their self-efficacy in public speaking?"

1.3 Operational Definitions

       To avoid misinterpretation of the terms set out in this research, the researcher provides the operational definitions related to this study as follows:

1.3.1 Self-efficacy : Self-efficacy is a person's belief in his or her ability to carry out and complete a task, such as organizing the situation in performing English public speaking.

1.3.2 English Public Speaking : English public speaking is a process of presenting and delivering ideas using English in front of audiences in the form of a presentation. This presentation was the final test for a class on public speaking and critical thinking at a university in Tasikmalaya, Indonesia. It was put on by one of the language centers at the university in Tasikmalaya, Indonesia. Thus, it involves the lecturer and other learners as the audiences.

1.3.3 Learners' Perceptions : Learners' perceptions are learners' points of view or recognitions and interpretations of factors influencing on their self-efficacy in English public speaking. Those expand from four sources of self-efficacy: enactive mastery experience, vicarious experience, verbal persuasion, physical persuasion, and emotional states. Then, the learners here are the ones who have

| | | enrolled in public speaking and critical thinking class and joined public speaking activities held by one of the language centers at a university in Tasikmalaya, Indonesia. |
| **1.3.2 Factors Influencing on Self-Efficacy in Public Speaking** | : | Factors increase or decrease people's self-efficacy level in public speaking, especially in the form of presentation. |

1.4 Aim of the Study

This study aims at investigating EFL learners' perceptions of influential factors in their self-efficacy in public speaking.

1.5 Significance of the Study

1.5.1 Theoretical Contribution

This study expands Bandura's (1997) self-efficacy theory, especially about influetial factors in public speaking self-efficacy, which expanded from sources of self-efficacy theory.

1.5.2 Practical Contribution

This study can be used as a reference for people, especially English teachers and learners to improve their learners' or their self-efficacy in English public speaking skills.

1.5.3 Empirical Contribution

This study provides empirical insights for the researcher into learners' experiences on what factors influence learners' self-efficacy during performing English public speaking