# CHAPTER 2

# LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to self-efficacy and public speaking performance.

## 2.1 Self-Efficacy

One who believes that someone can do an action in a specific task and accomplish a goal is called efficacy. According to Bandura (1994), self-efficacy is a belief in a person's capabilities to acquire or do behaviors at some designated levels. The person can do self-assessment, which relates to their capabilities in achieving a goal. Self-efficacy is a person's beliefs about how well one's self-belief can function in certain situations and do an action to produce an intended result (Effendi, 2017). It relates to self-beliefs to have the expected capabilities. The belief that she/he can perform the behavior produces the outcome (Maddux, 2002). In other words, self-efficacy is a self-appraisal that leads to self-beliefs, whether or not a person can do an action or do what is required.

Self-efficacy can influence people's actions and how much effort they put forth in various undertakings. It influences how people think, feel, and motivate themselves and behave related to performing a particular task (Bandura, 1993). It determines the goal people set, the effort people expend, their persistence, and their resilience to failures (Bandura, 1994). Thus, people motivate themselves and work hard to get a good result. Hence, perceiving self-efficacy makes people believe that they can perform better in some tasks.

In general, self-efficacy is classified into two categories: high and low. People with high self-efficacy tend to be more involved in executing and completing the task enthusiastically. They persist longer and exert tremendous effort in facing obstacles and failures. On the contrary, people with low self-efficacy believe that it is hard to complete and prefer to avoid the task. They slacken their efforts and give up quickly in the face of difficulties (Aminah,

2021; Bandura, 1977; Bandura, 1994; Kartsen & Roth, 1998; Paradewari, 2017). In addition, Bandura (1997) stated that people with high self-efficacy do not see the task as a threat that should be avoided, even if they face difficulty. Instead, they stepped up efforts to prevent possible failures. Meanwhile, people with low self-efficacy are less committed to achieving their goals. They tend to give up quickly when facing difficulty. Then, the different levels of self-efficacy lead to different characteristics in facing a particular task. Aminah (2021) classified the characteristics of people who have high self-efficacy and low self-efficacy as follows:

a. High self-efficacy
   1) Believe in their abilities;
   2) Build a positive sense of enthusiasm for their interests and activities;
   3) Recover quickly from disappointments;
   4) Look at the threat as a challenge to be solved rather than a threat to be avoided.

b. Low self-efficacy
   1) Doubt in their abilities and avoid challenging tasks;
   2) Assume that difficult situations and tasks are beyond their capabilities;
   3) Focus on personal failures and negative outcomes;
   4) Easy to lose confidence in their abilities;
   5) The threat is seen as something to be avoided.

However, people may have a high level of self-efficacy in some particular tasks. Bandura (1997) defines self-efficacy as the belief that one can organize and execute the courses of action required to produce given attainments in a specific task. Since it pertains to specific tasks, having a high level of self-efficacy in some tasks does not guarantee the same level of self-efficacy in other matters. Thus, people may simultaneously have high self-efficacy for some tasks and low self-efficacy for others, as well as in public speaking.

There are four major sources of self-efficacy expectations. Bandura (1997) suggested that the development of self-efficacy stems from four sources: enactive mastery experience, vicarious experience, verbal persuasions, and physiological and emotional states.

a. Enactive Mastery Experience

Enactive mastery experience refers to someone's experiences on a particular task. It is a person's experience of executing and achieving something successfully. Since it provides the pertinent evidence to succeed, Bandura (1997), Burnham et al. (2011), and Loo and Choy (2013) claim that mastery experience is the most influential source of self-efficacy. It happens because people are most likely to believe that they can do something new if it is similar to something they have already done before, or even if they know how to control the difficulties and the setback and reduce the negative things that lead to failure. Bandura (1993) added that successes build a robust belief in one's efficacy, while the repeated failures lower it, mainly if failures occur before a strong sense of efficacy develops. Thus, as personal experience, enactive mastery experience is the most source of self-efficacy because it provides pre-existing knowledge and authentic evidence about a particular task.

Relating to efficacy expectations, some modes of inductions exist in the scope of enactive mastery experiences. According to Bandura (1977), there are four modes of inductions related to enactive mastery experience as follows:

1) *Participant modeling:* It enhances capabilities through modeling alone with guided performance. Bandura (1977) argued that it provides additional opportunities for translating behavioral conceptions to appropriate actions and making corrective refinements toward the perfection of skills.

2) *Performance desensitization:* It eliminates fearful and defensive behavior through performance. It eliminates autonomic responses to

imagined and actual threats. Thus, participants can acquire a generalizable skill for dealing successfully with stressful situations.

3) *Performance exposure:* It measures the performance which makes a person itself know which has weak or the most threatening conditions to ensure behavioral improvements.

4) *Self-instructed performance:* It is a treatment that progresses to overcome various dysfunctional fears and inhibitions unassisted in a person's everyday life. Thus, it reinforces a sense of personal efficacy (Bandura, 1977).

b. Vicarious Experience

Vicarious experience refers to observing others' performances through modeled attainments. Vicarious experience is how a person thinks and is inspired by the model (Bandura, 1994). It relates to self-evaluation, in which people observe others' strategies to strive for the result, whether successful or not (Paradewari, 2017). Looking at and observing the success of others with comparable capabilities in doing a particular task can increase a person's self-efficacy. It happens because of a person's belief that later she or he will succeed if trying intensively and earnestly. People suggest that if others can do it, they can certainly do it too, at least with a slight performance improvement. On the other hand, observing others' failures will decrease a person's self-efficacy in a particular task. Therefore, seeing others perform becomes one of the sources of self-efficacy.

As one of the sources of self-efficacy, vicarious experience has two modes of induction. There are live modeling and symbolic modeling (Bandura, 1977).

1) *Live modeling:* Seeing and observing models how to carry out a particular task and overcome the difficulties in executing the task.

2) *Symbolic modeling:* People motivate themselves to do and achieve something by observing various people performing a particular task successfully. Bandura (1977) argued that seeing others perform threatening activities without adverse consequences can generate

observers' expectations that they will improve if they intensify and persist in their efforts.

c. Verbal Persuasion

Verbal persuasion as one of the social persuasions further strengthens individuals' belief that they possess the capabilities to do an action and accomplish a goal in a particular task. Verbal persuasion is a kind of social persuasion where people are persuaded verbally that they can accomplish and complete the task, and they would do the task willingly (Paradewari, 2017). According to Usher and Pajares (2006), verbal persuasion refers to feedback, judgments, and appraisals from others about a related task. People who are persuaded verbally that they possess the capabilities to master given tasks are more likely to try hard enough to succeed and sustain it than those who have self-doubts and focus on personal flaws when faced with challenges. However, under conditions of stress and constant failure, the influence of verbal persuasion will quickly wear off. Thus, verbal persuasion can affect a person's self-efficacy, but it is pretty weak.

Verbal persuasion has four modes of treatment operate. Bandura (1977) explained those four modes: suggestions, exhortation, self-instruction, and interpretive treatments, as follows:

1) *Suggestions:* Suggestions from people around the participant can raise the expectation of improvement (Bandura, 1977).

2) *Exhortation:* The existence of corrective exhortation as one mode of treatment operating in verbal scope can help a person's improvement Bandura (1977).

3) *Self-instruction:* It is arranging conditions to facilitate an individual's effective performance verbally by their selves.

4) *Interpretive treatments:* It is the view of the treatment given.
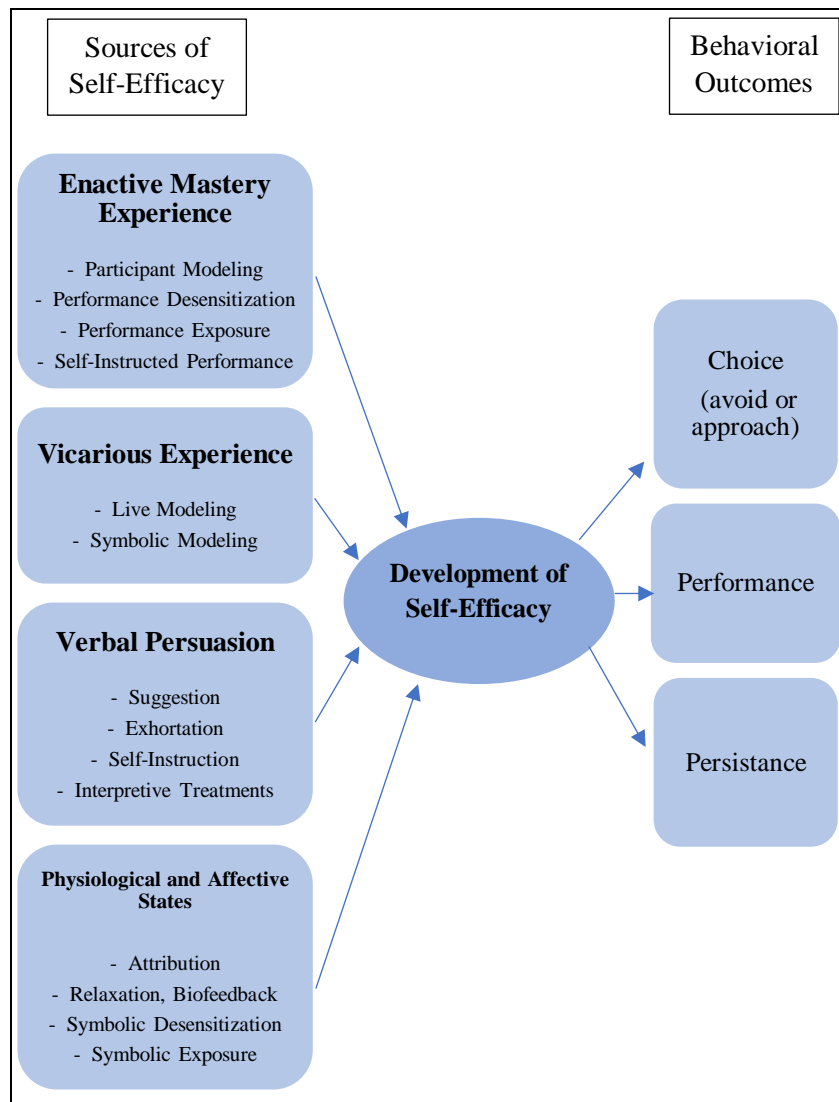
d. Physiological and Affective States

Bandura's theory's last source of self-efficacy is physiological and affective/emotional states. In stressful situations, Bandura (1977) argued

that emotional states could affect efficacy expectations, and high arousal can debilitate performance. People who face intense fear, anxiety, or high-stress levels are likely to have low efficacy expectations. In some cases, individuals rely on a state of physiological arousal in appraising their anxiety and sensitivity to stress. Excessive turbulence will usually cripple performance. People often read their physiological activation in stressful or taxing conditions as a sign of dysfunctional susceptibility. People are more inclined to expect success when they are not beset by aversive arousal than if they are tense and viscerally agitated. Thus, an individual's self-efficacy relies partly on physiological and emotional states.

Physiological and emotional states have four modes of induction in self-expectation. According to Bandura (1977), here as follows:

1) *Attribution:* It is the action of regarding something as being caused by a person or thing.
2) *Relaxation, biofeedback:* A process whereby electronic monitoring of a normally automatic bodily function is used to train someone to acquire voluntary control of that function.
3) *Symbolic desensitization:* It knows the symptoms in doing a particular task.
4) *Symbolic exposure:* It is a knowing symbol of exposure to a particular task.

Figure 2.1 Self-Efficacy Model

Based on the understanding above, it can be summed up that self-efficacy is a person's beliefs about their ability to carry out and complete the task, including organizing the situation at hand while executing the task. People's belief in self-efficacy can influence their effort and motivation in handling and solving a particular task. However, people have a different level of self-efficacy, they can have high self-efficacy or low self-efficacy. Its level is related to the four sources of self-efficacy: enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states.

Sources of Self-Efficacy

Behavioral Outcomes

**Enactive Mastery Experience**

- Participant Modeling
- Performance Desensitization
- Performance Exposure
- Self-Instructed Performance

**Vicarious Experience**

- Live Modeling
- Symbolic Modeling

**Verbal Persuasion**

- Suggestion
- Exhortation
- Self-Instruction
- Interpretive Treatments

**Physiological and Affective States**

- Attribution
- Relaxation, Biofeedback
- Symbolic Desensitization
- Symbolic Exposure

**Development of Self-Efficacy**

Choice (avoid or approach)

Performance

Persistance

**Figure 2.1** Self-Efficacy Model

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**2.2 Public Speaking**

Public speaking is the process of presenting and delivering messages or ideas to an audience. It is a process where a speaker delivers a message with a specific purpose to a group of people as an audience (Cangara, 2010; O'Hair et al., 2010). In public speaking, the speaker speaks and has a message to be conveyed to the public. This process is the verbal use of language to communicate a message or idea where the message circulates between a speaker and listener (Astuti, 2011; Zarefsky, 1999). As a speaker with an intended purpose, s/he has to think about how to make the audience understand the information that the speaker said. It combines physiological, linguistic, psychological, and cultural factors (Brown & Morrissey, 2004; Marinho, Medeiros, Gama, Teixeira, 2017 as cited in Oktaviani, 2020). Those four aspects incorporate in delivering the ideas for the intended purpose. It can be summed up that public speaking is how a speaker communicates the message to a large audience, which integrates verbal and nonverbal factors.

Based on the intended purpose, public speaking may have several purposes. According to Ezeanya (2013), there are four functions of public speaking as follows:

a. Speaking to Inform

One of the purposes of public speaking is to impart information on a particular topic to a group of people. It is said to be an informative speech. There are many examples that include informative speeches, such as class presentations, business presentations, lectures, or seminars in colleges. Since the speaker in this case will deliver the information, the speaker should understand a particular topic or information very well. Then, the success of an informative speech will depend on how much the audience could understand the topic from the speech.

b. Speaking to Persuade

Public speaking can be a way to persuade or convince a group of people about an idea or product. In this case, the speaker can use persuasive speech to influence and change the audience's opinion. It is quite

challenging because the speaker could be facing an audience who might have a different opinion or view from the speaker. To influence the audience, the speaker has to show his/her enthusiasm without hurting others' feelings while speaking. Persuasive speech often is used by sales and marketing people to attract interest in their products. They are also used to influence political and religious views.

c. Speaking to Actuate

Speaking to actuate is a more advanced form of persuasion. The speaker goes beyond persuading and convincing in this instance. The purpose is to encourage people to take action in a particular way. It is a really powerful level of communication. It is also in action when a speaker wants the people whom she/he is speaking to not just to support for some cause or reason but also to join him/her in implementing this plan through concrete action. It is distinguished by a display of charm, forceful words, and high emotional involvement and conviction. Although facts and data may be presented, this sort of communication usually does not rely on them. The speaker's goal is to emotionally fascinate his audience to the point that they adopt his idea, beliefs, principles, and reasons as their own and take up the cross and bear his burden. Audiences are sometimes so inspired that they take the cause even more seriously than the speaker who invited them in. It occasionally happens among militia groups, where crowd members topple their commander because he is not "militant enough" in the fight for their common cause. They continue to impose tougher measures, much to their deposed leader's chagrin. It is the summit of persuasion and, indeed, of public speaking.

d. Speaking to Entertain

Ceremonial speeches are a type of public speaking commonly given at weddings, funerals, graduation parties, and retirement parties, among other events. Adding a personal touch is one of the key aspects of making this speech effective. If this speech is given to people one knows, it is even better if the speaker can include stories and incidents about them. The

speech can be hilarious, touching, or dramatic, depending on the event and the mood. However, it is crucial not to harm someone's feelings by making sarcastic remarks about them.

Based on the functions of public speaking above, one of the functions of public speaking is to deliver the information. It can be made up in the form of presentation. In the presentation, the speaker imparts the information to the audience.

### 2.2.1 Presentation

Presentation is one type of public speaking. Presentation is giving information or insight about a topic in an (Nuvitasari et al., 2017) In presentation, the speakers present their self and their ideas about particular topic. They do it with a particular purpose. Usually, presentation is given to groups of people ranging in size from five to twenty, or even, occasionally, hundreds (Bormann & Bormann, 1981). Hence, presentation is delivering the ideas about particular topic in front of the people.

In delivering a presentation, there are some criteria for a good presentation. Schulze and Barton (2021) argued that these criteria as follows:

a. The topic's significance is established right away.

b. The presentation will be understandable to the audience.

c. The presentation will be intriguing to the audience.

d. The conclusions will seem reasonable to the audience.

e. The audience members learn some information.

f. Some of the information presented will stick with the audience.

Thus, presentation should be designed as well as possible.

In addition, the ability to make presentations is very important for most people nowadays. People often need to give and get information in formal communication setting (Asnur, 2013). Representatives from various groups within the company, the governmental agency, or the

school need to give and get information in formal agency. Likewise, higher students often need to give and get information in formal communication settings. Therefore, the ability to do a good presentation needs to be mastered.

Somehow, presentation especially by using English as a foreign language is not easy for some people. Some types of obstacles to do the presentation hinder a person from doing it. Asnur (2013) found that students experience the anxiety in delivering English presentation. Two main factors of their anxiety are internal factors (such as fear of failure, fear of criticism, conflicting emotion, speech anxiety, negative experiences, fear of losing the thread of material, fear of being stopped, and negative thinking) and external factors (such as condition of presentation room, failing to practice, and physical factors). In addition, Darmaliana et al. (2021) stated that there are three kinds of the most obstacles in public speaking, including in doing presentation. Those are as follows:

a. Psychological Obstacles

Not being accustomed to public speaking will impact the psychological side of the speaker. People not accustomed to public speaking usually will feel afraid or nervous when they have to do it so it will affect their performance. Psychology factors happen because of the individual problem of the speaker, such as nervousness, afraid of the listener, or bad situation that the speaker faces. Thus, feeling afraid or nervous could be considered as an obstacle in psychology, and not being accustomed to public speaking is the cause of the psychological obstacle for the speaker.

b. Semantic Obstacles

Semantic obstacles are the obstacle caused by the language that the speaker uses. Semantic factors can happen because of:

1) Using too much jargon, so it is hard to be understood by the listeners.

2) Using a different language because the speaker needs to use an uncommon language.

3) Using uncommon structure, so it makes the listeners confused.

4) Different backgrounds of culture with the listeners.

c. Technical Obstacles

Technical factors are external obstacles faced by the speaker that support things for the speaker to do his/her speech and hamper the communication between the speaker and the audience. For example, there is an error that happens to the equipment like a microphone, thus the information cannot be transferred well.

Based on the understanding above, it can be concluded that presentation is delivering the ideas about particular topic in front of the audience. In making a presentation, people need to consider some criteria for a good presentation, such as set out the significance of the topic and audience's understanding. However, there are common obstacles that appear in presentation, such as psychological obstacles, semantic obstacles, and technical obstacles.

### 2.2.2 Public Speaking Course

Public speaking course is a course that provides learners with the opportunities to practice and enhance their public speaking skill. In this study, it refers to public speaking and critical thinking course which held by a language center in a university in Tasikmalaya, Indonesia and in collaboration with PA International Foundation that focuses on education. In this course, all undergraduate students from various majors in this university have the opportunity to develop and improve their English public speaking skill through joining this class. Then, by the end of this course, the learners were expected to show increased confidence in delivering their ideas using English without noticeable effort or loss of coherence and increased flexibility in vocabulary resource when discussing a variety of specific issues.

Therefore, in this course, the learners actively listened and contributed to share their ideas, opinions, critics, and some sorts built through self-analysis and reflection on a given topic both as an individual and in group with the awareness of effective speech delivery.

This class was designed for about three months. It was set for 12 meetings where the learners took the class once a week with various activities. Those were such as discussion, group debate, focus group discussion, making prepared speech, making impromptu speech, and presentation. Then, at the end of the class, the learners were asked to make the presentation about particular topic namely food security in front of the instructor and other learners. The presentations were done by the learners in front of the audience as the final assessment of this public speaking and critical thinking class. Then, here is the specific description about the course topics and the class activities in every meeting.

**Table 2.1.** Public speaking and critical thinking class topics and activities

| Meetings | Topics | Activities |
|:---:|---|---|
| 1. | Course introduction | Introduction |
| 2. | Understanding a motion/an issue and steps of critical thinking | Discussion, workshop |
| 3. | Rebuttal-Should we kill baby Hitler supposed we have the technology to go back in time? | Instructor vs learners debate |
| 4. | What makes a good capital city? | Focus group discussion |
| 5. | The importance of English | Group debate (controlled stance) |

| 6.  | Learners choose their own topic | Individual three-minutes prepared speech |
| --- | --- | --- |
| 7.  | Social, culture, education, technology, health, science | Individual three-minutes impromptu speech |
| 8.  | Presentation preparation | Brainstorming, Question and Answer |
| 9.  | Presentation round 1 | Learners presentation |
| 10. | Presentation round 2 | Learners presentation |
| 11. | English showcase preparation | Brainstorming |
| 12. | English showcase preparation, reflection | Rehearsal |

## 2.3 Learners' Perceptions

Perception can be defined as someone's recognition and interpretation of sensory information. It is a process where someone recognizes, organizes, and makes stimuli in an individual's environment (Barry, 2003). It is an internal process that enables someone to select, organize, and interpret information. Its process is done through the sense of organs (Walgito, 2004). The message or information accepted by the sense of organs enters the human brain, and then it continually connects someone with the environment. Sense of organ means senses of sight, sense of feeling, sense of smell, and sense of touch. In other words, Leavit (2002) said that perception is how someone thinks of something. Narrowly, perception is defined as how to see something, while generally, perception is an opinion on how to define.

Everyone has a different tendency to see the same thing, as well as in perception. It can be affected by many factors, including internal and external factors (Walgito, 2004). Internal factors come from an individual. It depends on personal physiological such as thoughts, feeling, willingness, needs, and attention. Meanwhile, external factors come from outside of the individual. It includes stimulus, environment culture, physical environment, and social environment.

From the explanation above, it can be concluded that learners' perceptions are their ability to justify their opinions or attitudes towards something. It may be their experiences or the information they get. On the other hand, it is learners' point of view or recognition and interpretation of something they did or learned. It is a process of observing something in the brain to interpret it in the form of opinions or feelings that occur based on learners' experiences.

## 2.4 Factors Influencing on Self-Efficacy in Public Speaking

Behind the existence of high, medium, and low levels of self-efficacy in public speaking, there must be factors influencing it. Whether the factors that can increase or decrease self-efficacy level. Regarding self-efficacy in public speaking, some studies have investigated the factors influencing self-efficacy in public speaking.

Nuvitasari et al. (2017) found that students' self-efficacy in public speaking, especially in prepared speech are influenced by following factos:

a. Performing speech experience: Students' past experiences in performing prepared speech lead them to learn from their past experience to improve their quality in performing speech.

b. Vicarious experience: Students' adaptation to other people's performance in performing speech can help them to have better performance.

c. Verbal persuasion: Verbal persuasion from students' friends and family make them believe that they could perform prepared speech.

d. Emotional state: Students emotional states such as anxiety and nervous make the students think that they really cannot show their best performance and do not believe in their ability.

e. Confidence: Self-confidence lead students to act out in their speech well.

f. Ability: Students' ability becomes their first initial belief to accomplish in performing speech.

g. Doubt: It still relates to students' confidence. When students' confidence is less than their doubt, it makes them believe that they cannot perform at their best performance.

h. Do not have any experience: It relates to students' experiences. When students do not have any experince, they do not believe they can perform speech well.

In addition, Paradewari (2017) found the quite same influential factors toward students' self-efficacy in speech performance. These factors are mastery experience, vicarious experience, verbal or social persuasion, and emotional state. First, the students tend to have high self-efficacy level because they had accomplished the same task successfully. Second, the students had a role model in delivering a speech by observing peers or friends. Third, positive persuasion can persuade the students when they were delivering a speech. Last, feeling relieved and delighted after delivering a speech can help the students to increase their believe to accomplish in performing speech.

Besides, Wijaya and Mbato (2020) found the significant factors that can heighten learners' self-efficacy in public speaking class. Those factors are their speaking competencies and meaningful feedback. Student's speaking competencies influence on their self-efficacy. When students had good competencies, they tend to have a high self-efficacy. Meanwhile, when they had poor competencies, they tend to have low self-efficacy because they are afraid of being judge, criticized, and assessed by their lecturer or learning peers. Additionally, supportive and positive learning atmosphere such as getting meaningful feedback can robust students' motivation continuously.

**2.5 Study of the Relevant Research**

   To conduct this study, the researcher studied previous relevant studies. It relates to self-efficacy and public speaking. Furthermore, four related previous studies be discussed in the following order.

   The first is a study conducted by Paradewari (2017) entitled "Investigating Students Self-Efficacy of Public Speaking". This study investigated students' self-efficacy in public speaking in English Language Education Study Program of Sanata Dharma University from the academic year 2016/2017. The study showed that the students are aware of their self-efficacy while doing public speaking and they have a higher self-efficacy in public speaking. Thus, the study found that students have a positive self-efficacy in speaking English.

   The second is a study conducted by Rosaria (2017) entitled "Students' Self-Efficacy to Perform Speech in Public Speaking Class". This study focused on students' self-efficacy level in performing a speech in public speaking class and how their self-efficacy influences their performances. Then, the result showed that the most students have high self-efficacy while performing the speech. The higher self-efficacy they gain, the higher expectation they have for themselves to perform well and have possibilities to get higher score. Additionally, studets' self-efficacy influenced their speech performance in the form of students' strategies and success experiences.

   The third, the next related study was conducted by Maryam et al. (2019). It entitled "EFL Learners' Perceptions towards Their Self-efficacy in Learning Public Speaking." This study intended to determine EFL students' perceptions of their self-efficacy in learning public speaking. They explored this issue due to the important of knowing self-efficacy in order to improve achievement in public speaking course. They found that students' self-efficacy is better after learning public speaking. Better here means that students' self-efficacy is higher than before. Thus, by having public speaking class, the students felt confident using English in front of people.

The fourth, another relevant study comes from Zhang et al., (2020). The study entitled "Self-efficacy and English Public Speaking Performance: A Mixed Method Approach". The main purpose of this study is to postulate and test against data a hypothesized model of English Public Speaking (henceforth EPS) performance predictors to examine the relationships among student background characteristics, theoretically postulated sources of EPS self-efficacy, and the relationship between EPS self-efficacy and EPS performance. The results indicate substantial EPS self-efficacy and speech performance growth throughout the semester.

Somehow, there has been an increase in studies that touch on self-efficacy and public speaking, but they have a different focus from this research. Most of them have investigated students' levels of self-efficacy and discussed the impact of self-efficacy in public speaking. However, there has not been sufficient research on investigating factors influencing on self-efficacy in public speaking, especially in the form of presentation, mainly based on EFL higher education learners' perceptions. Thus, investigation about influential factors of self-efficacy in performing public speaking based on learners' perceptions was carried out.

Self-efficacy is a person's beliefs about their ability to carry out and complete the task, including organizing the situation while executing the task. Self-efficacy in this research means learners' beliefs of their capabilities in performing English public speaking. This study focuses on investigating the factors influencing on learners' self-efficacy toward English public speaking. Therefore, learners' level of self-efficacy in public speaking was assessed first to find out the participants in this research.

Public speaking is how a speaker communicates the message to a large audience, which integrates verbal and nonverbal factors. English public speaking here is a process of presenting and delivering ideas or information using English in public. In this study, it refers to learners' public speaking in a University, especially in the form of presentation. It has been explored through the final assessment of public speaking and critical thinking class. Thus, the

learners did presentation in front of the lecturer and other learners as the audience.

Learners' perceptions are learners' ability to justify their opinions or their attitudes towards something, it may be their experiences or information they get. In this study, it refers to EFL learners' points of view and interpretations of factors that influence their level of self-efficacy in performing public speaking. It is expanded from four sources of self-efficacy: enactive mastery experience, vicarious experience, verbal persuasion, and physical and emotional states. Then, it was explored based on learners' experiences in performing a presentation. Thus, learners here are EFL learners who have enrolled in Public Speaking and critical thinking class and performed presentation in a University in Tasikmalaya.

Therefore, to fill such a gap, this study focuses on finding out the influential factors of self-efficacy in performing public speaking based on learners' perceptions. In this research, the researcher combines self-efficacy theory about sources of self-efficacy and presentation as a type of public speaking. Those two aspects are chosen and combined based on the scope of the research question and the research setting in this study. It was carried out based on learners' points of view and interpretations