

## SELF-EFFICACY IN ITS INFLUENCE ON STUDENTS' ANXIETY IN MAKING ENGLISH PRESENTATION

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**Abstract:** *Self-efficacy is individual's belief towards their own capacity. It affects individual attitudes, emotion, and feeling. A presentation as one of learning strategy can be an instrument to discover EFL self-efficacy level. The purpose of the study is to investigate EFL students' self-efficacy influence to their anxiety in making English presentation. This study used is quantitative research method with Ex-post-facto design by data collection technique using skala Likert of questionnaire. The results showed that the level of self-efficacy belong to EFL students is moderate to low. The significance difference of self-efficacy to students' anxiety is also figure out by taking conclusion of students with higher self-efficacy will have lower anxiety especially in making English presentation as the achievement result.*

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**Keywords:** *Self-efficacy; Anxiety; Presentation*

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### INTRODUCTION

The ministry of education, culture, research, and technology (Kemendikbudristek) officially launched the independent curriculum as an effort to overcome the learning loss. The Independent Curriculum, which was previously known as the prototype curriculum or the curriculum (Firman et al., 2022) with the new paradigm, was offered as an option for learning recovery due to the pandemic. The independent curriculum applied in Indonesia is claimed that it can be new solution to the challenges of Indonesian education.

In todays digital age, English is the most commonly used especially in accessing any information in mobile phone as one of technology product that must be there in 5.0 digital revolution. In that new curriculum, every students are required to have good communication skills (Hamad et al., 2019). To support the expectation, most of method applied in each subject of English department is presentation. English Presentation or frequently called English public speaking skill in China is an action in strategy of communication. It is necessary to have creative ideas, critical thinking, and logical

construction (Zhang et al., 2020, p. 1). Furthermore, people who are good in Public speaking can meet the demands of future career or being successful in their fields.

Moreover, most of students are not good in public speaking because they are less skilled, less experienced, and not interested in developing public speaking skill. So when they are asked to make presentation as one of public speaking type, they had negative perception in their mind (Paradewari, 2017, p. 97). They got public speaking anxiety. It is categorized as social anxiety or social phobia (Haryanthi & Tresniasari, 2012). In the Previous research conducted by (Wati et al., 2021) showed that respondents who experienced an anxiety when speaking in public experienced feeling worry, tension, tremor, confusion, racing heart, stiff body, edgy and afraid to make Error and mistake in bringing a topic.

Practically, most of students who are making presentation seemed to be nervous and focus more on reading text material so that eye contact with the listener is lacking. Some students are brave without using text, but when conveying the material they are still stuttering and the sentences are often difficult to be understood moreover the presentation often finish faster than the set time.

The phenomena experienced by EFL students were claimed due to their lack of ability to manage self-efficacy which means students do not aware of their own self-efficacy. According to Trisnaningati and Sinambela, Public speaking anxiety can occur due to low self-efficacy possessed by individuals (Trisnaningati & Sinambela, 2021). In a previous study by (Zhang et al., 2020) it was found also that self-efficacy contributed 44% to public speaking anxiety. Prayitno (2010) also found out that self-efficacy contributed 22.6% to anxiety in communicating (speaking).

From the explanations and phenomena described above, the researcher is attentive to conduct a study to give deeper understanding of the influence of self-efficacy to students anxiety in making English public presentation in different subject, object, and background by formulating research questions as follow: to what extent EFL students self-efficacy in Madura is and whether EFL students with different level of self-efficacy vary across the score of English presentation and anxiety or not.

## **LITERATURE REVIEW**

### **Self-Efficacy**

Self-efficacy is individual confidence of his/her own capacity. In other words, self-efficacy is self belief of an individual regarding his/her capability in performing tasks, accomplishing certain skills and a goal (Hayat et al., 2020). Self-efficacy is one's belief in all aspects of the advantages possessed by individuals that aim to produce an achievement (Hussain, 2022). According to Bandura cited by (Paradewari, 2017, p. 79), Self-efficacy influence how people think, feel, motivate, and behave. It means self-efficacy affect individual's attitudes, emotion, and feeling.

Self-efficacy is very important in the world of communication, where a person must believe in his ability to deal with problems in the world of communication that are closely related to the public, because it is from this ability that a person can firmly convey what is known and can easily solve the problems faced (Bandura, 1997) individuals with high

mental and behavioral self-efficacy show better readiness in communicating or conveying ideas than individuals with low self-efficacy. Perseverance, tenacity, not giving up easily, not easily stressed when experiencing failure, and trying to improve performance standards are indications of self-efficacy maturity in individuals (Bandura, 1997).

### **Anxiety**

Anxiety is a feeling of worry or fear that is experienced by individuals continuously and excessively in connection with their daily activities (Rahmat et al., 2021). According to Halgin in (Afrizal, 2018) when an individual feels anxiety, feeling of tension and uncontrollable discomfort make them think that something bad will happen. Anxiety itself can arise due to several factors, both internal and external factors. Everyone incorporates a diverse response to anxiety depending on the condition of each person (Stankovska et al., 2020).

Anxiety in public speaking among students will certainly hamper the learning process (Kashinathan & Abdul Aziz, 2021). Therefore fundamental abilities such as being able to speak in public or make presentations well must be mastered by students as well as the demands of the currently enforced curriculum, especially for EFL students in Madura. Public speaking is one of the techniques or art of speaking that must be possessed by speakers, especially EFL students. In addition to the ability to communicate, speaking in public also requires solid mental preparation so that you are not anxious or nervous in its implementation.

### **The Correlation Between Self-Efficacy and Anxiety in Public Speaking**

According to Etherton et al., (2022), the level of individual's self-efficacy affects their anxiety in facing their tasks. This is often in line with research examined by (Ananda & Suprihatin, 2019) which explained that students' self-efficacy and public speaking anxiety have negative correlation namely the higher the existence of self-efficacy, the lower of students' anxiety in performing speaking in public. Likewise, research conducted by (Nurhasanah, 2021) shows the same of study examined by Ananda & Suprihatin namely having negative correlation of students' self-efficacy and public speaking anxiety. (McNatt, 2019) research also found that self-efficacy can influence to reduce public speaking anxiety in individuals. High self-efficacy can provide motivation for each individual so that they feel confident to speak in public and this condition causes the individual to be able to dominate the audience when speaking in public.

### **Presentation Skill**

Public speaking is often called an art of speech. Presentation skill is part of public speaking skill. Presentation skill is the ability to deliver materials effectively. It covers what you say and how you structure the materials and how you deliver them to audiences. Before starting the presentation, it is important to identify the types of presentation either for information giving, discursive, or demonstrative. It can guide you to find out the strategy which will be used. Knowing the audiences is also a must which can make you find an appropriate way to share the content. Presentation is great way for students to hone their English skills and to improve the linguistic of them. Presentation is additionally a great

learning and assessment strategy to construct self-confidence in spite of the fact that it may be a nerve-wrecking involvement to most English learners (McNatt, 2019, p. 388)

## METHOD

Quantitative with ex-post facto design was employed to reveal any significance difference of one variable to other variable namely whether EFL students who has low, moderate, and high self-efficacy affect the students' anxiety and English presentation ability. The participants of this study was 87 EFL students who are convenience to be participants of this study by filling in the questionnaire shared by google form (Convenience Sampling). As stated that the data is collected by questionnaire which is adapted from (Asakereh & Dehghannezhad, 2015) and observation as a support of primary data. While for analyzing the data, it uses ANOVA by IBM SPSS 25 for Windows

## RESULTS AND DISCUSSION

### Results

1. Assumption Test
  - a. Normality Test

**Table 1**

Test of Normality

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Level	Statistic	df	Sig.	Statistic	df	Sig.
Efficacy	Low	,204	16	,075	,848	16	,013
	Moderate	,169	42	,004	,934	42	,018
	High	,162	29	,049	,907	29	,015

The test of normality is done to find out if data have normal distribution or not and proving that the sample in the study is able to represent the existing population and can generalize it (Widhiarso, 2012). If the results of a significance value of  $p > 0.05$ , so the data can be said to have a normal distribution and vice versa. From the table of normality test above, the significance value of self-efficacy in all level are normally distributed.

- b. Homogeneity Test

**Table 2**

Test of Homogeneity

		Test of Homogeneity of Variances			
		Levene			
		Statistic	df1	df2	Sig.
Efficacy	Based on Mean	12,298	2	84	,000
	Based on Median	5,979	2	84	,004

Based on Median and with adjusted df	5,979	2	37,785	,006
Based on trimmed mean	10,531	2	84	,000

Homogeneity test is to find out whether the variation of some data from the population has the same variance or not. If the significance value is  $p > 0.05$  then it is considered linear. Based on the test of Homogeneity Variances, data variances of students' self-efficacy is not homogen. Even though the data is not homogen, it can be continued to use parametric statistic as long as the data is normal to test the hypothesis for the study.

## 2. Descriptive Analysis

### a. Description of Data Categorization

The hypothetical mean is intended to determine the categorization of each variable in the study.

**Table 3**

Category of The Level of Students' Self-Efficacy

		Category			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	1,00	28	32,2	32,2	32,2
	2,00	43	49,4	49,4	81,6
	3,00	16	18,4	18,4	100,0
Total		87	100,0	100,0	

In the table of category above, there are 28 students' self-efficacy included to low level, 43 students are in moderate level, while the rest namely 16 students are in high level. So in general it can be concluded that the level EFL students' self-efficacy is categorized mostly in middle to low.

### b. Hypothetical Score

Hypothetical scores is to categorize data in research conducted. Hypothetical scores in this study, as follows:

#### 1) Self-Efficacy Scale

**Table 4**

Statistic of Students' Self-efficacy Scale

Statistics		
Efficacy	N	87
		0
Mean		70,3908
Std. Deviation		8,44318

Minimum	41,00
Maximum	87,00

The Self-Efficacy Scale has a total of 23 items that is adapted from (Asakereh & Dehghannezhad, 2015) which is filled up by 87 EFL students with the highest rating scale being 5 and the lowest scale being 1. Based on the hypothetical score of table above, the Max value on the Self-Efficacy variable is 87 and the Min value is 41 with a Mean value of 70.39 while the value of Standard Deviation (SD) is 8.44.

2) Anxiety Scale

**Table 5**

Statistic of Anxiety Scale

Statistics		
Anxiety		
N	Valid	87
	Missing	0
Mean		46,5632
Std. Deviation		12,17384
Minimum		20,00
Maximum		65,00

The anxiety scale is adapted from (Öztürk & Gürbüz, 2014) which has 15 items filled up by 87 students. The Max value on students' Anxiety is 65 and the Min value is 20 with a Mean value of 46.56 while the value of Standard Deviation (SD) is 12.17.

3) The Influence of Self Efficacy on Students' Anxiety

**Table 6**

Regression Analysis

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9694,203	1	9694,203	270,060	,000 <sup>b</sup>
	Residual	3051,199	85	35,896		
	Total	12745,402	86			

a. Dependent Variable: Anxiety

b. Predictors: (Constant), Self-Efficacy

Based on the table, it can be decided that Students' Self efficacy influence their anxiety in making English presentation because the value of Sig 0.000 > 0.05 (value probability).

c. One Way Anova

**Table 7**

Anova Analysis

**ANOVA**

Efficacy

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4849,666	2	2424,833	159,000	,000
Within Groups	1281,047	84	15,251		
Total	6130,713	86			

From the table above because value of Sig. is  $0.000 < 0.05$ , so that  $H_a$  is accepted which means there is significance difference means among Low, moderate, and high self-efficacy on students' English presentation.

d. Interpretation of Anova test: Post Hoc

After knowing that there is significance difference among the groups on students' English presentation, The next is looking at what group has the significance differences. Because the data is not homogen, it uses Games-Howell test. The following result is as below of Games Howell:

**Table 8**

Games Howell Analysis

**Multiple Comparisons**

Dependent Variable: Presentation

Games-Howell

(I) Level	(J) Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low	Moderate	-11,74709*	1,78700	,000	-16,3341	-7,1600
	High	-21,62500*	1,81730	,000	-26,2632	-16,9868
Moderate	Low	11,74709*	1,78700	,000	7,1600	16,3341
	High	-9,87791*	,69381	,000	-11,5474	-8,2084
High	Low	21,62500*	1,81730	,000	16,9868	26,2632
	Moderate	9,87791*	,69381	,000	8,2084	11,5474

\*. The mean difference is significant at the 0.05 level.

Value with sign (\*) in the table above shows the difference of mean is significant. Because the values have all their signs, It means all level has significance differences.

## Discussion

English presentation is one of common ways to measure students' understanding of materials and to train their English speaking ability in front of a crowd. The successness of it, is affected by some factors such as self-efficacy. Self-efficacy is one's belief in their own capability to reach the specific goals. The study result of the analysis above shows that students' self-efficacy level possessed by most of students was in the moderate to low category (see table 3). The students who has low self efficacy is 32.2% and 49.4% of students had a moderate level and 18.4% of students had high self efficacy level.

Bandura (1997) explained that many factors can influence Individual's level of self efficacy, namely the first is culture. Culture influences self-efficacy through values, beliefs and self-regulation processes that serve as a judgement self-efficacy source and also as a consequence of self-efficacy beliefs. Another factor is the experience in which self-efficacy is made as an adaptation process and learning in such various situation. In this case, the level of self-efficacy can be affected by how long he/she works, but it is possible that the individual's self-efficacy will decrease or stay the same. Then factor the level of education in individuals. It is made from the education he experiences especially in the process of their learning. The higher the education, the higher their self-efficacy because they learn more and receive knowledge through formal education, and have many chances to learn in overcoming such problems in their life. Then the last factor is information about self-ability. Individuals who obtain positive information about themselves will increase their self-efficacy, while individuals who obtain negative information about themselves will reduce their self-efficacy.

Based on table 6, self-efficacy influences students' anxiety in making English presentation. It is showed in the result of regression analysis that the value of sig,  $0.000 > 0.05$ , the value of probability. It means  $H_a$  is accepted or in other words it exists significance influence of self-efficacy toward students' anxiety in making English presentation vice versa. Another result showed that self-efficacy and students' anxiety are interrelated. The higher self-efficacy, the lower anxiety and vice versa.

Self-efficacy in this research is categorized to three level namely low, moderate, and high self-efficacy, so the researcher used ANOVA one way to analyze by IBM SPSS Statistic 25 as showed in table 7. Then it is continued to interpret the result of ANOVA by Pots Hoc in table 8. Therefore it can be concluded that the difference category vary the difference means of variance or in other words, there is significance difference of the difference of level of self-efficacy on students' English presentation.

## CONCLUSION

EFL Students' self-efficacy level are medium to low category. It can be interpreted that the average students are quite able to measure their ability to complete the task, control emotions when facing a threatening situation, motivate theirselves in order to complete the task at hand and plan action to complete the task at hand especially in delivering an English presentation. Based on the level of self-efficacy, it was found that 32.2% students has low self-efficacy, 49.4% is in the moderate, and 18.4% has high level of self-efficacy.



The difference of self-efficacy level influences students' anxiety in making English presentation as they are related each other. Students who have high self-efficacy will have low anxiety and vice versa. Different levels of self-efficacy influence how students experience their presentation well and their effort to reduce the anxiety which often occurred in the beginning of presentation. It can happen because when students have high self-efficacy, they feel confident in their abilities, capable, self-motivated and able to determine appropriate strategy to complete tasks so that they don't feel pressured which eventually causes anxiety

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