

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.¹⁷ 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.¹⁸

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-

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

¹⁸ 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.¹⁹ 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.²⁰ 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.²¹ 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

¹⁹ 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

²⁰ 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

²¹ 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.²² 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.²³ 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

²² 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

²³ 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.²⁴ 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.²⁵ 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

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

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

reduce anxiety.²⁶ 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.

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