STUDENTS' PERCEPTION ON STRATEGY IN IMPROVING SELF-EFFICACY IN PUBLIC SPEAKING
(A Case Study at Second Senior High School of Al-Falah Abu Lam U)

THESIS

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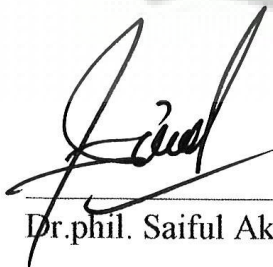The Bachelor Degree of Education in English Language Teaching

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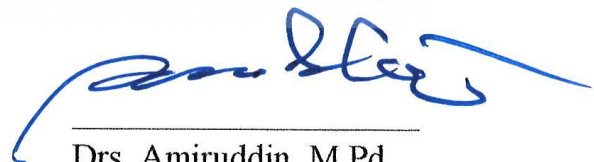Department of English Language Education

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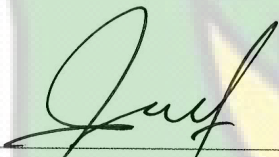for the Bachelor Degree of Education in English Language Teaching
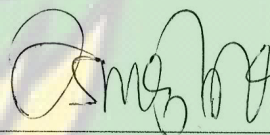
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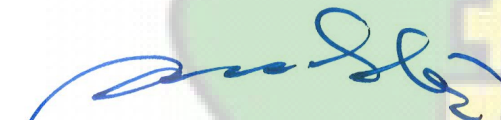
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SURAT PERNYATAAN KEASLIAN
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Students' Perception on Strategies in Improving Self-efficacy in Public Speaking

(A Case Study at Second Senior High School of Al-Falah Abu Lam U)

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 9 Juli 2021

Saya yang membuat surat pernyataan,

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Finally, I realized that this thesis needs the constructive ideas in order to reduce its weakness. Therefore, the criticism and suggestions are highly appreciated for the better improvement in the future. Hopefully, this thesis will contribute to the advancement of education. Amin.

Banda Aceh, July 9th 2021
The writer,

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ABSTRACT

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Self-Efficacy is one the factor influences students' belief or confidence in their ability in performing speech. In this regard, this study aimed to find out the strategies and problems related to students' self-efficacy in public speaking. The participants of this study were 5 selected students of SMA Al Falah Abu Lam U in Aceh, from all second grade-A students which consists of 29 students. Here the researcher used purposive sample which selected five students based on the appointment from their principal and advices from their English teacher who always observed the students' progress in speaking. The data were collected by interviewed the five students. The finding of the research showed that there are five strategies uses of the second-grade students of SMA Al Falah Abu Lam U in improving their self-efficacy in public speaking which are self preparation, practicing the speech, memorizing the important point, understanding the topic in the speaking, and applying self-motivation and positive thinking. Moreover, there were six main problems faced by second grade students of SMA Al Falah Abu Lam U in public speaking which were anxiety in speaking, blank and running out of context during performing speech, nervousness and shyness, and lack of confidence.

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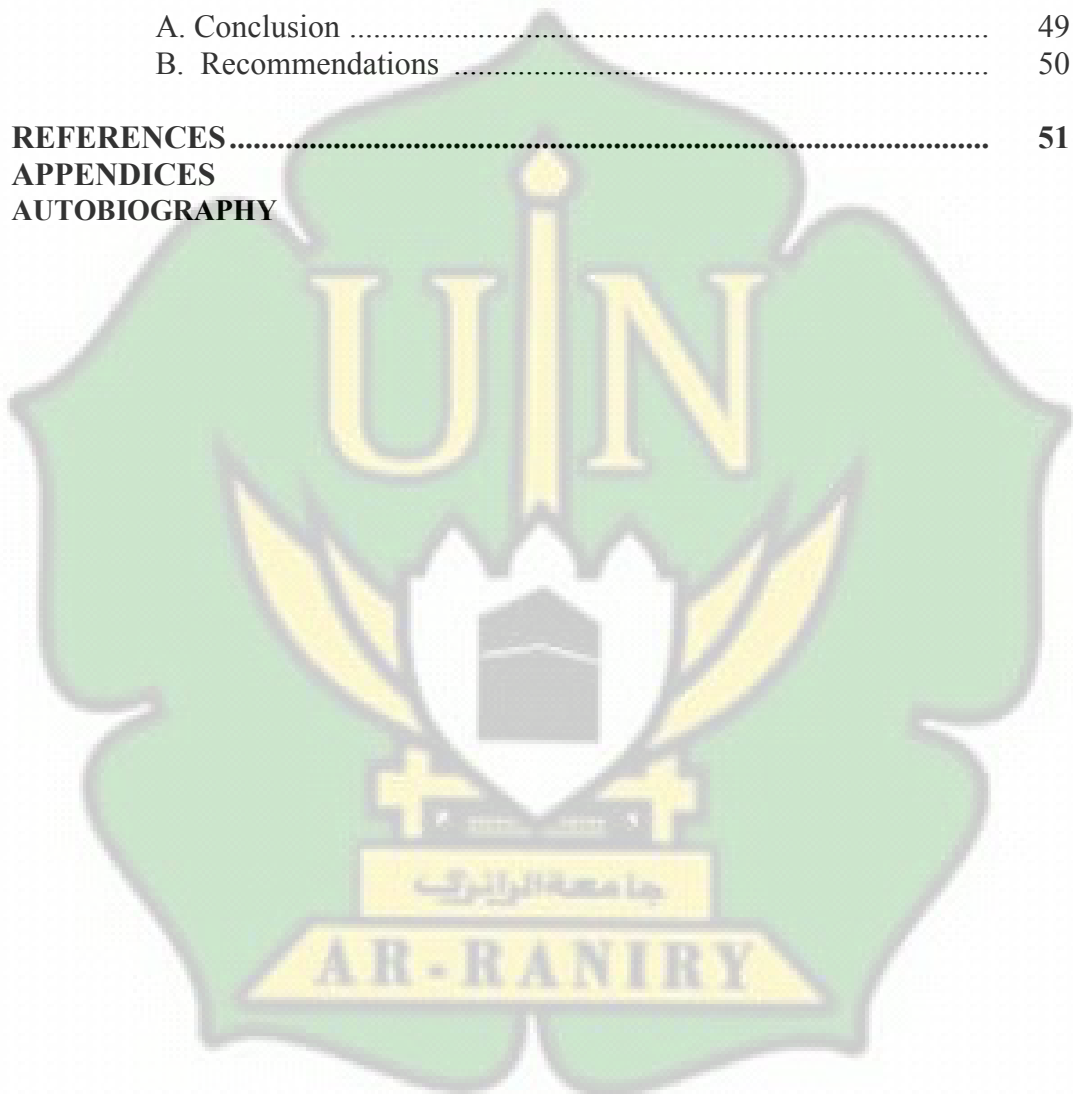
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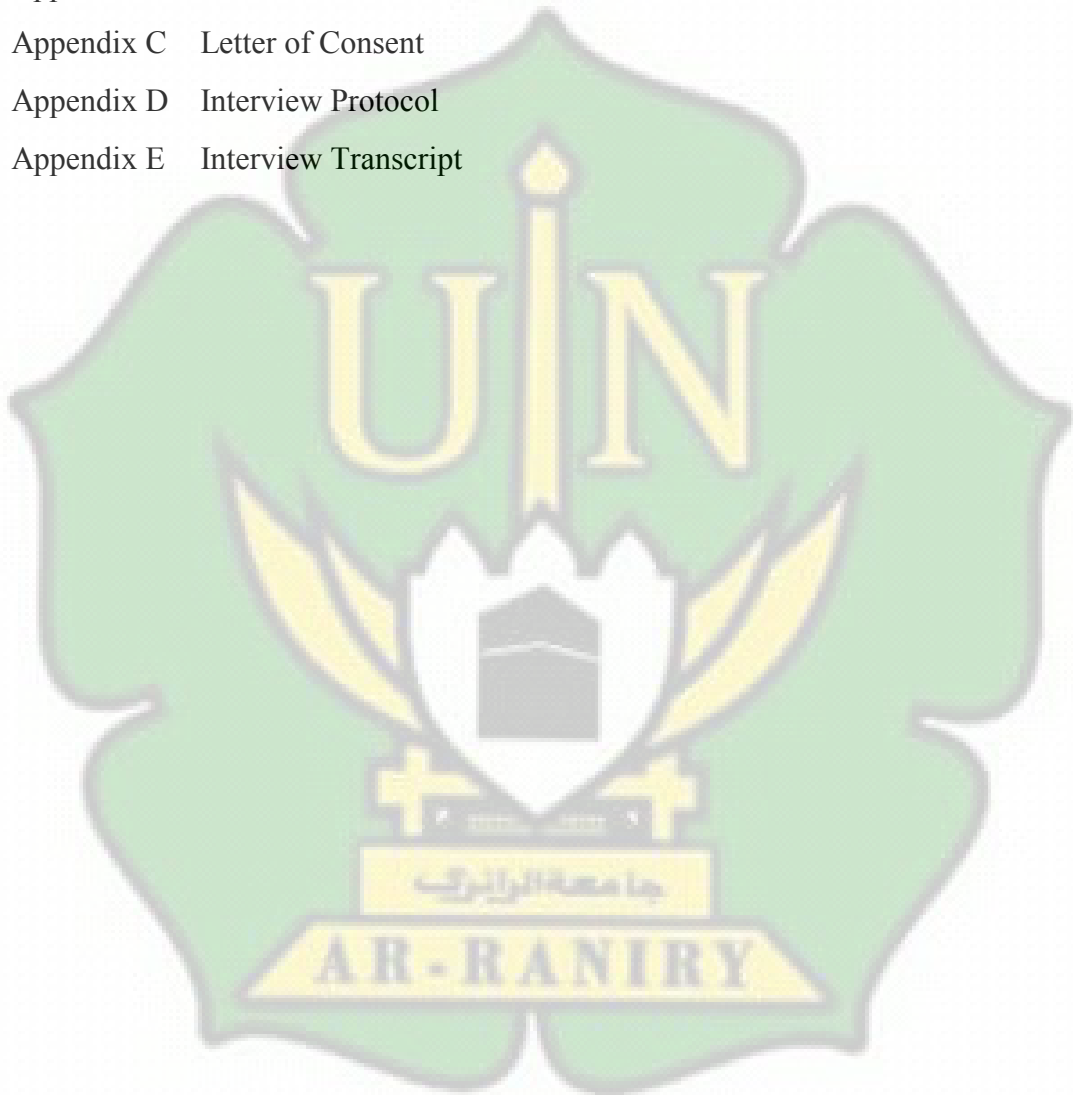
CHAPTER 1

INTRODUCTION

A. Background of Study

In learning English, there are four skills that need to be mastered by the students, namely listening, speaking, reading and writing. This study focusses on speaking skill. Speaking is one of the ways which is used to communicate, to transfer message, to give an information and feeling to others. Many students consider that speaking is the most difficult skill, and most of them are afraid to speak in front of others even in front of their friends.

Bailey and Savage (1994) as cited in Lê (2011) say that speaking is seen as the centre skill and the most demanding of the four skills. Thus, it is not easy to master English speaking skill for most students, they still have the problem when they trying to interact with others. Especially for English as Foreign Language (EFL) students. They still hesitate and not brave to speak in front of a lot of people and express their ideas orally in English. Even though they understand English grammar very well, they also get difficulty in speaking. The same issues can also be found in English language learning at non-speaking English schools, where most learners often seem passive, and reluctant in speaking English in the classroom (Hamouda, 2012).

According to Ur (1996), there are some factors that cause difficulty in speaking, namely: inhibition, nothing to say, low or rarely participation and mother tongue use. In other words, students who learn English as a foreign

language they will face many difficulties in speaking. For example, less confidence, they still look hesitate in interacting with their friends and their teachers by using English. The learners often feel uncomfortable using English in their communication and interactions, and they feel unconfident doing so. Young learners are very sensitive and some of them are too shy to speak English in the classroom (Ihsan, Yahya & Rosmita, 2021)

Therefore, one of the most important factors to control students in speaking English is their belief and confidence on their capability, or also called self-efficacy as defined by Bandura (1995) cited by Mastur (2016) which said that Self-efficacy is "the belief in one's capabilities to organize and execute the course of action required to manage prospective situations". In other words, self-efficacy can be seen as the confidence that people have in their ability to do the things they try to do, accomplish the goal and perform task competently (Dornyei, 2005). In addition, Bandura (1997) in Rosaria (2017), self-efficacy as one's ability to succeed in specific situations or accomplish a task. Actually, Self-Efficacy is about someone's belief of the capability to do task which given, their experiences and motivation also influences their views about how well their selves in particular task (Rosaria, 2017). Motivation is intrinsic aspect of each person in reaching the goals, and motivation also can affect someone to accomplish the task.

The present study is conducted in Alfalah Abu Lam U Boarding School, because the school provides several extra-curriculars to help the students to increase their speaking skill. One of the extra-curricular programs is public speaking class (muhadharah). Public speaking is designed to train the students to

be able to speak English in front of their audience and give experiences to the students in developing speaking skills in formal situation. In short, the students are requared to speak about a topic and expected to enggage in learning activities and give experiences in developing their speaking in formal setting. It is important to make the students will be able to speak in public well.

My own experiences as an EFL learner and pre-observational study, I found that many of students were anxious in speaking, especially in public speaking. It was anxious because some of them used less appropriate words in speaking English because they have limited vocabularies, and also, they did not have any idea to say. Many of students also used wrong grammar and miss pronounce some words in speaking English because they do not understand it.

Moreover, I also found that most of the students have low confidence in performing public speaking, even anxiety, nervous, the students are fear of making mistakes, being shy when the whole classroom looking at them. Although they knew that they can do it, they were still lack of confidence while speaking in front of a lot of people. Because of that cases, the researcher wants to know their strategies in improving their self-efficacy in public speaking.

In relation to the explanation above, it is obvious that many students have problems in speaking. In addition, Oxford (1990) as cited by Hasnina (2016) mention six categories of learning strategies (namely; memory, cognitive, conpensation, metacognitive, affective and social) which all of these can influence learners speaking skill development as they practice in the other three skills. It

appears that learning strategies and communication strategies contribute to each other.

Some studies have been conducted to explore the obstacles faced by the students on their strategies in coping with anxiety in speaking English.

Irwansyah (2016) discussed the cause of students' anxiety and how to solve it by using strategy in coping with anxiety while speaking English.

Furthermore, Nuvitasari, (2017) conducted the study on Public Speaking Program at SMKN 1 Lamongan to identify students self-efficacy level in preparing speech and identifying factors influencing students' self-efficacy and also identifying teacher's strategy in improving students' self-efficacy in preparing speech.

Thus, in this research, I try to investigate the problems in public speaking and find out the strategies used by the students in improving their self-efficacy in public speaking. Identifying the problems that faced by the students and finding the best strategies to improve their self-efficacy in public speaking are important in order to make students will improve their skills and have better performance.

B. Research Questions

Having gone through available relevant literatures on self-efficacy, I put forward two research questions:

1. What strategies are used by the second-grade students' of SMA Al Falah Abu Lam U in improving their self-efficacy in public speaking?

2. What are problems faced by the second-grade students of SMA Al Falah Abu Lam U in public speaking?

C. Objectives of the Study

The objectives of the present study are as follows:

1. To find out the strategies which are used by the students of SMA Alfalah Abu Lam U in improving their self-efficacy in public speaking

2. To identify the problems faced by the students of SMA Al Falah Abu Lam U in public speaking

D. Significance of the study

The present study tries to analyze the students' strategies in improving self-efficacy in public speaking. Hopefully, this research can give the contribution as the practical implication of the study to all teachers and students and other researchers.

This study serves information about students' strategies in improving self-Efficacy in public speaking. Thus, teacher will be more aware in analyzing students' self-efficacy in creating the suitable technique to the students in public speaking. Besides that, teacher can control their speaking improvement continuously.

The result of this study becomes useful to the students since it will give them information about their result of self-efficacy. Therefore, they may have more awareness about the problem in speaking and the strategies of improving

their self-efficacy in public speaking and to reduce anxiety speak in public and also this study will facilitate students for a better knowledge about speaking.

Truly, I also hope that the result of this study is useful as the reference for other researchers in doing another researcher that related to self-efficacy. Furthermore, there will be more references of strategies can be applied to improve student's self-efficacy in perform public speaking.

E. Terminology

To provide a good understanding of this research and to make this study clearer, the writer would like to clarify and explain the terms in this study:

1. Students' Strategies

Strategy is a detailed plan for achieving success in situations. Strategies are the mothods and activities that will be used by the students to attain the goals (Richards; 2001). The word "strategies" of this study means the method, technique, procedure and process. Strategy in this research is speaking strategy used by the second-grade students of SMA Al-Falah Abu Lam U in improving their self-efficacy in public speaking.

2. Self-efficacy

Albert Bandura explained that self-efficacy is about a personal judgment that someone can execute a task (Albert Bandura, 1998). Self-efficacy in this study is defined as the students' belief or confidence in their ability in performing speech. What the students' feel toward their speaking capabilities. Those beliefs

give influence on some aspects, namely individuals' task orientation, effort and persistence, strategy use, beliefs, and performance.

3. Public Speaking

Shraiber, (2013) explained that public speaking is presenting speech through the formal way in a public. Public speaking is about performing speech based on the context, such as; speech about the topic and it also performs as presenter of an event. In this particular study, public speaking focused on SMA Al Falah Abu Lam U second grade students' ability in performing oral task in English language class. Public speaking refers to the students' speech in public and how they use their skills to convince the audience.
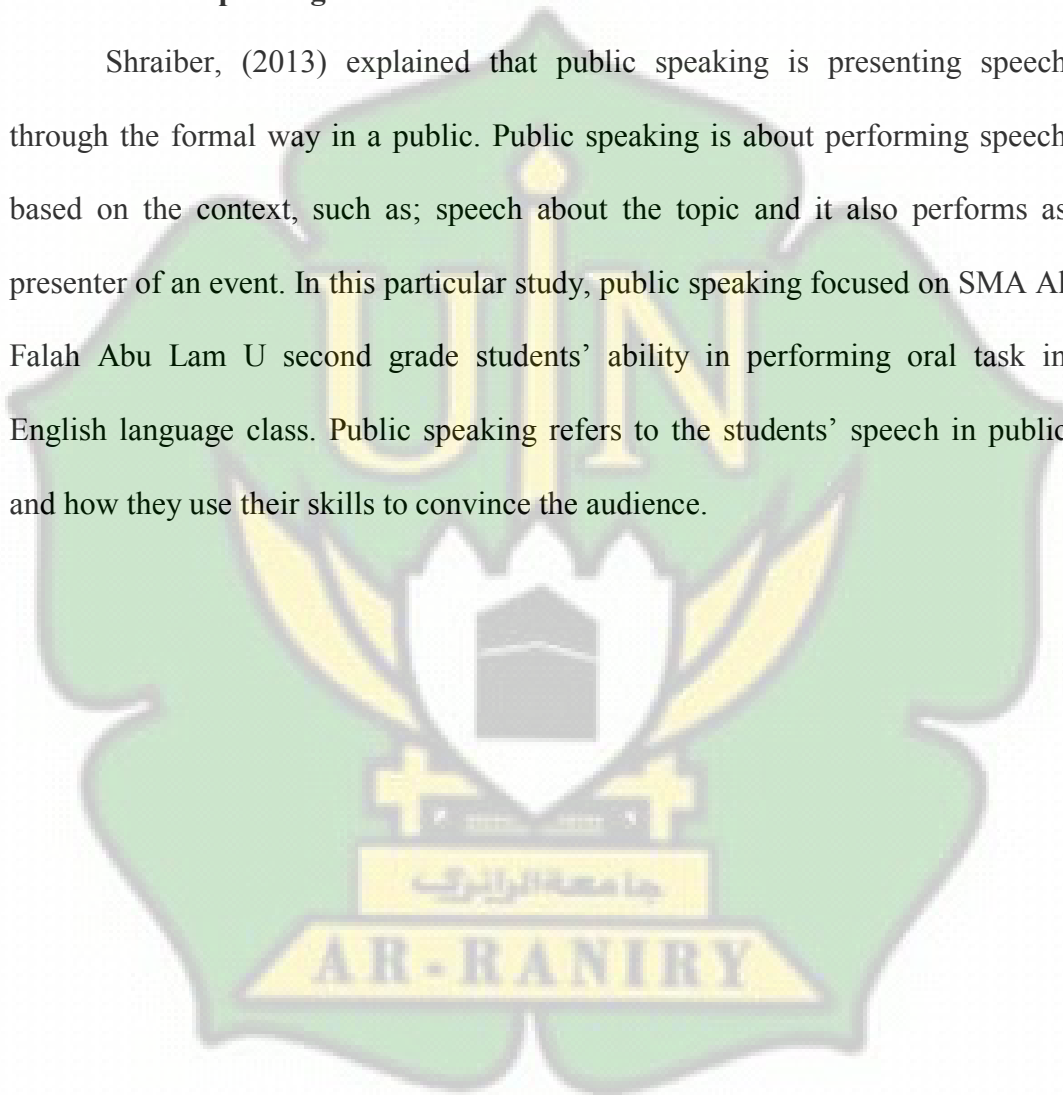
CHAPTER 2

LITERATURE REVIEW

This chapter, describes the theories of self-efficacy that include definition of self-efficacy, sources of self-efficacy and classification of self-efficacy. Then, it follows with the theories of speaking which include the definition of speaking and public speaking, the affected factors of speaking performance, the main problems of public speaking, and the students' strategies in public speaking. Furthermore, the researcher also provides previous studies for supporting the research.

A. An Overview of Self-Efficacy

1. Definition of Self-Efficacy

There are several terms provided by expert in describing the definition of self-efficacy. Firstly, Bandura (2009) defined self-efficacy as a personal judgment of one's capabilities to organize and execute a course of action in designing of academic. In addition, Self-efficacy also will lead people to try something that they believe that one's can achieve and they who not achieve things that they think that they will fail. Individuals possess a self-system in order to enable them in exercising a control over their thoughts, feelings, and actions.

Furthermore, Bandura stated self-efficacy refers to individuals' beliefs in their capabilities to manage something and do that action in order to achieve certain accomplishment. Those beliefs give influence on some aspects, namely individuals' task orientation, effort and persistence, strategy use, beliefs, and

performance. Although self-efficacy is related to our sense of self-worth or value as a human being, there is at least one important distinction.

Baron & Byrne (2000) stated that self-efficacy is a personal judgment of his or her own ability or competence to perform a task, achieve a goal and produce something. It means that self-efficacy is not a measure of the skills one has but it is a belief in what one can do under certain conditions with whatever skills one possesses. This statement is similar with Feist's (2002, cited in Astrid, 2009) definition who states that self-efficacy as the personal belief that had ability to control over their work in a particular situation.

Akhtar (2008) viewed the word of self-efficacy in the realm of success as personal belief of their abilities, specifically in facing the challenges and complete some tasks successfully. Here, this success can be obtained from three dimensions, such as the level of the task to be achieved, confidence in its abilities, and generalization Gibson, (1997) cited in Izzah, (2012).

In short, self-efficacy is a personal belief and confidence in his or her capabilities to perform or complete tasks given in order to overcome all obstacles and achieve the expected goals. It is not expected to measure one's actual capabilities but, rather, the confidence that an individual hold in regards to particular abilities Dodds, (2011).

2. *Sources of Self-Efficacy*

According to Mastur (2016), there are three major sources that influence someone's self-efficacy based on their experience of mastery, modelling and verbal judgement, as follows.

a. Mastery Experiences

Individuals develop the beliefs of their capability through the results from their previous performances which may be interpreted in either direction. The students who are successful in their tasks in the past will be more confident in doing their activity in the future. On the contrary, negative interpretation about previous tasks can undermine their personal efficacy. Mastery experiences, thus, serve as an excellent predictor of someone's future success Chen, (2007).

b. Modelling

Modelling affects self-efficacy through a social comparison process where people judge their capabilities in relation to the capability of others. Moreover, appropriate role models can build confidence by conveying effective strategies and managing different situation from someone's condition or experiences Rosaria, (2017). Meanwhile, experiences provided by social models or friends whom they assume having the similarity of competence and intelligence Bandura, (1997) cited in Chen, (2007). By seeing people comparable to them capable of performing the same tasks will make them think that they have the ability to finish the tasks. Therefore, peer modelling is another big factor that affects especially for students' efficacy.

c. Verbal Judgement

Self-efficacy is also can be obtained from their capabilities in doing their task through verbal judgement. The judgement may offer additional ways of increasing one's belief to achieve their success depending on their goals. Additionally, Bandura (1997), cited in Chen, (2007) mentioned that the verbal judgment will be convenient when a personal is able to face their difficulties. In other words, the verbal judgement can contribute to good results if the improved assessment is within realistic limits.

3. *Classification of Self-Efficacy*

In general, self-efficacy is classified into two categories which are high self-efficacy and low self-efficacy. People who have high self-efficacy tend to be more involved and motivated in performing a particular task, even a difficult one. While the people who have low self-efficacy prefer to avoid and stay away from the task.

People with high self-efficacy do not see work as a threat that should be avoided. They are not afraid to fail in their task. Instead, they stepped up efforts to prevent possible failures. Usually, those who fail in their work regain their self-efficacy quickly after experiencing failures Bandura, (1997), as cited in Astrid, (2009). They perceive a failure as the result of lack of efforts, knowledges, and skills.

On the contrary, people with low self-efficacy have low aspiration and low commitment to realize the goals they set. They do not believe the way to be good

at handling difficult tasks. Additionally, people with low self-efficacy are slow in correcting their mistakes and regaining their self-efficacy when they get failure.

B. Speaking Skill

1. Definition of Speaking Skill

Kathleen (2000) defines that speaking is an activity of delivering thoughts, ideas, or feelings which involved ability in pronouncing articulation of sounds or words. Carnia (2015) added that the main point of speaking activity is that speakers deliver their message to the listeners. Chaney (1998), cited in Rosaria, (2017) considers speaking as a process of building and sharing meaning through the use of verbal or nonverbal symbol in a variety of contexts. Through speaking activity someone can express his or her ideas, emotions and reactions to other person or situation and influence other person. In addition, speaking skill is a skill that gives the ability to communicate effectively.

According to Harmer (2001), there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comments. Moreover, there are two kinds of speaking that are dialogue and monologue Broughton et.al., (1980), cited in Sri, (2018). Monologue is held by one people and used to express feeling, ideas and information for example in speech, news, or even telling story. Meanwhile, dialogue is held by two people or more to interact with the others, for example in purchasing, selling, teaching and learning process in class and other related activities.

Ahmed and Alamin (2014) also added that a person's speaking ability is usually judged during a face-to-face interaction, in real time, between speaker and a listener. This skill also allows the speaker to convey the message in passionate, thoughtful, and convincing manner. In language teaching and learning, speaking is considered a skill to practice and master.

2. *Public Speaking*

According to Dewi (2013), public speaking in a brief definition is how to speak in public which demand the fluency of speaking, emotional control, diction, and tone of speaking. Besides, it also demands the ability to control the atmosphere and master what the message to be transfered. Public speaking can be also as the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listener (Rosaria, 2017).

Sirait (2007) argues that public speaking is the art of combining all skills that we have. In other word, it is an applicative not theoretical. In public speaking we need to deliver some messages to people with different backgrounds. It is needed to know who the audience are and exploit what things we know to make our topic can be heard by the audience (Rosaria, 2017). For example, a speaker has to deliver information, entertain and convince the audience all at one. If the speaker does not have enough knowledge, he or she can be wrong in delivering the information. Moreover, if the speaker does not have a high self-confidence, they cannot convince the audience well.

In addition, Shraiber, (2013) argued that public speaking is a formal performing speech in a public. Furtherrmore, speaking is not only in public context but also on how to make your listener understand and remember what you have said. You must be able to be a professional and to be a good leader in your job, you can speak and have a good communicated with others (Shraiber, 2013). In short, public speaking is a formal presenting speech in a public that the speaker must be able to make the audience understand what has speaker deliver it.

3. The Factors Affecting Speaking Performance

In order to help students in overcoming speaking problem, it is necessary to figure out several factors that affect their speaking performance. Tuan & Mai (2015) states Students' speaking performance can be affected by the factors that come from performance conditions, such as time pressure, planning, standard of performance and amount of sport, affective factors which included motivation, confidence and anxiety, listening ability and feedback during speaking activities, as follows:

a. Performance condition

Students perform a speaking task under a variety of conditions. Nations & Newton (2009) believe that performance conditions can affect speaking performance. They suggest four types of performance conditions include time pressure, planning, the standard of performance and the amount of support.

b. *Affective factors*

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). According to Krashen as cited by Tuan & Mai, (2015, p.9), a variety of affective variables have been confirmed to be related to success in second languge acquisition in research over the last decade but most of those studies examined the three catagories: motivation, self-confidence and anxiety.

c. *Listening ability*

Speaking skills cannot be developed unless we develop listening skills Doff, (1998). Students have to understand what is said to them to have a successful conversation. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he or she cannot understand what is said. It means speaking is closely related to listening.

d. *Topical knowledge*

According to Bachman & Palmer as cited in Tuan & Mai (2015), topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information the information provided by topical knowledge enables learners to use language with reference to the world in which they live. In addition, Bachman & Palmer emphasize that certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not and they believe that topical knowledge has effects on speaking performance.

e. *Feedback during speaking activities*

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer as cited in Tuan & Mai (2015) assert that the decision that the teachers make about how to react to students' performance will depend on the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teacher give feedback whenever there is a problem during speaking performance, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer in Tuan & Mai, 2015). If the students are corrected all the time, they can find this very demotivating that they become afraid to speak.

C. The Problem of Public Speaking

Actually, there are a lot of problems faced by students in public speaking which can disturb their speaking performance. (Sadtono in Hasnina, 2016) claims that language learning has two problems, namely linguistic factor and non-linguistic factor. They are discussed as in the following.

1. *Linguistic Problems*

The linguistic problem includes all the difficulties found in the target language itself encountered by someone who is studying the language. Linguistic problem has some categories. They are as follows: pronunciation, grammar, and vocabulary.

a. *Pronunciation*

The outer core of speech is sound. The speaker must firstly decide what to say to, be able to articulate the words, and create the physical sounds that carry meaning. Hence, second language learners need knowledge of language they wish to speak, an understanding of the phonetic structure of the language at the level of the individual word, and understanding of intonation (Fulcher, 2003).

b. *Grammar*

The word "grammar'' is used in several different sense. It may mean a particular kind of book, a textbook for learning a language, or a reference of book for looking up various point of usage. Grammar is a description of the language form and pattern we use in communication. According to Ur (1995) cited in Hasnina, (2016), grammar is sometimes defined as 'the way words are put together to make correct sentences.

Besides, Harmer (1998), cited in Hasnina, 2016), argues that grammar is partly the study of what forms or structure are possible in language. Thus, a grammar is a description of the rules that direct how sentences are formed. Harmer added that since a necessary knowledge of grammar is essential for competence user of language, it is clearly for students. Obviously, for example, they need to know that verbs used for the third singular person have an 's' ending in the present simple (e.g. ' she sings', 'he eats', 'it takes'). They also need to know that modal auxiliaries are

followed by bare infinitives without 'to' so that they can eventually avoid making mistakes like 'he must to go'.

c. **Vocabulary**

Vocabulary is one of important components in language acquisition. We cannot communicate without mastering an adequate number of vocabularies. Vocabulary can be defined, roughly, as the words we teach in the foreign language (Ur, 1996). However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in-law,* which are made up of two or three words but express a single idea.

2. **Non-Linguistic Problems**

The non-linguistic problem is the problem is the problem non-language faced by someone who is studying the language. They are as follows: the student, teacher, method, material, facilities, motivation and etc.

a. **The Student Factor**

In the teaching and learning process, students play an important part. They come to classroom with different background, ability, style, attitude, etc. According to Brown and Segaran in Athena (2004), "student factors include such of some points that have relationship with age, opportunity, motivation, talent, attitudes, persistence, and also they bravery of drilling to speak up in front of audience". Each of the point is explained below:

1) Age, opportunity and motivation

The best time to learn English is when the learners' need of this language appears and there is a spare time. If there are high motivation and opportunity, at that time, the learners can learn well.

2) Persistence and talent

The success of the learning English does not only depend on ability, but also depends on persistence. Good potential is not give much success if the chances for learning are not used. Thus, the ideal terms in the combination of the potential and persistence that should run well.

3) Attitude

The learners' attitude about the learners' language can fulfil what they need in communication and put on the meaning of his or her thought clearly.

4) Bravery of drilling to speak up in front of audience

Another factor is that the learners who have sociable character and take the chances for speaking English with other person incline more success when people begin to communicate. In this case, they should force themselves to take this opportunity to speak up in English. In this occasion, the bravery is quite important and embarrassed sense should be disappeared, because it sense can obstruct the capability in English speaking.

b. *The Teacher Factor*

Nunan (1995)(cited in Hasnina, 2016), declares that in terms of acquisition teacher talk is important, because it is probably the major source of comprehensible target language input the learner is likely to be received. The teacher is human agent responsible for presenting foreign language material to a learner. However, Pal (2015, p.16) believes that "there are teachers-related factors that affect students' English-speaking ability". Gashaw as cited in Pal (2015, p.16) also believes that "the teachers are not aware of their students desire to improve their English pronunciation and the challenges they face in communication". Therefore, teachers have an important role to guide students in speaking activities.

c. *Motivation*

Some learners also lack the motivation to speak English. They do not se a real need to learn or speak English. Actually, motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers (Littlewood as cited in Hosni, 2014). Littlewood as cited in Hosni (2014) assumes that the development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them. Motivation is important for students. It pushes them positively. Without motivation, the students will be postponed and have low interest in speaking.

d. *Method*

Method is the way of teaching language nature of language based on a particular set of theory dealing with the nature of language, learning, and teaching that is applied in the classroom. According to brown (1994) in Hasnina (2016), method is a generalized set of classroom specifications for accomplishing linguistic objectives. Teacher should use the methods are not as difficult as students seem to be and they should be appropriate according to students' level of knowledge of English. By using an appropriate method, the classroom will be more attractive for the students. Thus, the students will become more active in participating in the classroom activities. Therefore, if the right activities are taught with the right way, speaking classroom can be more interesting and meaningful.

e. *Material*

In material development and classroom teaching, the goal is to develop a sequence of activities that leads the teachers and learners through a learning route that is at an appropriate level of difficulty, is engaging, that provides both motivating and useful practice. Designing a good material is very important to stimulate or build up students' awareness in learning. Furthermore, the teacher is suggested to provide the materials appropriately that related with the students' level and interest in order to achieve the goals in learning. Tomlison (cited in Richards, 2001) suggest that good materials have the following characteristics:

1) Material should achieve impact

2) Materials should help learners fell at ease

3) Material should help learners to develop confidence

4) What is being taught should be perceived by learners as relevant and useful

5) Material should require and facilitate learner's self-investment

6) Material should provide the learners with opportunities to use the target language to achieve communicative purpose.

f. Facilities

Text book, laboratory, classroom, and library are facilities of teaching and learning process. Meanwhile, "teachers, students, methods, materials, and facilities are instrumental input which influences teaching and learning process" Hanunah, (2009, p.24). If the facilities in the school are available, the goals of teaching and learning process will be easy to be reached.

D. Students' Strategies

Strategy is a term that refers to a complex web of thoughts, ideas, insight, experiences, goals, expertise, memories, perception, and expectation that provides general guidance for specific actions in pursuit of particular ends (Nickols, 2012). Ihsan, Yahya & Rosmita, (2021) said that applying some techniques and strategies in the English classroom is one of the possible solutions for their English Language Teaching.

Moreover, Brown (1994, in Hasnina, 2016) states that strategies are specifics method in approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. In other words, strategies refer to steps, operations, and routines used by learners to assist accession storage, retrieval and use of information. Here, Oxford (1990) introduces three directs strategies and three indirect strategies. The direct strategies help learners to produce language even when there is gap in knowledge, while indirect strategies do not involve the target language directly. Direct strategies are divided into three, namely memory strategies, cognitive strategies, and compensation strategies. Indirect strategies include other three groups, there are metacognitive strategies, affective strategies, and social strategies.

1) **Memory strategy**

Memory strategy is a strategy which helps learners to store and retrieve information. Memory strategies are regaining students' prestige as powerful mental tool (Oxford, 1990). The working memory can retain only for a limited period of time. To converse the information and place it in long-term memory, students must use a range of strategies, such as repetition, visualization, or comparison with other information that already stored in the long-term memory. There are some examples of memory strategies:

- Creating mental linkages (for example, placing new word into a context)

- Applying images and sounds (for example, representing sounds in memory)

- Employing action (for example, using physical response or sensation)

2) Cognitive strategy

These are perhaps the most popular strategies with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are: Practicing, Receiving and Sending Messages, Analyzing and reasoning, and creating structure for input and output. Practicing is the most important in this strategy which can be achieved by repeating, working with sounds and writing, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning.

3) Compensation Strategy

These strategies help learners overcome gaps in knowledge so learners can communicate aunthentically (Oxford, 1990). Learners use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. When learners do not know new words and expressions, they guess the meaning. A learner brings own life experience to interpret data by guessing. Compensation strategies are also used in production when grammatical knowledge is incomplete. When a learner does not know the subjunctive form of verb, a different form may be used to convey the message.

4) Metacognitive Strategies

These strategies give learners a way to manage and organize their learning process (Oxford, 1990). Metacognitive strategies are very important for learners

who find many new things in new languages such as new vocabularies that are unfamiliar, new rules that are confusing and writing system that are different with theire mother tongue writing system. Those new things often lose learners' focus, so these strategies can help students get back their focus. Organizing, setting goals and self-evaluating in this strategies.

5) Affective Strategies

Affective strategies enable learners to control their emotions and attitudes toward learning Oxford, (1990). Affective strategies can be used to reduce their anxiety and encourage themselves. The example of strategy that is used to reduce anxiety is taking deep breath. Because by taking deep breath that will make the students calmness during perorming speech. Meanwhile, making positive statements is the example of affective strategy that is used to encourage learners.

6) Social Strategies

Social strategies that help students to be able to communicate with many people by giving them oppotunities to practice their speech production (Oxford, 1990). The students are required to interact well with their friends such as having temporary pair or small group. Besides, they are also required to interact with skilled and experienced lnguage users such as having conversation with native speakers outside classroom in order to make the students can learn how to listen them, ask questions, and analyze natural feedback given during the conversation such as gesture, facial expressions and body language. The strategies above are important for language learning because they make the language easier, more enjoyable, and more effective (Oxford, 1990).

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents research methodology which consist of research design, setting, population and sample, techniques of data collection, and techniques of data analysis. Each of them will be presented in the following discussion.

A. Research Design

This study employs descriptive qualitative research. Lambert (2012) as cited in Mc Arthur (2017, p.4) states that descriptive qualitatif research is a study to provide a comprehensive summary and examining the phenomenon of a particular event while doing a research by gathering data from individual or focus groups interview. It is similar with Cresswell (2018) statement which defined that qualitative research is a design of study which concerns about phenomenon or explore about social problems. Consequently, based on this theory, the researcher wants to find out students' strategies in improving self-efficacy in public speaking.

The investigates the problems faced by the second grade students at Al-Falah in public speaking and want to know the students' strategies in improving their self-efficacy. In addition, the descriptive method is used because the data analysis is presented descriptively. Ary (2002, p.25) states that qualitative research is conducted to describe the current status of phenomenon that while

exist at the time of study. The current status phenomenon in this study is students'
strategies in improving self-efficacy in public speaking at SMA Alfalah Abu Lam
U Boarding School.

In this study Purposive sampling method is used to select the participants
for the research purpose. Thus, the researcher used questionnaire and interview to
gain the data and analyze it descriptively.

B. Setting

The present study was conducted at the second grade students of SMA Al-
Falah Islamic Boarding School, Aceh Besar. The school strongly encourages the
students not only to use English in the classroom, but outside the class as well. In
addition, public speaking one of the extracurricular activities is trained the
students to have a good command of English.

C. Population and Sample

According to Cohen (2000), population is the large group in which a
researcher wants to generalize the sample result. It is generally a large collection
of research participant that become the main focus of a scientific query. It should
be emphasize that research participants are believed to have an ability to provide
the researcher to get information which is related to research questions (Creswell,
2008). In this study, the researcher used purposive sampling to choose the
participants. Griffee (2012, p.58) stated that ''purposive sampling is a technique
where the researcher decides who would most likely help us to provide
information about our construct''. In other words, purposive sampling is a

sampling technique based on certain consideration or criterion. Therefore, the participants of this study will take the participant based on the researcher's consideration related to the students' to be chosen as the sample of the conducted study.

The population of the second grades students of Al-Falah Modern Islamic Boarding School are 70 students which divide into the three classes. Furthermore, the sample of this study is second grade-A which consists of 29 students. Among of all students in this class, the researcher onlt took 5 students. Those students are selected based on the appointment from their principal and advices from their english teacher who always observe the students' progress in speaking. Here, the selection of 5 students selected because their dominant in term of quantity and quality. Moreover, they are more active in the classroom when performing their public speaking based on the suggestion from the teacher.

D. Technique of Data Collection

In this part, a number of instruments were prepared to collect the data. As Lodico et al (2006) mentioned that data collection techniques involve observation and interviewing that bring the researcher in close contact with the participants. Therefore, the data collection that researcher used was interview. It is a technique to collect the data by providing some direct questions to the interviewees. Interview is one of part of data collection in qualitative research.

In addition, Mackey and Gass (2005, p.172) mentioned that interview will let the researcher to examine phenomena which cannot be observed plainly. Furthermore, interview is an interactive technique of data collection, the

researcher could obtain additional data in case of the prior data is unclear, incomplete, unrelated, or too general. the five students who have been selected will be given several questions related to their problems in public speaking and their strategies in dealing with various problems related to their self-efficacy in public speaking. The results of the responses to the interview questions will be useful to answer the research questions contained in this study.

E. Technique of Data analysis

According to Bogdan as cited by Sugiyono (2014) is the process of systematically searching and arranging the interview transcripts that can be accumulate to increase researcher own understanding of them and to enable the researcher to present what the researcher have discovered to others. Analysis data in qualitative research done inductively to find the path of the data collected and synthesize it. In order to analyze the data obtained from this qualitative data, the researcher will use interactive model offered by Miles and Huberman (in Sugiyono, 2014). The component of analyzing the data can be drawn, as follows:

1. Data Reduction.

After the result of obtaining data and making transcription, the first step should be used by researcher is to analize the data through data reduction. It is one of step of analysing the data inqualitative research by sharpening, classifying, instructing and reducing the data needed also organizing data for the final conclusion taken (Griffee, 2012). Here the researcher need to read the transcripts several times to familiarize them with the data and code the transcript into certain themes with a short word or phrase.

2. **Data Displays or Data Representation.**

The second step in analyzing the data is displaying data or representing the data. In qualitative research, displaying data can be in the form of short explanation, diagram, relationship between two categories, flowchart and et cetera. Moreover, Miles and Huberman (in Sugiyono, 2014: 249) say that the most frequent form of display data for qualitative research data in the past has been narrative text.

On the other hands, the data taken from reduction phase are in the form of narration. The data are presented in the narrative words. The data collected can be larger and larger from the beginning to the end of the research. Those data are selected and frequently cross-checked to the sources of data to find out the pattern and to arrange grounded theories. All the data in reduction and displaying data were based on the result of interview which held before by the researcher before.

3. **Conclusions Drawing or Verification.**

According to Miles and Huberman (in Sugiyono, 2014: 249), the last step in analysis of qualitative data is withdrawing conclusion and verification. After doing reducting and displaying data in this research, the researcher obtained clear information of the result, and then the researcher with drew the conclusion of the result study and verify all obtained results. Finally, in this last steps, the researcher found out the answer of the research questions which related to discussion in this matter. All of conclusions made from the result of the study will be presented in the chapter five of this study.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter deals with the result of data analysis, which consists of findings and discussions of the research. The findings consisted of the data obtained through interview. After the researchers do the interview with participants, then the data transcribed. Furthermore, the researcher make the initial codes for each participant in order to make easier in next step. This chapter will answer all the research questions mentioned in chapter one of this research by dividing the data based on themes and separated necessary data that will be later reviewed and defined.

A. The Students' Strategies Used in Improving Self-Efficacy

There are several strategies offered by students in interview session in order to answer the research question in regard to students strategies used by students in improving self-efficacy in public speaking, as follows:

1. Strategies

a. Doing Self-preparation

Based on interview, the researcher found that the students' strategies in improving self-efficacy is by doing their self-preparation, as mentioned as follows:

AN (R2): I have to prepare correctly what I will show and the purpose.

LD (R3): Yes I have strategy..eeeee....that is well prepare, and

why? Because If I prepare everything,,,,aaaaeee...I confidence when I speak in front of the audience.

Based on the result of interview, R2 and R3 argues that they did preparation before doing their performances in public speaking to improve their self-efficacy. From both of statements, it can inferred that preparation played important role in the success of speaking infront of the public. When prepare about the topic being delivered would be expected to increase students subjectively estimated mastery of the subject matter, and hence reduce the inhibition associated with the performing problems. Then, they will be more confidence and able to produce good performances.

b. *Practicing the Speech*

The next strategies in order to increase their self-efficacy in public speaking is practicing routinely before performing the speech. As stated as follows:

MF (R2) : I have to always practice, so that I can speak properly in front of my friends.

Then, the R2 also recommends that by practicing the speech before speaking infront of the public, it will give good performance for then, as mentioned as follows:

MF(R2): Yes, I have, that I will preperation and self-confidence because to produce a good performance.

Some of the students did their practice of speech by standing in front of the mirror in order to anticipate their mistakes in front of the public, as stated as follows:

NB(R4): I always standing in front of mirror to reflected myself, what kinds of mistakes I have made routinely.

Based on the result, it can be seen that routinely practice is also needed by the students before performing their speeches. Social strategies that help students to be able to communicate with many people by giving them oppotunities to practice their speech production (Oxford, 1990). The students with more practice would gain better score and improvement skill. By doing practice, the students will see some of their weaknesses and strengths that can help them in selecting which part of the performance should be reduced and improved before the real of their performance. So, after they already practiced routinely, they will be more well prepared and the practice in somehow will boost their confidence. The strategies above are important for language learning because they make the language easier, more enjoyable, and more effective (Oxford, 1990).

c. *Memorizing the Important Points*

Before we are about to perform our speeches, it is important to the students to take a note the important point that they are will peform. so that it will be better them understand it. It also stated by one of participant in interview session, as stated as follows:

AN(R1): Yeah...I have strategy, my strategy is understand the text and eem,,,,and memorize important point, because that will be important to me to speak in public.

It aso mentioned by R5 in his statement:

MR(R5): I do preparation, that is understand the text, memorize the important point, before I perform speech I always take a note the important point that what I wil say later, because that can assist me to control the topic that I will say.

Based on perception from R1 and R5, it clearly can be indicated that students do remember and memorize the important point before they are going to speak in public, in order to make they are easy to control their self during performing speech. Moreover, it can be concluded, memorizing some important points in the text that will help them in performing their speeches better and to avoid going blank in the middle of their performances.

d. *Understanding the topic in speaking*

Understanding the topic being delivered to the audience are next strategy suggested by the students before doing their performances. It is coherrent with statement from R4, as follows:

NH(R4): Understanding the context or topic before I delivering the speech in order to make the audience understand what I say and to make the audience interesting with the material that I convey it.

It can be noted from the R4's statements that if the speaker does not have enough knowledge or not understanding the topic, he or she can be wrong in delivering the information. Moreover, if the students are not able to comprehend the topic being performed in their speaking it will leads the students to a distraction in the middle of their performances, such as going blank, losing ideas or running out of the context. So it can be concluded that understanding the topic being delivered to the audience are important for a speaker in dealing with their self-efficacy in the public speaking.

e. Self-motivation and positive thinking

Setting for positive mindset and motivating their personal are also one of the strategies that can be applied by students in improving their self efficacy in public speaking. From the result of the interview, some of students are argued as follows:

MH(R2): … I will confines my self that I can definitely do it after I try my best.

And also from R5's opinon who said that:

MR(R5): I motivate myself to always try eventhough I have felt, because the harder I try the better the result.

From some statements mentioned in interview session, the researcher found several methods used by students in gaining their self motivation that can be seen in the following statements.

LD(R3): If I shy, sometimes I touch something, eee...in my hand like a pen, paper or something else, eeee...then, When I perform and that help me to make me more comfortable positively.

Moreover, R4 has different way in gaining their positive mindset during the performances, as stated as follows:

NH(R4): I will stop speaking for a moment, about 5 till 10 second, so it does not look too much if I am in the blank.

The fourth interviewee (R4) intended to divert attention from stressful situation to positive and pleasant cues, so that the students will relief from going blank of the topic being spoken. In addition, some of them are different in creating positive mindsetand motivating themselves, it can be inferred from their statements, as follows:

MR(R5): How I moo....how I motivate my self, I think today will end, and the next day I will be the best.

NH(R4): I motivate myself with sleep, because sleep will make loss of mind, and while waking up I just need to be gethered with my friends, so that my mind is calmer.

AN(R1): Okay, I motivate my self by remember to my parent, or remind my self, If I can do it better after.

Based on their perceiptions, it can be highlited that students who has strong motivation might gaining self confidence and positive thinking in their performances, especially in public speaking because best performances in public speaking as result of motivation which pushes to speak (Krashen as cited by Tuan & Mai, 2015). On the contrary, the students with lack of self-motivation and positive thinking will easily to give up if they felt failure in their performances. There are several ways in increasing self motivation and positive thinking, such as creating comfortable atmosphere, remembering people who support them and thinking about the best result that possibly obtained after performances. Littlewood as cited in Hosni (2014) assumes that the development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them. Motivation is important for students. It pushes them positively. Without motivation, the students will be postponed and have low interest in speaking.

B. The Students' Problems in Public Speaking

From the results of this research, it was found six the problems faced by second grade students of SMA Al Falah Abu Lam U in public speaking. These were anxiety in speaking, blank and running out of context during performing speech, nervousness and shyness, and lack of confidence.it can be listed in several point, as follows:

1. **Problems**

a. *Anxiety in Speaking*

For all five respondents, there were four of them agreed that they experienced anxiety while delivering their speech in front of the public and only one of them who had no problem in term of anxiety in public speaking. Those who agreed that they faced anxiety in public speaking were R1, R2, R3, and R5. All four interviewees have different way in overcoming the problems of anxiety, as stated as follows:

AN(R1): …Yes, sometimes I feel anxious, and to over...and to overcome my anxiety I wil focus to one object or I see to audience head.

The first respondents mentioned that he put his attention only to one object or an audinces if he felt anxiety during delivering the speech in front of the public. It quite different from R5 who stated that he could not focus only one audiences when delivering the speech, as mentioned as follows:

MR(R5): yes, of course I ever felt anxious and anxiety. Eee...I try to overcome that problem by always remember the point that I will say euumm....and also I try to keep my speech by do not see the audience's eyes and do not focus only one of the audience.

Based on the replied of R5, he did not direct his gaze towards the eyes of the audience, but tend to direct his gaze to the head of the audience. The same statement was also mentioned by other interviewes

where they agreed that the head of the audience is the best point of view when delivering their speech.

AN(R1): yes, sometimes I feel anxious, and to over...and to overcome my anxiety I wil focus to one object or I see to audience head.

MF(R2): yes I have, I overcome my anxiety during speech by stratening my self confidence and stay confused on what I will say.

It can be conluded from students statememnt that most of them felt anxious in their speaking and find their own way in handling the problem of anxiety. The student did not believe her abilities in speaking performance, because other classmates reacted to their performances and the the pressure in the classroom. Hence, anxiety is the impact of afraid of making mistakes factor for student's who has low self-efficacy level in speaking performance.

b. *Going blank and running out of context*

Speaking in front of the public is one of common phobias that the student facing and feeling of shyness make their mind go blank, running out of context being spoken or that they will forget what to say. It can be clearly indicated from several statements, as follows:

AN(R1): If I feel blank, I will continue my speech by take a lot of conclusion what I have spoken before.

MF(R2): yes, like I say just now, when I blank, sometimes when I speak my head was blank, that aa..I will take a deep breathe and I keep speaking. But based on the text, based on the context.

LD(R3): If I feel blank during I speak in public, I will repeat the sentence that I have told before, because by repeated the last sentence, maybe I can remember the sentence or next poit what I have to say.

Almost all participant experienced the going blank when they performing their speech in front of the public. Furthermore, most of the students intended to divert attention from stressful situation to pleasant cues and tend to continue their speaking by using their own languange, but is still based on the text being delivered. On the other hand, some of the students are also experienced of running out of the context, as stated as follows:

NH(R4): I have the problem when I speak in public, that is, I am affraid running out the context.

Besides, she felt running of context, R4 also added that interaction with the audience in somehow will provide good opportunities in avoiding running out of context problem and also anticipating the stage fright, so that they can feel more comfort and convenient in remembering the topic being spoken to the audiences. To sum up, based on the responses from the students, speaking in front of the public is one of common phobias that

made the student going blank and running out of context being spoken and forget of the words that will be delivered to the audiences.

c. *Nervousness and shyness*

Based on the result in interview session, it can be found clearly that almost of the students experienced the nervousness and shyness during their performances. It can be notified by several arguments as follows:

AN(R1): Emmm.....hhhh....and the smallest problem is I feel nervous when I standing in front of public.

MF(R2): yes I have, I often get nervous when speaking in public. And that is what can make me forget the text because I am a shy person and afrraid to speak in front of many people.

NH(R4): I have the problem when I speak in public, that is, I am affraid running out the context or running the idea because of nervous.

All the statements from three respondents agreed that they faced shyness and nervous before and in the middle of their performance of public speaking. But, R2 stated that nervous could be caused by their shyness personalities. So, it can be concerned that between shyness and nervous had relationship to each others. More over, some students reacted their nervous and shyness with several actions, as mentioned as follows:

AN(R1): If I feel nervous, I will take a breathe for a moment,....and then I see to the whole or one object or if there is water,,,I will drink for relax my self.

MR(R5): If I feel shy and nervous, I will not look at the audience that I know and I will see to another place that can makes me relax.

LD(R3): Okay, If I shy, sometimes I touch something, eee...in my hand like a pen,paper or something else, eeee...then, When I perform, eeee....I do not see the audience eyes, but I see their head, that, eummm....make me confidence at all.

Based on above statements, all the three students had different kind of reactions, such as taking breath for a moment and drinking some water in order to create relax situation, dhanging their focus, and touching something that made them more stronger and reducing their pressures. To sum up, nervousness and shyness were the problem found from students in performing their speech.

d. Lack of Confidences

Based on the result in interview session, all the feeling in regard to lack of confidences can be seen in the statement from participant, as follows:

AN(R1): I think I have a little problem when speak in public, that is my self-confidence, because I seldom to speak in public.

It also similar with statement from R4 who stated that:

NH(R4): The biggest problem that I face is not confident, did the speech I deliver to audience they are understand or not? That is my big problem.

Both of participant felt that self confidence are caused by their lack of practice and worried of delivering unsatisfied performance and resulting the failure after the speaking. Moreover, R5 argued that unconfident will lead the students to others problem that might be occured during the performances, as stated as follows:

MR(R5): Of course I have, my problems are tremble, eeuumm..nervous, and I feel shy when I come to speak in front of a lot of people.,,,,I feel these all because I do not confidence to speak in front of many people.

It totally different from R3 who argued that he only face unconfident only in the beginning of the performance, but in the middle of speech his confidence later on appears, as mentioned as follows:

LD(R3): Maybe for the first, I am not confidence, but,...eumm...when I come to in front of and I speak,and I keep speaking, eeeee....I think, I am confidence enough to speak.

Based on all arguments given by the interviewees, it can be concluded that it is commonly understood that the students' lack of confidence usually occurred when students realized that their speech have not understood by audiences or afraid of being failed in performing their best speeches. Most of them felt lack of confidence before their performances that lead them to other probles such as nervous and shyness when delivering public speaking. Besides, there were also some of them who already found their confidence when they felt comfort or convenient

during the speaking. In this case, they should force themselves to take this opportunity to speak up in English. In this occasion, the bravery is quite important and embarrassed sense should be disappeared, because it sense can obstruct the capability in English speaking Athena (2004).

C. Discussion

After analyzing the data collection, the researcher would like to find out the answer of the research. This research aims to find out the the strategies are used by the students in improving their self-efficacy in public speaking and to identify the problem faced by the students in public speaking. Thus, first research question was "What strategies are used by the second grade students' of Al-Falah Abu Lam U in improving their self-efficacy in public speaking?" the second was "What are problems faced by the second grade students of SMA Al-Falah in public speaking?".

Based on the interview results, thus first discussion would describe the strategies that used by the students in improving their self-efficacy in public speaking. All participants applied various language learning strategies in order to improve their self-efficacy in public speaking in this research. It was different because they had personal strategies and problem faced by all of them in public speaking. First, based on the analysis of the strategies, it can be conclude that there are several strategies applied by the second-grade students of Al Falah Abu Lam U schools, such as self preparation, practicing the speech, understanding the text in the speech, memorizing the important points, and applying self-motivation and positive thinking.

In this section, the researcher would like to classify the strategies that used by the students in improving their self-efficacy in public speaking. First strategy their used is doing self-preparation, The interview result about student responses showed that the students doing preparation before they perform the speech in public, this strategy enhanced the students be able to produce a good performances and make them will be more confidence and also expected to increase students subjectively. This strategy is belongs to metacognitive strategy. It is supported by Oxford (1990), he explain that metacognitive strategies a way to manage and organize their learning process.

The second strategy was practicing the speech. Some of the students did their practice before presentation, it can be seen that routinely practice is also needed by the students before performing their speeches, in order to make them will be more well prepared and the practice in somehow will boost their confidence. This strategy include into social strategies. It is supported by Oxford (1990), he explain that Social strategies that help students to be able to communicate with many people by giving them oppotunities to practice their speech production. The students with more practice would gain better score and improvement skill.

Furthermor, the third strategy that used by the students was memorizing the important point. It can be concluded, memorizing some important points in the text that will help them in performing their speeches better and organize and also to avoid going blank in the middle and also making them focus on the context of their performances. It is similar with metacognitive strategy that stated by Oxford

(1990), These strategies give learners a way to manage and organize their learning process. Metacognitive strategies are very important for learners in Organizing, setting goals and self-evaluating

Moreover, the forth strategy was understand the topic. therefore it can be concluded from the data interview that understanding the topic being delivered to the audience are important for a speaker in dealing with their self-efficacy in the public speaking. Therefore, if the students are not able to comprehend the topic being performed in their speaking it will leads the students to a distraction in the middle of their performances, such as going blank, losing ideas or running out of the context. This strategy also agree with metacognitive strategy, students should understand and organize the topic before performance.

And the fifth strategy they are used was self-motivation and possitive thinking. Based on their perceiptions, it can be highlited that students who has strong motivation might gaining self confidence and positive thinking in their performances, especially in public speaking because best performances in public speaking as result of motivation which pushes to speak (Krashen as cited by Tuan & Mai, 2015).

Thus, According to the result of interview the second grade students used dominant of strategies in improving their self-efficacy or self-confidence in public speaking was metacognitive strategies. Metacognitive strategies give learners a way to manage and organize their learning process Oxford, (1990). It was dominant because metacognitive strategy include all the process in preparing

speech and organize and setting goal in order to help the students in performing speech well.

focus on showed that the students' self-efficacy played such a big role to perform the speech in the public speaking class. Their beliefs influence the process in achieving their goals and their performance as well. Papalia, Olds, and Feldman (2009) states that self-efficacy is someone's belief if he or she has an ability that needed to reach any success. Self-efficacy can affect motivation and behavior in performing something.

Moreover, the Second result it was to identify the problems faced by second grade students of SMA Al Falah Abu Lam U in public speaking. According to interview result based on students response, most of students feel the same problems in public speaking. These were anxiety in speaking, blank and running out of context during performing speech, nervousness and shyness, and lack of confidence. From the data above, the writer concluded that the second grade students of SMA Al-Falah faced the non-linguistics problems in their public speaking. According to Sadtono in Hasnina (2016) Non-linguistic problem is the problem non-language faced by someone who is studying the language. They are as follows: the students factor, method, material, facilities, motivations and etc.

The research to support this result was conducted by Hanunah (2009), Students' Strategies in Ovecoming Speaking Problems in Speaking Class of Second Semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya. The result of this research showed that the problem of inhibition was solved by increasing their English by speaking English out of class with their

friends. When the students had nothing to say, they were drilled to be more active and confidence in speaking in class and tried to understand the difficult topic.

The findings are almost similar to the result of the research conducted by Lelita (2016), "According to the result of the research, the researcher found that all students applied various language learning strategies to improve their speaking skill, namely memory strategies,cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Setting speaking goal was the most dominant strategy that strategy belongs to metacognitive strategies.
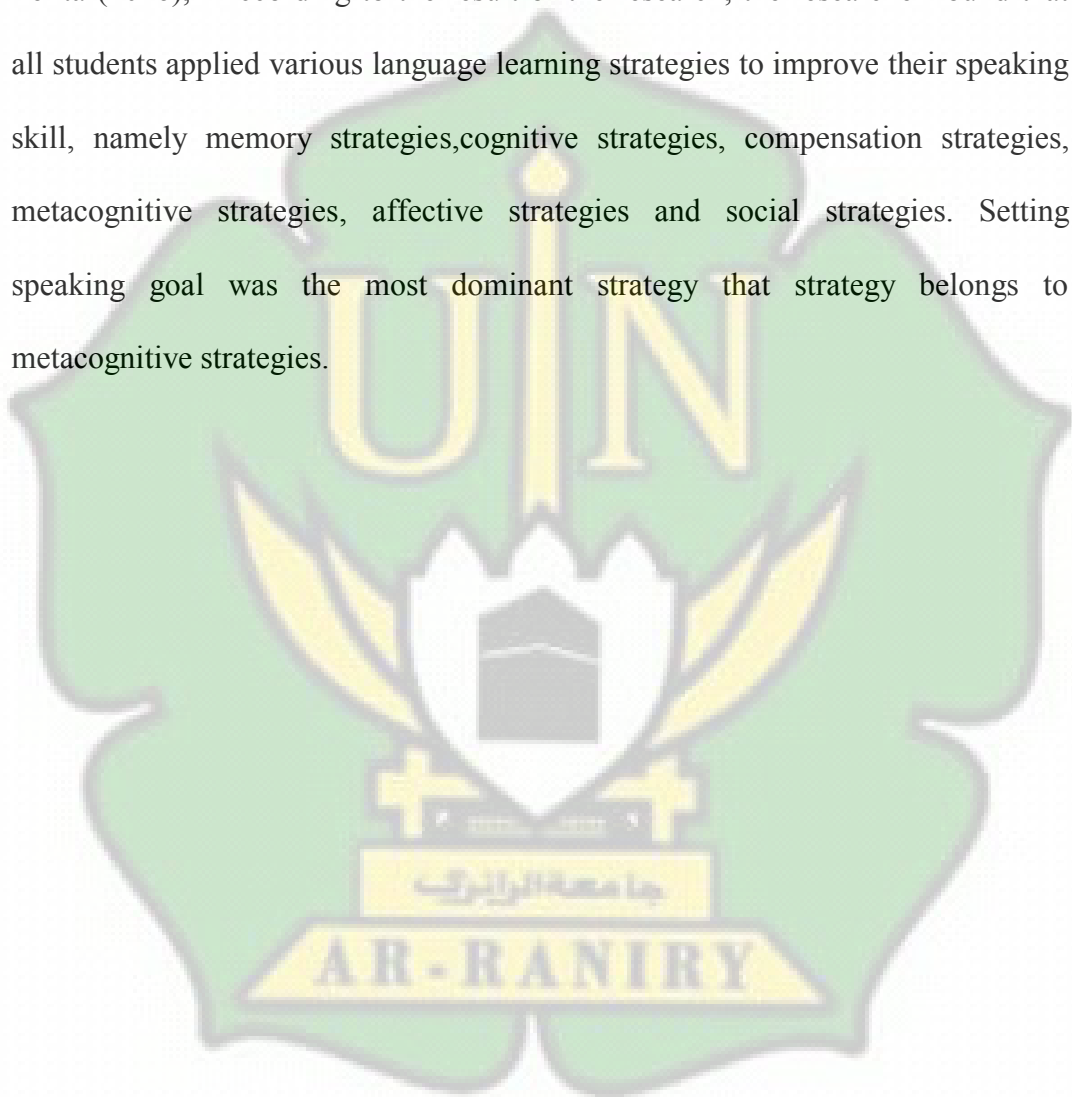
CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter draws some conclusions and suggestions derived from the research result and discussions. The conclusions deal with the student's strategies in improving self-efficacy in public speaking.

A. Conclusion

The researcher conducts this research in order to find out students' self-efficacy to perform speech in the public speaking class. The researcher draws up two research questions. (1) What are the second grade students' of SMA Al falah abu lam u strategies in improving their self-efficacy in public speaking?; and (2) What are problems faced by the second grade students of SMA Al Falah Abu Lam U in public speaking?

There are five strategies of the second grade students of SMA Al Falah Abu Lam U in improving their self-efficacy in public speaking which are self preparation, practicing the speech, understanding the text in the speech, understanding the topic in the speaking, and applying self-motivation and positive thinking.

Moreover, there were six main problems faced by second grade students of SMA Al Falah Abu Lam U in public speaking. These were six the problems faced by them in public speaking. These were anxiety in speaking, blank and running out of context during performing speech, nervousness and shyness, and lack of confidence.

B. Recommendations

1. Students

In order to have a good skill and performance in speaking, the students should have high self-efficacy and believe that they have the ability to complete their speaking tasks. By having high self-efficacy, students can increase their ability and bravery in speaking. They will not worry about the mistakes and a possible failure in the future.

2. Future Researcher

The writer realizes this thesis is still far from completeness. The researcher needs every developing criticism and suggestion for its completion and improvement. So, the writer hopes to the next researcher to improve this research by using more interesting data, new additional theory and using broader analyses based on several sources. Therefore, the writer the researcher hopes that there are other researchers, who will conduct the same topics with the research.

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Nomor   : B-9849/Un.08/FTK.1/TL.00/06/2021
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMA Al-Falah Abu Lam U

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **RAUDHATUL JANNAH / 140203174**
Semester/Jurusan : XV / Pendidikan Bahasa Inggris
Alamat sekarang   : Gampoeng Baldilip, Kec. Montasik, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan berma
melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan j
Students' Strategies in Improving Self-efficacy in Public Speaking

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami menguca
terimakasih.

Banda Aceh, 10 Juni 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 07 Agustus
2021

Dr. M. Chalis, M.Ag.

PEMERINTAH ACEH
DINAS PENDIDIKAN
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YAYASAN ABU LAM-U
KECAMATAN INGIN JAYA KABUPATEN ACEH BESAR STATUS TERAKREDITASI A
Alamat: Jln. Lubuk–Seuneulop, Lamjampok, Kec. Ingin Jaya, Kabupaten Aceh Besar 23371, HP. 085260014986, Email:smaislam_alfalah@yahoo.com

SURAT KETERANGAN PENELITIAN
Nomor: 893 / 122 / VI / 2021

Dengan ini kami Kepala Sekolah SMA Islam Al-Falah Lamjampok Kecamatan Ingin Jaya Kabupaten Aceh Besar berdasarkan surat Kementerian Agama Universitas Islam Negeri Ar-Raniry, Nomor B-9849/Un.08/FTK.1/TL.00/00/06/2021 Tgl. 10 Juni 2021 tentang Penelitian Ilmiah Mahasiswa, menerangkan bahwa :

Nama   : **Raudhatul Jannah**
NIM   : 140203174
Jurusan/ Prodi   : Pendidikan Bahasa Inggris

Sesuai dengan maksud di atas, yang bersangkutan telah melaksanakan penelitian secara seksama Pada Tanggal 11-15 Juni 2021 dengan judul skripsi *"Students' Strategies in Improving Self-Efficacy in Publilc Speaking"*. pada lembaga pendidikan SMA Islam Al-Falah Lamjampok Kec. Ingin Jaya Kab. Aceh Besar.

Demikian surat ini kami buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Lamjampok, 18 Juni 2021
Kepala Sekolah,

Raudhatul Jannah, S.Pd

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan B-11845/Un.08/FTK/KP.07.6/11/2020 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2018

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11845/Un.08/FTK/KP.07.6/11/2020 tanggal 21 Mei 2019

KEDUA : Menunjuk Saudara:
1. Dr.phil. Saiful Akmal, S.Pd.I., MA.   Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M. Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Raudhatul Jannah**
NIM   : **140203174**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Skripsi   : **Students' Perception on Strategy in Improving Self-Efficacy in Public Speaking (A Case Study at Second Senior High School of AL-Falah Abu Lam U)**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 29 Juli 2021
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

INTERVIEW PROTOCOL

Please Kindly answer the interview based on your own experiences and belief. Your answer will be kept confidential. Your responses will be used as a data of the research. Thank you for your cooperation and participation for responding it honestly.

Interviewee's Profile:

Name of Interviewee :
Email   :
Class   :
Gender   :

QUESTIONS

A. Students Strategies

1. Do you have any strategy to make your performance good? What? And why?
2. How you solve your problem when speaking in front of your friends?
3. When you feel blank during performing speech what will you do?
4. If you feel shy and nervous, how will you handle it?
5. When you are speaking in front of the class, sometimes running out the context what will you do?

B. Students Problems

1. Do you have any problem when you speak in public? What? And why?
2. What is the biggest problem you get when you performing speech?
3. What is the smallest problem you get when you speak in front of the classroom?
4. Have you ever felt anxiety when delivering your speech?
5. What kind of difficulties you get during speaking in front of your friends?

TRANSCRIPT OF INTERVIEW

Interviewee's Profile:

Name of Interviewee : Salwa Afifah Nur Azra (R1)
Email   : 0822-8598-5236
Class   : XI-A
Gender   : Female

QUESTIONS & ANSWERS

A. Students Strategies

1. Do you have any strategy to make your performance good? What? And why?
   Answer:
   Yeah...I have strategy, my strategy is understand the text and eem,,,,and memorize.

2. How you solve your problem when speaking in front of your friends?
   Answer:
   I solve my problem with do not see to them, because sometimes they are make.

3. When you feel blank during performing speech what will you do?
   Answer:
   If I feel blank, I will continue my speech by take a lot of conclusion what I have spoken before.

4. If you feel shy and nervous, how will you handle it?
   Answer:
   If I feel nervous, I will take a breathe for a moment,....and then I see to the whole or one object or if there is water,,,I will drink for relax my self.

5. When you are speaking in front of the class, sometimes running out the context what will you do?
   Answer:
   sometimes....if running out the context, I will take the conclusion and then, maybe I will finished the speech.

B. Students Problems

1. Do you have any problem when you speak in public? What? And why?
   Answer:
   Yes, I think I have a little problem when speak in public, that is my self-confidence, because I seldom to speak in public.

2. What is the biggest problem you get when you performing speech?
   Answer:
   The biggest problem is when I forgetting words, and to handle it, I will repeat the words what I have told before.

3. What is the smallest problem you get when you speak in front of the classroom?
   Answer:
   Emmm.....hhhh....and the smallest problem is I feel nervous when I standing in front of public. And for handle it, I will relax for my self and I see or focus to one object.

4. Have you ever felt anxiety when delivering your speech?
   Answer:
   yes, sometimes I feel anxious, and to over...and to overcome my anxiety I wil focus to one object or I see to audience head.

5. What kind of difficulties you get during speaking in front of your friends?
   Answer:
   Okay, I motivate my self by remember to my parent, or remind my self, If I can do it better after.

TRANSCRIPT OF INTERVIEW

Interviewee's Profile:

Name of Interviewee : M. Farhan (R2)
Email   : farhanit284@gmail.com
Class   : XI-A
Gender   : Male

QUESTIONS & ANSWERS

A. Students Strategies

1. Do you have any strategy to make your performance good? What? And why?
   Answer:
   yes, I have, that I will preperation and self-confidence because to produce a good performance, I have to prepare correctly what I will show and the purpose. I really need confidence in order to perform well.

2. How you solve your problem when speaking in front of your friends?
   Answer:
   I have to always practice, so that I can speak properly in front of my friends.

3. When you feel blank during performing speech what will you do?
   Answer:
   I will continue my speech with what I talk at the time, eventhough it is not in the text, but the goal will remains the same.

4. If you feel shy and nervous, how will you handle it?
   Answer:
   I will confines my self that I can definitely do it after I try my best.

5. When you are speaking in front of the class, sometimes running out the context what will you do?
   Answer:
   I will say what on my mind, if I cannot, then, I will end my speech

B. Students Problems

1. Do you have any problem when you speak in public? What? And why?
   Answer:
   yes I have, I often get nervous when speaking in public. And that is what can make me forget the text because I am a shy person and afrraid to speak in front of many people.

2. What is the biggest problem you get when you performing speech?
   Answer:
   That is when I forgot one word, that make me forget the next sentence and I handle it by convey it the sentence that I immediately talk of and it relate to my title.

3. What is the smallest problem you get when you speak in front of the classroom?
   Answer:
   yes I have, I often get nervous when speaking in public. And that is what can make me forget the text because I am a shy person and afrraid to speak in front of many people.

4. Have you ever felt anxiety when delivering your speech?
   Answer:
   yes I have, I overcome my anxiety during speech by stratening my self confidence and stay confused on what I will say.

5. What kind of difficulties you get during speaking in front of your friends?
   Answer:
   I motivate myself to always try eventhough I have felt, because the harder I try the better the result

Interviewee's Profile:

Name of Interviewee : Lady Dwi Ulfa (R3)
Email : ladywi.u234@gmail.com
Class : XI-A
Gender : Female

QUESTIONS & ANSWERS

A. **Students Strategies**

1. Do you have any strategy to make your performance good? What? And why?
   Answer:
   Yes I have strategy..eeeee....that is well prepare, and why? Because If I prepare everything,,,,aaaaeee...I confidence when I speak in front of the audience.

2. How you solve your problem when speaking in front of your friends?
   Answer:
   I dont know what the problem exactly, but eeemmm...if I have problem when I speak, aaaa...I will take a deep breathe and I will think, and I...and I keep speaking what on my mind, what on my mind.

3. When you feel blank during performing speech what will you do?
   Answer:
   yes, like I say just now, when I blank, sometimes when I speak my head was blank, that aa..I will take a deep breathe and I keep speaking. But based on the text, based on the context.

4. If you feel shy and nervous, how will you handle it?
   Answer:
   okay, If I shy, sometimes I touch something, eee...in my hand like a pen,paper or something else, eeee...then, When I perform, eeee....I do not see the audience eyes, but I see their head, that, eummm....make me confidence at all.

5. When you are speaking in front of the class, sometimes running out the context what will you do?

Answer:

Eummm...I think that I have that problem,....I will interaction with the audience, and maybe for..the first I will stuck aaa...the speaking for a moment, but I will interaction with the audience, like I sing something for the audience, and what, eee..what else.

B. Students Problems

1. Do you have any problem when you speak in public? What? And why?

Answer:

Maybe for the first, I am not confidence, but,...eumm...when I come to in front of and I speak,and I keep speaking, eeeee....I think, I am confidence enough to speak.

2. What is the biggest problem you get when you performing speech?

Answer:

My biggest problem is trembling, eeuummm....sometimes, when I speak in front the audience and there is a lot of audience,eeuummm... I am trembling, and....how I solve it? I solve it, touching something in my...in my hand.

3. What is the smallest problem you get when you speak in front of the classroom?

Answer:

I think,...the smallest problem is when the audience laughing when you speak. But...it not a matter and I keep speaking.

4. Have you ever felt anxiety when delivering your speech?

Answer:

Yes, of course, sometimes I feel anxious, but eee...when I keep speaking, speaking, the anxious is far away, and I am com.....and I very confidence and of course like I said, eummm...if I felt anxiety, when I speak, I will see the audience head not audience eyes and...also I touch something in my hand, eeuuumm....and I used the body language also.

5. What kind of difficulties you get during speaking in front of your friends?

Answer:

How I moo....how I motivate my self, I think today will end, and the next day I will be the best.

TRANSCRIPT OF INTERVIEW

Interviewee's Profile:

Name of Interviewee : Nurul Hasanah Baiti (R4)
Email : nurulhb12@gmail.com
Class : XI-A
Gender : Female

QUESTIONS & ANSWERS

A. Students Strategies

1. Do you have any strategy to make your performance good? What? And why?
   Answer:
   Yes, eee..I have some strategies that I used when I performing speech, like; understanding the context before I delivering the speech in order to make the audience understand what I say and to make the audience interesting with the material that I convey it. Then, I will make the example of daily life, and...eee,,,I will show the perforformance that do not reveal an nervousness.

2. How you solve your problem when speaking in front of your friends?
   Answer:
   I handle the problem when I speak in front of people, that is I will make a lot of body language in order to make me not forget the difficult sentence.

3. When you feel blank during performing speech what will you do?
   Answer:
   I will stop speaking for a moment, about 5 till 10 second, so it does not look too much if I am in the blank.

4. If you feel shy and nervous, how will you handle it?
   Answer:
   If I feel nervous and shy, I will not see the audience's eyes who I know him or her. And I will look to another place or to safe place.

5. When you are speaking in front of the class, sometimes running out the context what will you do?

Answer:
Like I said before, If I am running out the context or running out of ideas, I will stop about 5 till 10 second to take deep breathe,to launch the idea that concerned with the title that I convey it, eventhough that idea I do not write in the paper.

B. Students Problems

1. Do you have any problem when you speak in public? What? And why?
   Answer:
   I have the problem when I speak in public, that is, I am affraid running out the context or running the idea because of nervous.

2. What is the biggest problem you get when you performing speech?
   Answer:
   The biggest problem that I face is, did the speech I deliver to audience they are understand or not? That is my big problem. Therefore I will make my speech interesting and I prepare the speech well. in order to make the audience understand what I say.

3. What is the smallest problem you get when you speak in front of the classroom?
   Answer:
   I think,...the smallest problem is when the audience laughing when you speak. But...it not a matter and I keep speaking.

4. Have you ever felt anxiety when delivering your speech?
   Answer:
   Alhamdulillah, I never felt anxious and anxiety when I speak in public, because the principle that I hold is; '' now do it, then forget it''.

5. What kind of difficulties you get during speaking in front of your friends?
   Answer:
   I motivate myself with sleep, because sleep will make loss of mind, and while waking up I just need to be gethered with my friends, so that my mind is calmer. That is who make me motivate myself and also to motivate myself, I always standing in front of mirror to reflected myself, what kinds of mistakes I have made.

Interviewee's Profile:

Name of Interviewee : Muhammad Reza (R5)
Email   : muhammad.reza001@gmail.com
Class   : XI-A
Gender   : Male

QUESTIONS & ANSWERS

A. Students Strategies

1. Do you have any strategy to make your performance good? What? And why?
   Answer:
   Yes, I have some strategy to make my performance good. Before speaking in public, I do preparation, that is understand the text, memorize the important point, before I perform speech I always take a note the important point that what I wil say later, because that can assist me to control the topic that I will say.

2. How you solve your problem when speaking in front of your friends?
   Answer:
   Sometimes, when I speak in front of my friends, I solve my problem by take a deep breathe and I try not to look at the audience eyes, because if I see them, I feel tremble and I cannot control my speaking.

3. When you feel blank during performing speech what will you do?
   Answer:
   If I feel blank during I speak in public, I will repeat the sentence that I have told before, because by repeated the last sentence, maybe I can remember the sentence or next poit what I have to say.

4. If you feel shy and nervous, how will you handle it?
   Answer:
   If I feel shy and nervous, I will not look at the audience that I know and I will see to another place that can makes me relax.

5. When you are speaking in front of the class, sometimes running out the context what will you do?

Answer:

Eemm...I think, if I feel like that or losing the idea, that I will stuck for a moment and interact with the audience by giving the example of what I say before, maybe I can sing a song for them, to drew their attention, so that they do not know that I'm running out of words.

B. **Students Problems**

1. Do you have any problem when you speak in public? What? And why?

Answer:

Of course I have, my problems are tremble, eeuumm..nervous, and I feel shy when I come to speak in front of a lot of people.,,,,I feel these all because I do not confidence to speak in front of many people.

2. What is the biggest problem you get when you performing speech?

Answer:

The biggest problem I feel is shy and ....I affraid to speak in front of the audience because I feel unconfidence. And I handle the problem by not looking on audience's eyes but I see on their head or I see to the wall.

3. What is the smallest problem you get when you speak in front of the classroom?

Answer:

The smallest problem I think, eumm...when the audience laughing at me when I made mistakes or wrong talking maybe, but it is not a big problem, I can keep talking.

4. Have you ever felt anxiety when delivering your speech?

Answer:

Yes, of course I ever felt anxious and anxiety. Eee...I try to overcome that problem by always remember the point that I will say euumm....and also I try to keep my speech by do not see the audience's eyes and do not focus only one of the audience.

5. What kind of difficulties you get during speaking in front of your friends?

Answer:

If I'm fail in speaking, I will motivate myself by always remember to try again and keep spirit. Mmm...Always study and always learn from mistakes and experiences.