



Intervention to Enhance Self-Efficacy in Public Speaking Among Adolescents: A Systematic Review

Rossa Anindya Raisa Mahardika

Universitas Muhammadiyah Malang

Corresponding Author: Muhammad Arianda: arianda19ihza@umpp.ac.id

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ABSTRACT

Public speaking is an essential skill that plays a crucial role in developing self-confidence and communication abilities in adolescents. However, many individuals experience anxiety when speaking in front of an audience, which can hinder the development of this skill. One factor that influences public speaking ability is self-efficacy, or an individual's belief in their ability to speak in front of an audience. This study aims to conduct a systematic review of interventions used to enhance self-efficacy in the context of public speaking among adolescents. The article selection process resulted in 11 relevant studies for further analysis. Based on the findings, the most effective interventions for improving self-efficacy focus on direct experiences (mastery experience), which have been shown to significantly impact confidence and public speaking skills. Additionally, vicarious experience and social persuasion also play crucial roles in supporting the development of self-efficacy. Interventions that combine all three aspects (mastery experience, vicarious experience, and social persuasion) were found to be more effective in reducing public speaking anxiety and enhancing public speaking performance in adolescents. These findings provide insights for developing more effective, evidence-based public speaking training programs.

INTRODUCTION

Public speaking is a crucial skill for adolescents to develop self-confidence and effective communication abilities. This skill not only aids them in articulating ideas clearly but also prepares them to play active roles in society and the professional world (Setiadi, 2021). In the educational context, mastering public speaking enables adolescents to express opinions confidently in class, participate in group discussions, and deliver academic presentations persuasively (Oktavianti, 2019). Moreover, public speaking training can assist adolescents in overcoming anxiety about speaking in front of an audience and enhance their interpersonal communication skills (Hasyim & Irwan, 2014). Adolescents proficient in public speaking are also more likely to establish positive social relationships, as they can express their thoughts and feelings more effectively (Wordsmith Group, 2021).

Glossophobia, or the fear of public speaking, is one of the most prevalent social phobias worldwide. Despite public speaking being an essential skill in academic and professional life, many individuals experience extreme anxiety when required to speak before an audience (Dwisatoto & Muhammad, 2015). A quantitative study indicates that approximately 75% of people globally experience fear of public speaking, making it a more dominant fear compared to heights or insects (Burhanudin, 2014). Ironically, although public speaking skills are vital for career development and social life, the high level of fear associated with this activity leads many individuals to avoid opportunities to speak publicly, thereby hindering their potential for growth (LSPR, 2021).

The concept of self-efficacy, developed by Albert Bandura, refers to an individual's belief in their ability to accomplish tasks or achieve specific goals. Bandura (1997) explains that self-efficacy plays a significant role in motivation, perseverance, and achievement across various life domains. In the context of public speaking, self-efficacy pertains to an individual's confidence in their ability to speak effectively in front of an audience. According to Bandura (1997), there are four primary sources that influence an individual's level of self-efficacy:

1. **Mastery Experiences:** Successes build a robust belief in one's personal efficacy, while failures undermine it.
2. **Vicarious Experiences:** Observing others successfully perform a task can strengthen observers' beliefs in their own abilities.
3. **Social Persuasion:** Encouragement from others can enhance self-efficacy.
4. **Physiological and Emotional States:** Physical and emotional reactions can affect self-perception of abilities.

The relationship between self-efficacy and public speaking is evident in research indicating that self-efficacy significantly reduces public speaking anxiety. Wildan (2015) found that students with high self-efficacy levels were more confident during academic presentations, thereby reducing anxiety and enhancing public speaking performance.

Similarly, research at SMA Negeri 1 Lubuk Pakam revealed a correlation coefficient of -0.738 between self-efficacy and presentation anxiety, with a significance value of 0.000 ($p < 0.05$), indicating that higher self-efficacy correlates with lower anxiety levels during class presentations (Kasih & Sudarji, 2017). A study at STIKOM Medan

also found a strong negative correlation between self-efficacy and public speaking anxiety, with a correlation coefficient (r) of -0.766 (Purba & Siahaan, 2023). These studies underscore the importance of self-efficacy in public speaking contexts and its role in reducing anxiety and enhancing performance.

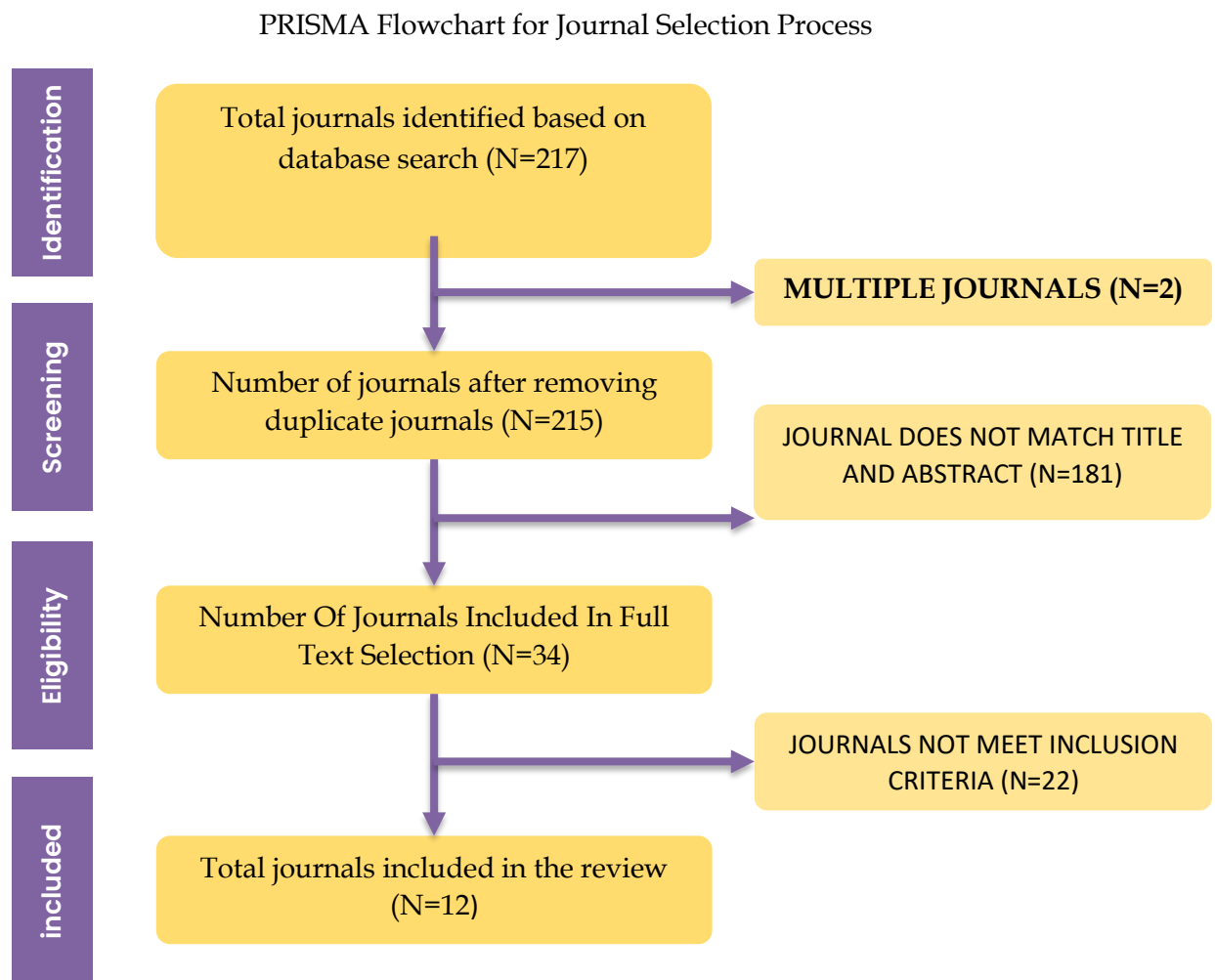
In summary, self-efficacy plays a significant role in improving public speaking performance among adolescents. Individuals with high self-efficacy tend to be more confident, manage anxiety effectively, and communicate ideas verbally with greater efficacy. Therefore, strengthening self-efficacy is fundamental in developing public speaking skills. Various interventions have been developed to enhance self-efficacy in public speaking among adolescents. This systematic review presents evidence-based interventions aimed at improving self-efficacy and optimizing public speaking skills. By synthesizing findings from various studies, this review identifies the most effective and evidence-based interventions. Systematic reviews help minimize bias in study selection, enhance result validity, and provide a broader perspective on the effectiveness of interventions applied in diverse contexts. Additionally, this approach allows for the identification of research gaps that can serve as a foundation for future studies (Higgins & Green, 2019).

METHODOLOGY

This study employs a systematic review method with the SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research Type) approach to identify and analyze interventions used to enhance self-efficacy in public speaking among adolescents. Article searches were conducted through the Elsevier database using keywords such as "self-efficacy AND public speaking AND intervention AND adolescents."

The article selection process involved several stages, starting with identification, screening based on abstracts and topic relevance, and evaluating full texts to ensure pertinence. The authors utilized Rayyan to assist in filtering previously obtained journals. An initial search yielded 217 articles related to this topic. After applying inclusion and exclusion criteria, 11 articles were deemed relevant for further analysis. Inclusion criteria for this study encompassed journals discussing interventions to enhance self-efficacy in public speaking among adolescents, published in English, and indexed in Scopus journals between 2015 and 2025. Articles that did not specifically address self-efficacy in public speaking, did not employ intervention methods, or were unavailable in full text were excluded from the analysis.

Figure 1



DISCUSSION

Self-efficacy in the context of public speaking refers to an individual's belief in their ability to effectively speak in front of an audience. This concept is grounded in Bandura's (1997) self-efficacy theory, which emphasizes that an individual's belief in their capabilities can influence their thoughts, emotions, and actions when faced with specific situations. In public speaking, self-efficacy plays a crucial role in reducing speaking anxiety and enhancing both verbal and non-verbal communication performance (Ayres, 1999). Several studies have shown that individuals with high self-efficacy tend to better manage pressure and maintain confidence when delivering messages effectively (Smith & Betz, 2002).

Individuals with high self-efficacy generally exhibit better public speaking performance. Self-efficacy—defined as the belief in one's ability to achieve desired outcomes—is a key factor in determining the level of effort, persistence, and resilience someone displays while speaking publicly. Research has shown a positive correlation between high self-efficacy and improved performance in various domains, including education and communication (Rusdyanto, 2015).

This belief in one's abilities operates through several psychological mechanisms. First, individuals with high self-efficacy are typically more motivated to prepare and practice, as they believe in their potential for success (Bandura, 1997). Second, this belief helps reduce anxiety when speaking in public, as individuals feel more confident in handling challenging situations (Wildan, 2015). Third, high self-efficacy allows individuals to focus more on message content and delivery rather than fearing failure, which ultimately enhances communication effectiveness (Hasmatang, 2019). Thus, self-efficacy serves as a key factor in shaping a person's mental and emotional readiness for public speaking, leading to improved performance.

Enhancing self-efficacy can be achieved through interventions specifically designed to strengthen individuals' confidence in their abilities (Bandura, 1997; Widyastuti, 2018). The purpose of this systematic review is to present various interventions aimed at boosting self-efficacy, particularly in the context of public speaking. The interventions discussed in this review include techniques such as speech training, positive feedback, and group support—all of which have been shown to be effective in enhancing public speaking performance. By reviewing a range of relevant studies, this review seeks to provide a deeper understanding of the strategies that can be applied to strengthen self-efficacy and, in turn, improve individuals' public speaking abilities.

Table 1 Intervention Data to Enhance Self-Efficacy in Public Speaking

No	Author(s)	Subject	Intervention	Implementation Mechanism	Source(s) of Self-Efficacy Developed
1	Kensicki, A.E. et al.	High school & early university students	Role-Playing Based Learning	Week-long international conference simulation modeling G20	Mastery Experience, Social Persuasion,

No	Author(s)	Subject	Intervention	Implementation Mechanism	Source(s) of Self-Efficacy Developed
					Vicarious Experience
2	Hao, X., Chen, H.	237 university students in English course	Co-regulation in collaborative oral presentations	Co-planning, co-monitoring, co-evaluation, effort regulation, help-seeking	Social Persuasion
3	Kroczek, L.O.H., Mühlberger, A.	73 public speaking trainees	VR and Zoom presentation training	Participants practice presentations in VR with manipulated audience	Mastery Experience, Social Persuasion
4	Korompot, C.A., Fauzan, M.M., Syukri, A.M.	10 Indonesian Islamic high school students	Transcription and Impersonation Technique	Students transcribe English speeches and impersonate the speech style	Vicarious Experience
5	Hutchings, G.	Accounting students in Australia with high PSA	Guided Mastery Approach (GMA)	Structured steps, positive feedback, public speaking experience	Mastery Experience, Social Persuasion, Vicarious Experience
6	Sharma, D.	Public speaking trainees	Video and Digital Oratory via YouTube	Students record and upload their public speaking presentations	Mastery Experience, Social Persuasion, Vicarious Experience
7	Zhang, X., Ardasheva, Y., Austin, B.W.	82 EFL students	English Public Speaking (EPS) Training	Students took English public speaking course; data analyzed via ANOVA	[Not Specified]
8	Marshall-Wheeler, N., Meng, Y.	4-H Presentation	4-H Presentation Program	Participated in public speaking events; surveys	Mastery Experience

No	Author(s)	Subject	Intervention	Implementation Mechanism	Source(s) of Self-Efficacy Developed
		Program Participants		measured self-efficacy	
9	Gaffney, A.L.H., Kerckmar, S.E.	Public speaking trainees	Technology-Based Learning	Courses delivered in three modes: in-person, hybrid, and online	Mastery Experience
10	McNatt, D.B.	Management students	Service-learning Project	Students completed projects requiring them to present ideas publicly	Mastery Experience
11	Mehta, N.K.	15 engineers	Appreciative Inquiry	Strength-based approach exploring past, present, and future narratives	Mastery Experience
12	Davison, G.C., Haaga, D.A.F., Rosenbaum, J., Dolezal, S.L., Weinstein, K.A.	University students	Supportive and Stressful Public Speaking Simulation	Participants faced varying simulated speaking conditions	Mastery Experience

This systematic review provides in-depth insights into the most effective and applicable interventions for enhancing self-efficacy in public speaking. Among the interventions reviewed, those focusing on *mastery experience* emerged as the most impactful. Direct experience in public speaking significantly boosts participants' confidence and speaking ability, particularly when they encounter and successfully overcome challenging situations. Mastery experiences allow individuals to witness their own progress firsthand, leading to substantial improvements in self-efficacy within the public speaking context.

However, aside from mastery experience, this review also highlights that vicarious experience and social persuasion play equally important roles in the development of self-efficacy. *Vicarious experience*, gained by observing others succeed in public speaking, provides role models that can boost participants' self-confidence. Through observation, participants come to believe that they too are capable of achieving similar success. Additionally, *social persuasion*, which comes in the form of positive feedback or support from others, can reinforce participants' self-belief and help them overcome anxiety or fear of negative evaluation. This social support—from instructors

as well as peers—acts as reinforcement that encourages participants to continue growing.

Overall, while mastery experience is the dominant factor in developing self-efficacy for public speaking, vicarious experience and social persuasion also play essential supporting roles. Interventions that incorporate all three elements have been shown to be more effective in creating significant improvements in participants' self-efficacy and in reducing public speaking anxiety.

CONCLUSION

The conclusion of this systematic review indicates that the most effective interventions for enhancing self-efficacy in public speaking are those that focus on mastery experience. Direct experience in speaking publicly has the greatest impact, as it allows participants to witness their own progress and build confidence. Nonetheless, vicarious experience and social persuasion also hold important roles. Vicarious experience—gained through observing others' success—can provide motivational role models, encouraging participants to believe in their own abilities. Furthermore, social persuasion, through support and positive feedback from others, helps participants manage anxiety and strengthens their self-confidence. Therefore, interventions that combine all three elements—mastery experience, vicarious experience, and social persuasion—are proven to be more effective in enhancing self-efficacy and reducing public speaking anxiety.

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