

LAPORAN PENELITIAN

**STUDENTS' SELF-EFFICACY IN ONLINE SPEAKING
CLASSES**



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Catatan:

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 :
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Program Studi Sastra Inggris - Sastra
Universitas Katolik Soegijapranata Semarang

Pada hari ini, 21 Oktober 2020 telah diadakan review kegiatan penelitian/pengabdian dengan judul:

Students' Self-Efficacy in Online Speaking Classes

Dengan catatan review sebagai berikut:

- Sudah bagus dan akan lebih bagus bila menimbang catatan kecil terlampir di lembar reviewer
- Sudah dilaksanakan sesuai rencana. Hanya saja karena tidak terlampirkan laporan penelitian secara utuh, maka ketika hendak melihat kesimpulan penelitian dan rekomendasi yang didapat, reviewer tidak menemukannya.

Reviewer 1

Dr. Drs. ANTONIUS SURATNO, M.A.



Catatan:

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LAPORAN PENELITIAN MANDIRI
SUMBER DANA ANGGARAN PENELITIAN TAHUN 2020 - 2021



Students' Self-Efficacy in Online Speaking Classes

Oleh:

Dr. HENY HARTONO, SS, M.PD

SASTRA INGGRIS, FAKULTAS BAHASA & SENI
UNIKA SOEGIJAPRANATA, SEMARANG

2021

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SURAT-TUGAS
Nomor : 029/B.7/ST-FBS/IX/2020

Dekan Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang dengan ini memberikan tugas kepada :

- N a m a** : **Dr. Heny Hartono, SS, M.Pd.**
- S t a t u s** : Tenaga Edukatif Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang
- T u g a s** : Melakukan Penelitian dengan judul "**Students' Self-Efficacy in Online Speaking Classes untuk tahun akademik 2020/2021**".
- W a k t u** : Tahun Akademik (Gasal-Genap) 2020/2021
- T e m p a t** : Fakultas Bahasa dan Seni, Unika Soegijapranata Semarang.
- Lain-lain** : Harap melaksanakan tugas dengan sebaik-baiknya dan penuh tanggung jawab.

Semarang, 01 September 2020
Dekan,



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Telah melaksanakan tugas,

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SUMMARY

The pandemic has given teachers and students no other choice but having full online learning. In such an emergency situation as the time of covid-19 pandemic, the application of LMS (Learner Management System) in higher education is the most reasonable solution for students and teachers. In fact, the online learning requires all elements of a higher education systems including the human resources, infrastructure, and supporting systems such as the application, server, and stable internet connection. The readiness of the higher education institution in preparing the online system may secure those who are involved in the online learning process. It may also result in students' self-efficacy in online learning. This research aimed to investigate students' self-efficacy in online English learning, especially in speaking classes which is considered as productive language skill. This research collects qualitative data with narrative inquiry involving 25 students of speaking classes as the respondents. The results of this study show that students perceive their self-efficacy in doing speaking online classes as not very high.

CHAPTER 1

INTRODUCTION

1. Background of the Study

The pandemic has given teachers and students no other choice but having full online learning. In such an emergency situation as the time of covid-19 pandemic, the application of LMS (Learner Management System) in higher education is the most reasonable solution for students and teachers. In fact, the online learning requires all elements of a higher education systems including the human resources, infrastructure, and supporting systems such as the application, server, and stable internet connection. The readiness of the higher education institution in preparing the online system may secure those who are involved in the online learning process. It may also result in students' self-efficacy in online learning.

With no choice to have offline learning, online learning also applies to English language learning. Not to ignore the fact that foreign language learning has always been taking place as face to face classes, language learning also has to switch its mode to fully online learning. Apart from the cognitive factors, the swift of the English learning mode can affect students' self-efficacy. Self-efficacy may be defined as an individual's belief in his or her ability to succeed in a specific situation or accomplish a specific task (Yokoyama, 2019). Although technology in language learning has been around for decades (Dudeny & Hockly, 2007), not all language learners share strong beliefs that learners will achieve their best proficiency through fully online English learning.

Based on what has been stated above, the researcher is interested in further investigating the students' self-efficacy in online English learning, especially in speaking classes which is considered as productive language skill. The result of this study will provide input and enrich knowledge in the teaching of English as a foreign language (TEFL).

2. PROBLEM FORMULATION

The research question in this study is formulated as the following: How do students perceive their self-efficacy in online speaking classes?

3. THE OBJECTIVE OF THE STUDY

The main purpose of this study is to investigate the students' perception towards their self-efficacy in online speaking classes.

5. THE SCOPE OF THE STUDY

This study is limited to the descriptive study of how students perceive their self-efficacy in online speaking classes.

6. THE SIGNIFICANCE OF THE STUDY

The results of this study will be beneficial for those who concern with English learning as it will give input on the use of technology to enhance English learning. It will also give a description of the challenges, benefits as well as the threat of having online speaking classes. Those who may benefit from this study are course coordinators, lecturers, and educators.

CHAPTER 2

LITERATURE REVIEW

2.1 Self-Efficacy and online learning

Self-efficacy is defined as an individual's belief in his or her ability to succeed in a specific situation or accomplish a specific task (Yokoyama, 2019). Chataavut Peechapol et al (2018) also relates self-efficacy with beliefs in one's capabilities to organize and execute the requisite action required to produce particular results. Further Peechapol et al (2018) mentions that self-efficacy also determines affective factors in learning process including motivation. Studies on online learning self-efficacy are mostly aimed to design and develop online learning environment.

A number of online learning studies have been previously conducted before the pandemic time in different research setting. Some of those studies generally focused on the students' perception on self-efficacy online learning environment (Yavuzalp & Bahcivan, 2020) and factors which influence the online learning self-efficacy (Peechapol, 2018). The researcher's study is focused on foreign language learning, particularly in speaking classes of online English learning.

2.2 Online Learning

Online learning is a facet of e-learning which refers to learning using technology such as internet and other devices including mobile phones. Online learning itself takes place via internet (Dudeney & Hockly, 2007) in the form of virtual classroom on the base of Learner Management System (LMS). This platform allows students to access the materials, do quizzes, and have interactive communication through video conference.

To use the LMS, a teacher must be computer literate. Commonly, each educational institution has its own choice of LMS to use. Teachers must be familiar with the LMS used by their institution. Further, teachers must prepare their course design with the LMS including the materials, assessment system, and class activities.

2.3 Speaking Class

In a speaking class which is a part of productive language skill class, teachers are supposed to prepare their class by considering some learning activities which include rehearsal; feedback; and engagement (Harmer, 1997). Teacher's choice of materials and activities will

determine the success of her or his class. In traditional class (face-to-face class), teacher and students can engage in an interactive interaction while in online class, teacher is challenged to create natural class like. In her previous research, the researcher investigated teachers and students' perceptions on the use of mobile phone to enhance English learning. The results indicate positive perceptions. These results confirm her that English teachers are welcome to e-learning. However, under her supervision, a student conducted a needs analysis of online English course (Hani, 2018) and the results showed that the respondents tended to have negative perceptions and not ready to have online English course because they preferred direct learning which allowed them to have direct communication with their tutors. These results have trigger the researcher's curiosity to know further students' self-efficacy in online English speaking class.

2.4 Perception

There are some definitions of perception seen from several dimensions. Some of those definitions refer perception as a psychological process. Perception can be defined as a process of classifying, absorbing, and registering the intrinsic nature of a real event (Maslow, 1970). Meanwhile, Lindsay and Norman (1977) say that perception is the process by which organism interpret and organize sensation to produce a meaningful experience of the world. To summarize, perception is psychological processes whereby meaning, past experience, or memory and judgment are involved.

Perceiving something involves some aspects such as (Lewis, 1999) :

- An experiencing person or perceiver
- Something being perceived
- Context in which objects, events or persons are perceived
- Process of perceiving which involve multiple stimuli by the senses

Besides those aspects, certain conditions must be completed. Those conditions are: the existence of a sensory system that function normally; the sensory system and the stimulation.

CHAPTER 3

RESEARCH METHODOLOGY

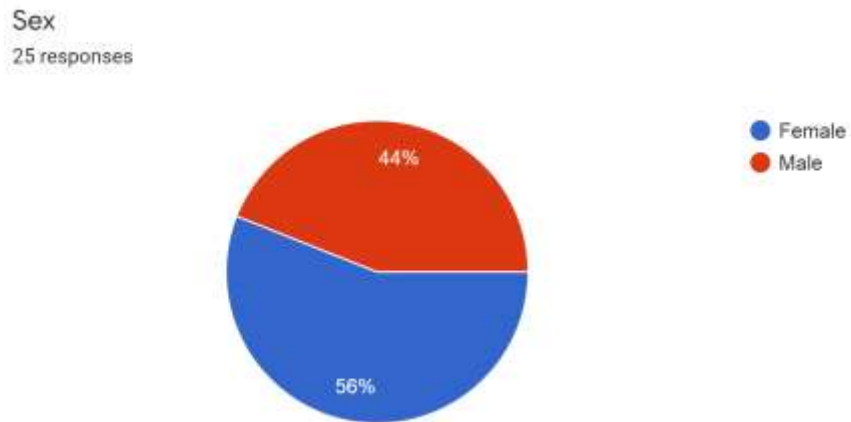
A qualitative approach was applied in this research. Creswell (2009, p.4) defines qualitative research as a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This method is meant to dig and gain data from natural setting. This research used narrative method which was defined as an inquiry that captures personal and human dimensions of experience over time, and took account of the relationship between individual experience and cultural context (Clandinin and Connelly 2000). In this research, the stories were collected from students of speaking classes at the English Department, Faculty of Language and Arts, Soegijapranata Catholic University. There were 25 students participated in this study. The stories were collected through google forms. The research procedure could be seen in this following diagram:



CHAPTER 4

RESULTS AND DISCUSSION

The results of data analysis show some interesting facts related to the participants of this study. Those facts include the participants' gender, how long the participants have been familiar with online learning, and the devices they use to follow the online learning. From the demographic data, it was found out that 56% of the participants were female and 44% of them were male participants. In the next analysis the writer shows how female and male students perceive their self-efficacy in online speaking classes.

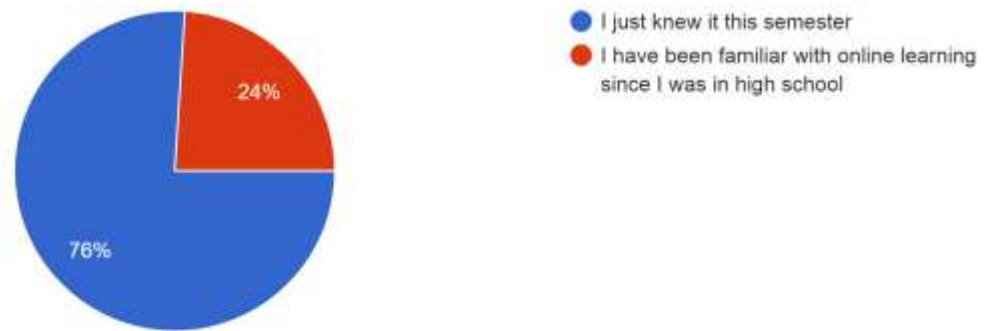


Graph 1. Participants' sex.

Most of the students started to be familiar with online learning lately or at the time when the learning process at the university was fully conducted online. It is shown in graph 2 in which 76% of the students were new in online learning and only 24% of them had been familiar with online learning since they were in high school. This fact may affect students in their adjustment to the new mode of learning. Moreover, the pandemic does not give teachers and students another choice but online mode to conduct the learning process. Because of this, both teachers and students have to struggle with the adjustment to this new way of learning. Despite the fact that students are generally digital native, they still have to struggle with this

fully online learning system. It is even more challenging when they have to follow speaking classes which require active interaction between teachers and students.

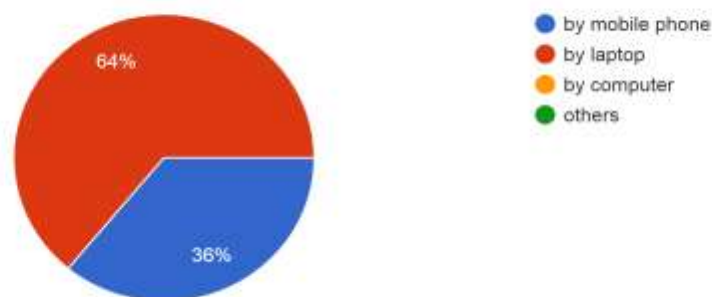
How long have you been familiar with online learning?
25 responses



Graph 2. How long the students have been familiar with online leaning

Regarding the devices used by the students to follow the online classes, 64% of the students use their laptop while 36% of them use mobile phone. The next analysis below show that students who use laptop to support their online classes perceive the online classes more positively.

How do you follow the online learning?
25 responses



Graph 3. The devices used by students in online classes

To encourage participants of this study to share their stories, there are four main questions given to them. Those questions and the discussion on the results of the data analysis are presented in the following.

1. What did you feel when you knew this semester would be 100% online?

The respondents' answers fell into these tendencies: happy, not sure, and not happy. 7 students out of 25 or 28% of the respondents were happy when they knew this semester would be 100% online, 5 students or 20% of the respondents were not sure with their feeling and 13 students or 52% of the respondents were not happy.

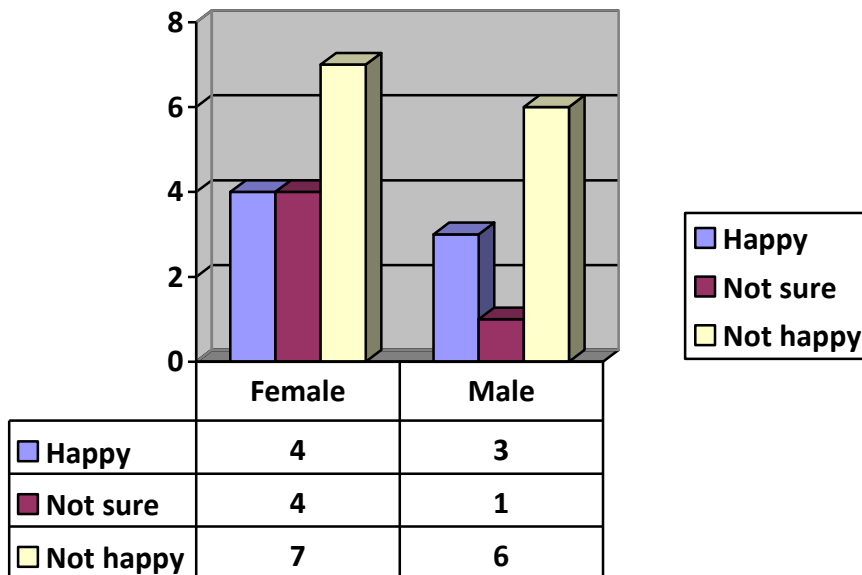


Table 1. Student's feelings of 100% online classes

From the results of the data analysis it is also found out that there are more students who are unhappy than those who are happy with 100% online learning. Both male and female groups show the same tendency that are not happy with 100% online learning. Below are some unedited quotations to describe what they felt when they knew that the semester would be conducted online. The first two quotations below show that some students do not feel comfortable with the online class. In fact, they feel nervous and even scared if they have to open their mic or camera during the class.

The first time I think it will be fun because I don't have to go to university. But it turns to be really horrible because I don't really like online things.

worried. when this semester started, i was very anxious. one day a class has started to begin (i dont want to mention which class), i was shaking and crying. i dont know why.. i just not feel comfortable with everyone in the class even though it is online. so that day, i didnt attend the meeting. i was so stressed out about that. (M6)

For me, I feel worried, scared, pessimistic and sad at the same time. I feel worried and scared to follow the class, I always overthink everything when it comes to online classes. I'm worried that I can't answer the question or I'm worried if I don't understand and I'm too shy to ask in a big group so I have to ask my friend. I'm too overthinking when it comes to attendance or the tasks, afraid that I can forgot to do it or forget to send it. I'm afraid that I can't do well in online class and I'm really scared when I have to turn on the mic or camera. It takes a lot of courage for me to do it. Sometimes, I do feel worry about the connection even though I can do nothing about it. I don't know any specific reasons why I feel pressured by this learning but yes I always think of it every time and sometimes I can't relax because I'm too overthinking. (F8)

Some of the students find it hard to follow the online class because they cannot follow their lecturer's explanation as clearly as in offline classes. This can be due to technical problems such as the internet connection or their unfamiliarity with the system in the LSM. On the other side, some students are not happy with a lot of homework they get. Since the class is conducted online, teachers often give students assignment as a form of asynchronious online learning. Below are some of the quotations from the students:

No, I'm not confident in order to follow online learning. I have been doing the online learning for 2 semesters and for me it's harder than offline learning. Sometimes it's too fast or sometimes I just can't follow it and getting confused at the end of the class. Sometimes I talk with my friends and ask them can I do this? (F9)

There are a lot of homework so sometimes I have to see my laptop or phone for almost everyday and every time so sometimes I feel tired and think that I can't follow this. (F10)

The quotation below represent similar feeling of the students who were not happy with online classes because they could not meet their friends.

At first I was very happy but as the time goes by I feel sad and bored with the online learning system (sad because I dont meet my friend) (F11)

Meanwhile, some other students feel happy with the online classes. It can be seen from the quotations below:

At the beginning, I feel worried. As time goes by, I feel used to it. In fact, I am enthusiastic. (F6)

At first I'm worried cause I think online classes will be only a lot of assignment and have very little explanation, but our lecturers give the vice versa. (F7)

To be honest, I had no problem taking online classes. I'm getting used to doing online classes. Online classes allow me to be able to do something simultaneously, for example during online classes I can also eat breakfast if I'm late for breakfast. However, sometimes online lectures can also make me bored because it is only at home. However, I can do the things I love to get rid of my boredom. So, I think I've been doing well with online classes so far. (F13)

The students were happy with the online classes for various reasons including personal reasons such as they can do other things while having classes or they do not need to change their clothes to attend their classes.

2. Are you confident that you can follow the online learning? Please share the reasons why you answer “yes” or “no”.

Regarding this question, 11 (44%) students under this study said “yes”, 9 (36%) responded “no” and 5 (20%) students were not sure. This result confirms that not all students were confident enough to follow the online learning. It shows that students’ self-efficacy is not very high. Self-efficacy is defined as an individual’s belief in his or her ability to succeed in a specific situation or accomplish a specific task (Yokoyama, 2019).

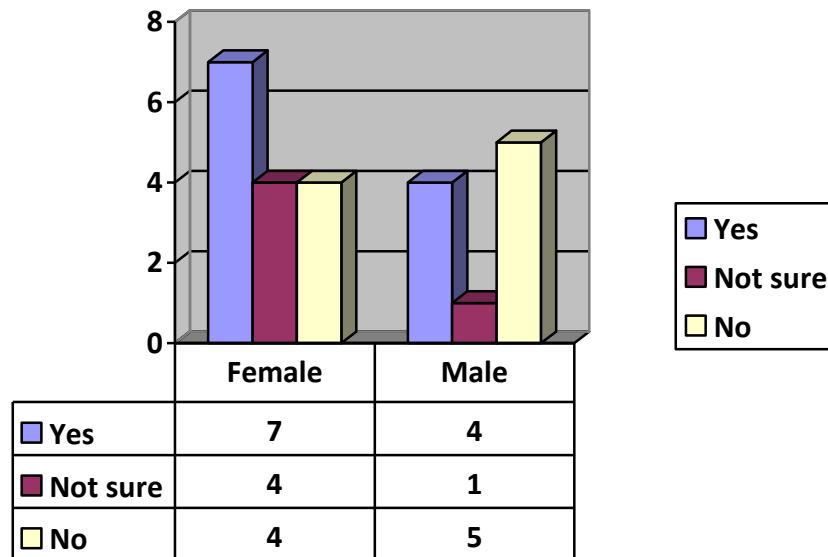


Table 2. Students’ confidence in following online learning

The table above shows that among the male students’ group, there are more students who are not confident with online learning, particularly if it is a fully online classes. Meanwhile, in female students’ group, there are more students who are confident with their ability to cope with online learning. It is interesting to see some of the quotations which show why students are not confidence in online learning.

I think no, because I can't concentrate while online learning, I keep opening other apps or doing something else (F2)

No, I'm not confident in order to follow online learning. I have been doing the online learning for 2 semesters and for me it's harder than offline learning. Sometimes it's too fast or sometimes I just can't follow it and getting confused at the end of the class. Sometimes I talk with my friends and ask them can I do this? (F9)

No, I'm not confident that I can follow the online learning because I'm not a person that know much about technology and I'm afraid that maybe I make a mistake (F13)

Students' reasons for not being confident in online learning are varied such as problem to concentrate, anxiety of not being able to understand lecturer's explanation, and limited ability to handle with technology.

3. What is the most challenging experience for you in having online learning?

The students' responses toward this question can be grouped into three groups as the following: affective factors, technical problems, and domestic problems. The affective factors include students' feeling such as anxiety, bored, and stressful. The technical problems refer to the students' ability to use the supporting devices and LSM, internet connection, and devices. The domestic problems are those related to distractions around the students while having online classes such as noises and comfortable place to study. The table below show the most challenging experiences faced by students while having online classes.

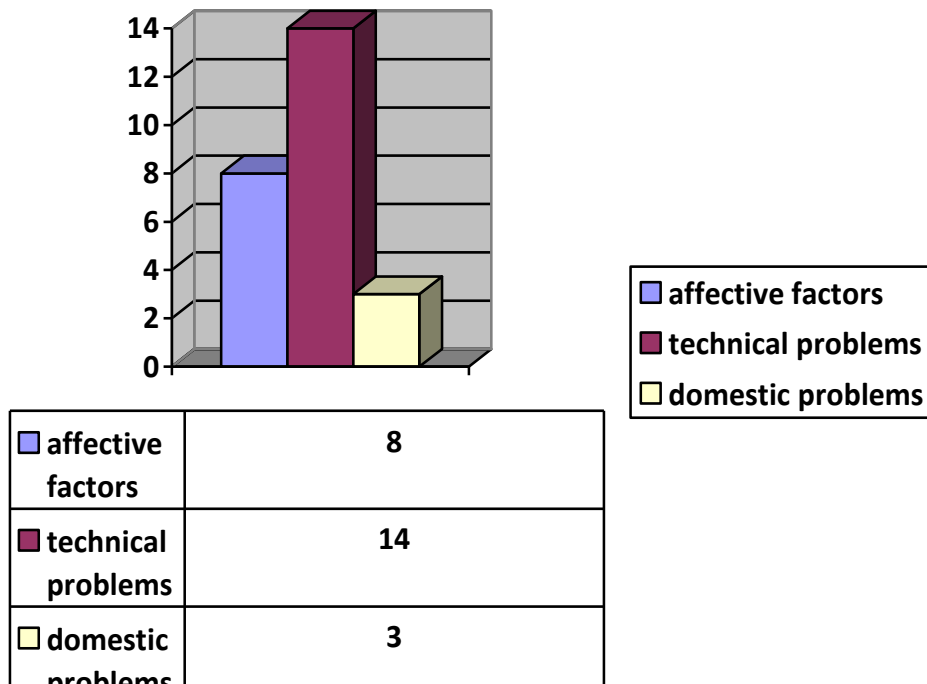


Table 4. The most challenging experience of students while having online classes

Students experience feelings of anxiety, bored, and stressful while following online classes due to some factors such as their not being confident to share their thought, feeling nervous if their teacher calls their names to perform certain tasks, and monotonous routines which drive them bored and stressful. Below is one of the quotation from the student:

The most challenging experience for me in having online learning is that I have to force myself to speak or open my camera and sometimes it has to be fast or you will be called again and it makes my blind for a second and panic. But I will try my best to adapt to this situation in my own way. Sometimes I don't attend classes just to rest my mental (not every day), or I get out of class when the lecture is not in good mood and so intimidating (because I'm afraid it affect my mental, since I have mental issues since the pandemic start). For me, mental health is more important now. As we know, we must take care of our spiritual too not only our physical (especially now corona era). (F9)

I don't really like if I must open cam or turn on my mic to many people (personal issues), but I try to do it (I must). In real life (offline classes), I can answer lecturer or speak in front of people(class) but when it in online I don't like it (i don't know why), maybe because I like to hear lecture than answering a question (I already like this since I was a kid), not answering it doesn't mean I don't understand or I'm not participating in class, it just how I work with myself and study in class (But now I try to answer too, but since online I don't like answering). There are types of people who thinkers and listeners. (M6)

The most challenging is when the teacher started to pick someone to answer the question. to be honest, i hate this situation. i'm easily got panic and i'm afraid that i would answer it wrong and when the answer isn't going well, i was like blaming myself and think about that for a long time. i dont know how to face this. (*sampai sekarang saya masih mengalami hal begini, saya mau tidak mau akan lakukan dan efeknya akan tetap saya terima*). i want the lecturers the student answer it freely. it doesnt mean that i didnt answer for a whole semester. no. i would very comfort and

enjoy with that first, so i could answer properly although i answer it wrong. (F8)

In fact, internet connection and devices have been a threat for the students. They often experience stressful situation when their devices do not work properly. Other problems which often become the most challenging experiences for students are the times when their internet connection was down or the electricity was off.

Signal trouble and heating devices, if the problem is with my signal I usually search the signal but if the problem is with my devices I'll turn off my devices (F12)

The most challenging is the unstable signal. If the signal is unstable, there is nothing I can do instead of waiting around and maybe jumping on the Internet (tethering) to someone else at home (M7)

If the signal is not good and I cannot hear clearly what the lecturers explain and I can't see the video. I still find the way how to solve the problem. (M8)

Bad internet signal & electric shut down (F13)

Another factor which becomes students' most challenging experience is related with domestic problems.

Having dogs in the house. Sometimes when they bark it makes loud voices. I usually just shout at them to be quiet. (F15)

The situation that was not as conducive as on campus was a bit difficult for me to focus 100% on lectures and how I face that challenge is I'm using my headset to ignore all the noise distractions. (F7)

5. Can you share some of your activities in the online learning which are the most impressive one for you?

Almost all students under this study share that during the online learning, they can do some other activities such as having breakfast, or even playing games when they get bored. They also love to have role-play in the online speaking classes. Students are also impressed with some fun activities such as online games given by the teacher.

CHAPTER 5

CONCLUSION

From the data analysis, it can be concluded that students perceive their self-efficacy in doing speaking online classes as not very high. Self-efficacy may be defined as an individual's belief in his or her ability to succeed in a specific situation or accomplish a specific task (Yokoyama, 2019). The results are in accordance with Although technology in language learning has been around for decades (Dudeney & Hockly, 2007), not all language learners share strong beliefs that learners will achieve their best proficiency through fully online English learning.

Students under this study are struggling to adjust themselves with the new way to learn through online speaking classes. There are some factors which often challenge them in online classes such as affective factors, technical problems, and domestic problems. The results of this study can be a reference for speaking class teachers in preparing their online classes, presenting their materials, and increasing students' engagement in their online classes.

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