

Dealing with EFL learners' self-efficacy on learning speaking at post pandemic covid-19

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ABSTRACT

We realize that the impact of the COVID 19 pandemic forced all to following the rule of health protocol of life relate it to carrying out our activities, such as limit the distance, the use of masks at public areas, hand washing, and hygiene. The aim of this paper is dealing with EFL Learners' Self-Efficacy on learning Speaking at Post Pandemic COVID 19. This study was conducted by using mixed method that combines quantitative and qualitative research in which the results gave better understanding of certain phenomenon. The present study was designed to study dealing Self-Efficacy on 23 EFL Learners' on learning Speaking at post pandemic COVID 19. Based on the questionnaire, the result showed that learners' with high self-efficacy planned to learn Speaking more complex in the future. Lecturers might apply some instructional practices such as helping the learners' to reach the goals by using peer modelling to build their self-efficacy

Keywords: *learners' self-efficacy, learning speaking, at post pandemic covid-19.*

INTRODUCTION

As a member of English Education Department Study, learners' should realize that speaking English both inside and outside classroom is very important, but the fact that they often respond the lecturer only in the classroom activities. Dorney (2005) defined Some factors can be causes of that problems, such as lack of the students' motivation, personality, content and context. According to Hamouda (2012) that student's lack of speaking English can be anxiety, less confidence, uninterest of English class, and shyness.

The concept of self-efficacy revealed by Bandura (2006) said that self-efficacy refers to the learners' belief to succeed in specific situations such as can not accomplish a task that influences their behaviours. Tumapon (2020) found that some students' academic achievement related to the course satisfaction and as the teachers should considered some ways how to overcome their student's problems.

Definition of self-efficacy is refer to an individual's belief that they are able to succeed given any task that they encounter (Bandura 1977 in Wilde, N & Hsu, N, 2019). Self-efficacy is a person's belief in his or her ability to succeed in a particular situation

regarded of how people think, behave and feel. Moreover, they explained that some factors including reducing the students stress, or depression and also students' low sense of self-efficacy will influence their capabilities in learning English. As Bandura (1994) defined differences in four major psychological processes, such as cognition, selection, motivation and affect. What are cognitive processes? Those with higher levels of general self-efficacy find it easier to visualise success scenarios. Related to the selection processes also vary between those with high and low general self-efficacy. Those with high general self-efficacy have selection process which causes them to shy to face successfully in the past. For high levels of general self-efficacy are linked to higher motivation in goals, allowing them to get their greater effort and persistence in the face some difficulties. The last is affective processes differ, students who have higher levels of general self-efficacy being able to deal to anxiety. Bandura and others have found that an individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached, people with a strong sense of self-efficacy may defined: 1) develop deeper interest in the activities in which they participate, 2) form a stronger sense of commitment to their interests and activities, 3) recover quickly from setbacks and disappointments, 4) view challenging. On the other hand, people with a weak sense of self-efficacy, 1) avoid challenging tasks, 2) believe that difficult tasks and situations are beyond their capabilities, 3) focus on personal failings and negative outcomes, 4) quickly lose confidence in personal abilities. (Cerry, 2020).

So, how to enhance the learners' self-efficacy beliefs and expectations? There are four main sources of self-efficacy beliefs; mastery experiences, vicarious experiences, verbal persuasion; emotional and physiological states (Bandura, 2006). Mastery experiences is refer to the learners' experiences take on a new challenge and succeed. Related to vicarious experience is having a role model to observe and emulate. When the learners' have positive role models who display a healthy level of self-efficacy, they are likely to absorb some of those positive beliefs about themselves. The verbal persuasion factor describes the positive impact that our words can have on the learners' self-efficacy; telling them that they are capable and face any challenge ahead of they can encourage and motivate them, as well as adding to them growing their belief in their own ability to succeed. Emotional and physiological states refer to the importance of context and overall health and well, being in the development and maintenance of self-efficacy. It's difficult to have a healthy level of well, being when they are struggling with anxiety or depression or battling a serious health condition it is not impossible, it is much easier to boost their self-efficacy when they are healthy and well.

Tsang et al (2012) tried to develop a self-efficacy in Hong Kong which scale consists of 7 items including statement like "When I face life difficulties, I feel helpless". There is also evidence showing that because Chinese parents and children still value academic achievement as the most important facilitator for upward social mobility, they assess so much concern on academic performance that often high academic. Ahmad, A and Triantoro, S (2013) conducted research about Effects of Self-Efficacy on Students' Academic Performance concluded that perceived sense of self-efficacy was inversely correlated with perceived burnout that the lower the sense of self-efficacy, the higher the burnout. Self-efficacy beliefs are a key factor affecting burnout directly and indirectly.

Individuals with a stronger sense of self-efficacy experience low stress in threatening or taxing situations, and experience situations as less stressful owing to their belief in their ability to cope. Self-Efficacy in the classroom, by giving them much attention effectively boost their students' self-efficacy and help students to learn, work, play and communicate with others in a healthy and productive way (Ackerman, 2020). William & Rhodes (2012) presented evidence for a self-efficacy as motivation argument in which standard self-efficacy questionnaires-i.e. ratings of whether participant implemented the target behaviours-reflect motivation rather than perceived capability. There are some empirical for the self-efficacy as motivation argument, with three studies demonstrating causal effect of outcome expectancy on subsequent self-efficacy ratings.

It because COVID 19 pandemic will influence our professional at educator field we try to struggling from traditional teaching into digital classroom. Another side, Cristina Torres (2020) said that there is no program that could have prepared any of us to teach in a pandemic, but we should realize that we have an opportunity to help students process what is happening and provide support as many stages of teaching and to create a better future. There are some aspects of our profession that must evolve, such as; 1) validate and uplift students' identities outside of their "students' identity related to standardized exams, 2) treat students as active and engaged member of society related to their ability to handling the project and authentic assessments based on real-world situation, 3) take a deep look at curriculum and practice – and be transparent about growth.

Ndra (2020) defined 10 educational concepts for a new normal, those are , first, the school is only place to study its means that do not look at negative thinking learning from home, but the role of parent is important to the success of the education process. Second, education teaches various kinds of knowledge. Third, the teacher is the only source of learning. Fourth, the assessment of students is done with a standardized test. Fifth, online learning uses lesson schedules. Sixth, the WhatsApp Application is an application for learning. Seventh, technology can replace teachers. Eight, silence is golden (based on World Bank Study that in Indonesian classes are most economical in terms of talking both teacher and students. Nine, great teacher are IT experts. Ten, a device is used for information only related to teacher creativity to use technology as the concepts of education for the new normality focused on the effort to develop superior human resource in the digital age.

Anita Lie et al (2020) conducted research related to teachers' fear of technology has given way to an emerging sense of obligation to master technology and explore ways to integrate it into their pedagogy in order to maintain their professional duties. Moreover, students need to build up a character of interdependence, discipline and responsibility. But the most important parents support learning from home practices as tutors for their kids. The aims of this paper is to investigate how does the students self-efficacy on learning Speaking at post pandemic COVID 19 and how does the lecturer dealing with the students self-efficacy relate it to explore the speaking.

METHOD

This study used mixed method that combines quantitative and qualitative, as Ary, Jacob, Sorensen & Razavieh, 2010) state to the research result addressed a better understanding of

certain phenomenon. Again, Cresswell (2003) said that mixed method both collecting and analysing quantitative and qualitative data in a single study to provide a better understanding of a research problem. Regarding to this, the researcher used 23 EFL Learners' from the fifth semester students of English Education Department Study at Faculty of Pedagogy and Psychology PGRI Wiranegara University Pasuruan, East Java to conducted this by using questionnaire. The researcher used close ended questionnaire, as Wallace (1998) explain that close-ended questionnaire can gives benefits to the researcher because the processed more easily and quickly also the scoring of the participant response more reliable. And the data was analysed by using Likert Scale as General Self-Efficacy Scale may be the most popular self-efficacy scale. It has been in use since 1995.

RESULT AND DISCUSSION

The result found that 13 students (56%) who have high self-efficacy of speaking, 10 students (43%) who have medium self-efficacy of speaking and none of the students who have low self-efficacy of speaking. Based on the aspect of speaking such as phonology, 11 students (47.8%) agreed that they tried hard to solve their difficulties on pronunciation problems by saying English word over and over and 17 students (73.9%) agreed their effort to enrich their pronunciation by memorizing the word and also use a synonym of the word. For the aspect of vocabulary, 14 students (60.8%) agreed their vocabulary are weak so they tried hard to memorize the words even used the synonym to remember. The next aspect of speaking is grammar, 14 students (60.9%) have positive respond toward their confident of speaking in correct grammar. Based on the main sources of self-efficacy, those are mastery experiences, vicarious experience, verbal persuasion and Emotional states. Related to mastery experiences, 13 student (56.5%) who have setting of goal of speaking like native speakers, and 19 students (82.6%) agreed they face their problem in speaking task and belief that they can solve their problems. Continue to Vicarious experience, show that 13 students (56.5%) strongly agreed that by practicing English speaking regularly both inside or outside will increase their speaking ability and 15 students (65%) belief by using the health protection during the classroom activities will cover them from the virus of COVID 19. How about verbal persuasion, most of the students (18) or 78,2% have their own time schedule of practice their speaking. The last related to emotional states, that 8 students (34.7%) need more relax before they perform their speaking to reduce anxiety, and 10 students (43.4%) related to their belief that they can handle their fear of coronavirus where they should joint speaking class, and 11 students (47.8%) fell confident to finish the speaking subject during pandemic COVID 19.

From the result of the learners' self-efficacy above, similar with Ackerman (2020) that already gives 5 examples of high self-efficacy, from those examples that is whether a student who is not particularly gifted in a certain subject but believes in her own ability to learn it well.

Another point related to the result, which is Akhtar (2020) agree with Banduras' theory which names four sources of efficacy beliefs. Which are mastery experiences, vicarious experiences, verbal persuasion, and emotional states. For the first, related to direct experience of mastery to increase self-efficacy. The second, that self-efficacy comes

from their experiences people around them as role models to be succeed. The third, verbal persuasion, influential people in our lives such as teachers, parents, or coaches can strengthen our belief that we have what it takes to succeed. And the last emotional states that will influence how they judge themselves to their self-efficacy. Depression for example, can dampen confidence in their capabilities. Stress reactions or tension are interpreted as signs of vulnerability to poor performance whereas positive emotions can boost our confidence in our skills.

Utami et al (2020) found that there is significant contribution self-efficacy toward academic students stress during pandemic COVID19 period April-May 2020. Another research was conducted by Harahap (2020) related to Covid 19 found that self-regulated learning students of BKI university at moderate category with 71%, and high category of 17,5% and low category 10,8% . it shows that we need to adapted the students' learning approach during pandemic COVID 19. Again Yildirim and Guler (2020) conducted research refer to COVID 19 their study tested the levels of coronavirus disease 2019 severity, self-efficacy, knowledge, and preventive behaviors predicted mental health found that highly engaged in preventive behaviors. Based on the analysis showed that over and above gender, age and chronic disease and may underscore the development of interventions among to improve the mental health of individuals during pandemic.

Firmiana et al (2020) increased students' self-efficacy during online pandemic COVID 29 found that less self-efficacy of students influence their ability, so teacher should find out the suitable material for the students' increase their self-efficacy to reach the goal of teaching. For middle level teachers may have been confident in how to teach their content in the classroom: however, this confidence may differ teaching virtually. By using the four sources of self-efficacy theory, the importance of self-efficacy and how teachers can use the COVID 19 pandemic to build their self-efficacy beliefs while teaching during this unique time (Rogers Haverback, 2020). Wijaya et al (2020) found the powerful dynamic mathematics software has an impact on the learning autonomy of the COVID 19 pandemic, self-regulating female students are better than male student in learning.

Artino, A.R. (2012) define some examples of how medical educators might apply from academic self-efficacy into instructional practices: 1) Help students set clear and specific goals. 2) Encourage the use of challenging and proximal goals. 3) Provide honest, explicit feedback to increase students' self-efficacy beliefs. 4) Facilitate accurate calibration of self-efficacy. 5) Use peer modelling to build self-efficacy. In the real teaching, some suggestion addressed to the students, such as (a) peer models display skills correctly/competence, (b) peer models of equal or slightly greater competence than observers, (c) ensuring that peer models act consistently with the behaviours, (d) choosing peer models who show interest and enthusiasm. But this pandemic COVID 19 time as "difficult" feels strange with the fact that the people who loved ones are alone in nursing homes, and another have only watches Zoom for their teaching learning process. So, what we can do about that?

Hladek (2020) shows four ways to build self-efficacy, those are : personal mastery, teacher past experiences influence their confidence that may task successfully today, but

dealing with a global pandemic, we should reflect on our past hard times, pick out the positive ways that we coped and apply them to today's situation.

As lecturers, we should consider some tips, always remember and can apply directly, those are: (1) Positive modelling, with modelling will expand their own personal mastery and allows them to learn from others. Identify the students' specific needs during pandemic time, so we can deal with it successfully and learn from them. (2) Coaching, a coach teaches and inspires the learners to succeed at a task, we all need persuasion and reassurance from them. Even we all learning from coronavirus together, so many of us being a part of this pandemic, such as the social isolation, the financial strain, the health fears will encourage students to improve their self-efficacy to battle coronavirus. (3) Listening to our bodies, our bodies speak to us related to our health; try to get the core of our emotions such as sadness, fear, anger, joy, excitement, sexual excitement and disgust. What we can do cure included cry, sleep, meditation and prayer, journaling, talking it out and exercise as a feedback of those feeling above.

CONCLUSION

Based on the result above, that the learner's self-efficacy is high, so, always remember one thing that the learners' self-efficacy it could be different one another, because they all have their own different strengths and weaknesses. What we should do? We should be able to identify ways we can positively contribute our ability to social networks and we continue to listen to our bodies and try to save our self. Always gives positive image to the learners' inside or outside learning and stay healthy and happy during post pandemic.

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