

SELF-EFFICACY IN ENGLISH LISTENING

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Abstract

Every English student has to have some level of self-efficacy in listening. The purpose of this study was to look into a seventh-grade student's self-efficacy in listening to English in a junior high school in Kubu Raya. In this case study the researcher implemented participant observation, document gathering, and semi-structured interviews. The research subject is a seventh-grade student at a Madrasah Tsanawiyah in Kubu Raya. Descriptive analysis, data gathering, data reduction, data display, conclusion, or verification were all applied in data analysis. The data showed that a seventh-grade student's self-efficacy in listening to English is high. It was demonstrated by the subject's strengths, which include self-efficacy, dependability, and constancy. It can be said that students with high self-efficacy will behave favorably toward their English listening abilities; these students typically put a lot of effort into challenging tasks, are skilled at using a variety of strategies to overcome challenges, and have strong persistence in their English listening. To overcome the barrier of learning English by hearing, an English learner must have great self-efficacy.

Keywords: Language Learning Strategies, Listening Strategies, Listening Comprehension

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INTRODUCTION

Mastery in English listening is one of the keys to how someone can speak English fluently. This is because the voice input in English is always heard. As a result, we can know the correct pronunciation according to what we listen to in English when we speak English. Ross (2006) states that enhancing listening mastery is an essential part of achieving proficiency in speaking. Therefore, it is considered a crucial ability for English Foreign Language (EFL) learners since it is the basic need among the four language skill areas. The capability of students to achieve success in English listening skills is caused by several factors, one of which is the level of self-efficacy of the student. Graham (2011) said that English listening could not be mastered only by learning to listen, but self-efficacy is one

of the important factors that must be considered. According to Bandura (1988), self-efficacy refers to individuals' belief in their capacity to carry out the behaviors needed to produce specific performance achievements. Self-efficacy has a role in influencing how people motivate, feel, think, and act. Self-efficacy is the belief in an individual regarding his ability to complete a task and organize what is needed to achieve certain results.

Students who are already in junior high school must have studied English lessons. When they were at the elementary school level, few students received this subject. Therefore, when in junior high school, some of them are already familiar with English listening, but some students feel perplexed when dealing with English listening because there was no English subject in their elementary school. However, some students experienced English listening for the first time in junior high school and were very confident. Although they studied English in elementary school, some students still felt doubt when dealing with English listening. Recently, the researcher has started teaching English in a Madrasah Tsanawiyah of Kubu Raya. At the time of teaching, one student sat in the front by himself and paid close attention to what the researcher explained. However, the thing that amazed the researcher most was that it turned out the student's physical condition was a disability. Based on the researcher's brief interview with his mother, he had Febrile Convulsions, and most Indonesian call them steps. So that it impacts the growth of the student, generally, babies around 4-7 months can sit up, and around 12-18 months, they start walking. However, it is different for the student. When he was a baby, approximately 12-18 months, he could not do anything but lie down.

Likewise, the ability to speak too is not as normal as other students. At seven years old, the student has not yet been able to pursue elementary school. Therefore, in the seventh grade of Islamic Junior High School, he was already 15 years old. Even so, it turns out that he is one of the students who all teachers love. One of the reasons, he is studious, polite, kind, and always does all the tasks assigned by the teachers, including the English tasks. Likewise, he has always been in the top 10 in his rankings from Elementary School to grade seventh in Islamic Junior High School. He also scored high in subjects, especially in English. This makes the researcher interested in investigating this student, especially his English listening self-efficacy. The researcher was eager to conduct an English listening self-efficacy toward the seventh-grade student of the Islamic Junior High School or Madrasah Tsanawiyah in Kubu Raya. The case of this research was a student in the seventh grade of the Islamic Junior High School in Kubu Raya who is disabled in terms of physical growth.

Moreover, this research is very meaningful to be carried out considering that there has never been particular research on English listening self-efficacy in learning English at Tanjungpura University. However, there are several similar studies regarding self-efficacy but more on motivation. First is the role of motivation in learning English as a foreign language (Riyanti, 2019). This study investigated the importance of English learners having high motivation in learning English as a Foreign Language. Secondly, the investigation regarding the factors that cause English students' reticence to communicate in English (Pakpahan, et al., 2017). It was stated that to master English optimally, the students have to practice their English every time, nevertheless, it was found that the factors that made the students not want to speak in English were caused by psycholinguistic, sociocultural, linguistic, and institutional factors. Finally, the other study

discusses the students' drive to speak up in class (Maulana, et al. 2020). According to this study, a student's interest in the target language's culture, interest in the course materials, and interest in the course materials all have an impact on the student's drive to talk in groups.

RESEARCH METHOD

The researcher conducted a qualitative case study to complete this English listening self-efficacy research. Yin (2018) defines case study research as empirical investigation research on a phenomenon within a real-life context intensely. The research case here is a seventh-grade student in a Madrasah Tsanawiyah of Kubu Raya who had Febrile Convulsions, which some people usually call Steps. This research was a case study, and it employed descriptive qualitative. The research results emphasize more on the data interpretation found in the field. The results are not written in figures and tables with statistical measures, but they are illustrated in the form of describing words to the results and are presented in the narration. This English listening self-efficacy study was conducted at the Madrasah Tsanawisay and the subject's house. The data collection time was from July 14, 2021 - to August 14, 2021.

Moreover, the researcher applied purposive sampling to appoint the subject of the case study. The researcher chose the subject according to the demand and purpose of the research. In this research, there are two kinds of data sources. They are the informants and the documents. The informants were the student's mother and his friend as the secondary data sources, and the student himself was the primary data source. The researcher interviewed his mother and his friend, and the student himself. The researcher used semi-structured interviews supported by participant observation and documentation in this research. In this opportunity, the researcher used a semi-structured interview to get the data accurately and deeply. Ryan et al. (2009) said that a semi-structured interview is in-depth spontaneous questions that use guide questions.

Secondly, the researcher applied participant observation in which the researcher plays the main role in the learning process of English listening. The purpose of using participant observation was that the researcher wanted to deeply investigate the English listening self-efficacy of the seventh-grade student in a Madrasah Tsanawiyah of Kubu Raya. The observation was carried out at school on D. This observation was completed for almost two weeks and ended on August 14, 2021. The researcher used a camera; that is when the researcher recorded D secretly in the learning process. Moreover, the researcher used a checklist observation paper. Thirdly, the documentation was the student's report book during the first and second semesters of the student.

RESULT AND DISCUSSION

The Self-Efficacy of Students in English Listening

Based on the collected data from semi-structured interviews, D is diligent in studying, especially related to English listening. He is constantly compatible to improve his English listening skill even though his physical condition is not normal. This can be seen from the interview excerpt:

Inter: But he wants to learn English listening, ma'am?

Inter: Tapi dia mau nda belajar English listening bu?

S2 : mau dia belajar bu, walaupun dia harus mencari artinya dulu, dia mau belajar.

(S2: He wants to learn, miss, even though he has to find the meaning first, he wants to learn.)

Inter: Ohh, okay, he's mad. For example, at home or in class, when he learns, should he be instructed first or on his own accord?

(Inter: Ohh, okay marah dia yah. Terus misalnya dirumah atau dikelas apakah dia belajar harus di perintah dulu atau atas kemauannya sendiri)

S2 : Iya ketika misalnya sampai rumah, saya tanya ke dia "Ada tugas nda?" Nah jadi kalau pas ada PR biasa saya langsung suruh dia mengerjakannya dan dia mau. Dan biasanya dia langsung mengerjakan PRnya tanpa harus disuruh. Saya juga bilang ke dia untuk menyelesaikan langsung semua PR yang ada supaya nda numpuk.

From statement S2, D always does English listening assignments. Although he sometimes faces some difficulties understanding what an English speaker is saying, he will look up the meaning in a dictionary or use the Google translation app. Moreover, having a great motivator for D is one of the things that make his self-efficacy high in English listening. The motivator is his mother. S2 is always there for D wherever and whenever he needs it; even more, if D cannot walk normally because of the step disease that he has experienced, which makes it difficult for him to walk. S2 continues to motivate D always to face all difficulties and obstacles in learning English listening. Like D's statement in the interview below.

Inter: Who motivates you the most to learn English listening?

(Inter: Siapa seseorang yang paling memotivasi kamu untuk belajar listening bahasa Inggris)

S1: mama biasanya yang ngajar. Jadi mama yang biasanya yang buat saya belajar.

(S1: Mom usually guides me. So my mother usually encourages me to study.)

In the concept of self-efficacy, the appropriate term for this theme is called verbal persuasion. S2 plays a very important role in providing positive verbal persuasion to S1. Last but not least, D's high self-efficacy factor is due to his strong self-belief in achieving English listening. Vandergrift and Goh (2012) stated that self-efficacy is the basis of self-confidence and human motivation.

Inter: Do you believe in yourself that you can master English listening?

(Inter: Apakah kamu yakin terhadap diri kamu sendiri bahwa kamu yakin bisa menguasai listening bahasa Inggris?)

S1: yakin

(S1: sure)

Inter: Oh okay. Have you ever found your friends inside or outside the classroom who are very good at understanding English?

Inter: Ohh okay. Apakah kamu pernah menemukan kawanmu didalam atau diluar kelas yang pandai sekali memahami bahasa Inggris?

S1: nda ada. Yang lain nyontek terus.

(S1: none. The others did cheating.)

This is reinforced by the statement of S3 that D has good confidence in mastering English listening and S1 has never cheated on the answers of other friends. Furthermore, the positive action of the student toward English listening is proven by the observation and also the document of the student report. In conducting participatory observations, the following, the researcher recorded the situation, conditions, and reactions of D when at

school, in class, outside the classroom, and once in his house. Thus, these are the results obtained in the attached table.

Table 1. The Student's Observation Sheet Result Analysis



Situation	The Student's English Listening Self-Efficacy Factors	Explanation
1. Class: The researcher paid attention attentively to the student after accepting the English listening task. 2. Class: The students never neglect the assignment and the homework. Moreover, he always attends class on time. 3. Class: Based on the score gotten by the student, D has a good score for his English.	❖ Consistency	<ul style="list-style-type: none"> ➤ D perceives happiness when he accepts some English listening tasks from the teacher. ➤ Being studious and disciplined is the strength for D to master English listening. ➤ D got a high score on an English listening test.
4. The Student's House: The mother almost every single time paid attention to the student's assignment and homework in English, listening to be accomplished by the student. 5. Class: When one of the student's classmates answered the teacher's question in a class of English, D was also real excitement to answer the English quiz given by the teacher. 6. Class: As his friend got the highest score in English listening, he looked to give his bigger effort to get the best one. 7. The student's House: The student told the researcher that when his friend yelled about his skill for English, sometimes he felt down too. Therefore, he got angry with his friend for what they said.	❖ Support System	<ul style="list-style-type: none"> ➤ D's mother motivated him a lot in dealing with his English listening. ➤ D's close people influence his English listening ability. ➤ D feels more motivated to encourage his English listening when he sees one of his friends succeed in English listening. ➤ D feels discouraged and sad when some of his close people say his English listening is bad. ➤ D gets angry when some of his close ones say his English listening is worse.
8. Class: Once the researcher paid close attention to the student, he looked motivated and interested in studying and socializing with whomever in the school. 9. The student's house: The researcher asked him about his interest in English listening, and he stated that it was enjoyable	❖ Self-Confidence	<ul style="list-style-type: none"> ➤ D feels confident in his English listening mastery. ➤ D considers English listening to be an easy part of English skills.

Based on the results of the observations, the researcher catches that D has several sources of courage for him to always have good self-efficacy in English listening. The first is his character who is always consistent in English listening so that he gets good results on his report. Furthermore, having a supporter who always gives great motivation to D, namely

his mother is his best support system. The last one is that D always illuminates his self-confidence to be able to master listening skills well.

Furthermore, to strengthen the data, the researcher also looked at the results of the student report in the first and second semesters. The following is a basis for the category of student grades reported which is used as a benchmark to see what level the English D score is at.

Table 2. Scores' Categories for the Students

Tabel Konversi Nilai:

Konversi nilai akhir		Predikat (Pengetahuan dan Keterampilan)	Sikap
Skala 100	Skala 4		
86 -100	4	A	SB
81- 85	3.66	A-	
76 – 80	3.33	B+	B
71-75	3.00	B	
66-70	2.66	B-	
61-65	2.33	C+	C
56-60	2	C	
51-55	1.66	C-	
46-50	1.33	D+	K
0-45	1	D	

Sumber : Panduan Teknis Penilaian SD Ditjen Dikdas

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After analyzing the categories of student scores above, the following is an attachment of the student scores he got in the first and second semesters for his English.

Table 3. The student's score analysis.

The Student's Scores		Explanation
Semester 1	80	Based on the criteria for assessing the student report book, the score that the student got was 80, and that amount was included in the Good category, which was the interval from 76-80.
Semester 2	86	Based on the criteria for assessing the student report book, the score that the student got was 86, and that amount was included in the Very Good category, which was the interval from 86 to 100.

As stated above, D during the first and second semesters got quite satisfactory English scores, namely 80 and 86. If looking at the score categories in table 2, then D's score falls into category B which means good, and SB which means very good. For the category of students such as D, getting this score is marvelous.

According to the finding described, several things that make D's English listening self-efficacy high are due to the three positive attitudes toward the English listening learning process: consistency, support system, and self-confidence. The positive nature

that is firmly embedded in D to achieve success in English listening makes him always consistent in learning. Even though D's physical condition is not normal, he will always try to face all difficulties in English listening. For example, when he finds some vocabulary that is not familiar to him, he will swiftly look them up in a dictionary or the Google Translate application. Alamat & Nabilah (2019) stated that self-efficacy determines the nature or character of a person for doing or completing a task. If D has low self-efficacy, then the character he will have will tend to be negative towards the tasks he encounters, but if D has good or high self-efficacy, then the personality he will apply will also be positive for all tasks.

Additionally, the urge to always have positive self-efficacy toward English listening is also caused by the presence of a motivator or a good support system for D. His support system is his mother. One aspect of a person having high self-efficacy is the presence of a verbal persuasion that will always provide positive energy; that is the role of D's mother, who will always be there for him wherever and whenever D needs her. As had been stated by Al-Kumaim et al. (2021), positive input given by someone who has a higher position will have a big impact on one's success. The next factor determining D's high self-efficacy is his self-confidence in the English listening learning process. He believes that he is capable of completing a task independently without having to copy the work of his friends. Vandergrift & Goh (2012) supported it, who stated that self-efficacy is the basis of self-confidence and human motivation.

CONCLUSION AND SUGGESTION

The finding of the research that has been carried out, the researcher found that D has great encouragement in learning English listening. D demonstrates his optimistic personality and high level of self-efficacy while studying English. According to Mills et al. (2007), self-efficacy plays a significant function in learning, and students with firm self-efficacy beliefs are more prepared for learning challenges. From this theory, it was found that from the interview, observation, and document stages in the form of the report book, it was found that D had high self-efficacy, as evidenced by his positive answer when learning English in the English listening section.

Additionally, a student will persist in constantly increasing his English listening if he has positive consistency, self-confidence, and a strong support network. Second, teachers should constantly provide encouraging stimuli so that their students feel at ease participating in English classes, particularly English listening. In addition, a mother is a child's primary learning motivation. In order to help her child, learn English by listening successfully, a mother should constantly be consistent in her approach. This study can serve as a model for those who wish to investigate the self-efficacy of English listening. In addition to observation, interview, and documentation, it would be preferable to employ other tools. To obtain more trustworthy data, the other researchers, for instance, also employed a questionnaire.

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