

Listening Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting

Darmawan¹, Rani¹, Maria Elisabeth Nona Marsi¹

¹English Department of IKIP Muhammadiyah Maumere

*Correspondence: wawanlabira@gmail.com

ABSTRACT

Listening has been widely recognized, viewed and explored as a theoretical foundation in the realm of language research. Considerable amount of papers found listening self-efficacy in EFL classroom is still a challenging issue. This paper attempted to explore listening self-efficacy of 42 EFL students who enrolled in listening class. The data were collected through 18 self-rated items questionnaire using 5-point Likert-type scale and then measured and analyzed individually before presented them differently in percentage. The finding revealed that student's self-efficacy toward listening skill in direct listening was 39 out of 42 students (92%) were categorized as high self-efficacy while 3 out of 42 students (7%) students were categorized as moderate self-efficacy and students' self-efficacy in their abilities in complex listening was 75% while self-efficacy on their abilities in dialects listening was 70%. Students with higher self-efficacy possessed higher capabilities in organizing their materials in a way better performance, more well-prepared before the class started and likely more actively engaged in various classroom activities. In the other hand, one's with moderate or lower self-efficacy was reflected through less contribution, encountering difficulties using emotional reactions, approaching difficult tasks as threats to be avoided and being discouraged. Verbal persuasions, observing role model performances, and positive experiences of task accomplishments were a few of most common of student's source of self-efficacy. Students level of self-efficacy in each students were not affected by gender.

ARTICLE HISTORY

Published June 14th 2023



KEYWORDS

EFL; Listening; Self-efficacy.

ARTICLE LICENCE

© 2023 Universitas Hasanuddin

Under the license CC BY-SA

4.0



1. Introduction

The significant role of listening has been continuously getting higher in language teaching and learning as communicative language teaching method continues to grow and develop. This transition is triggered by students in language classroom environment are surrounded by teacher, peers, and even learning media such as: audio and video media. Obviously, listening in a communicative language classroom is not only an activity of listening to their teachers, peers and media in a two way communication but also essential for language learning to be able to acquire insights information to achieve successful in communication which is not easy and has creating problem for them (Yassi et al., 2023; Rahma & Amir, 2019; Machmoed et al., 2023). The problems are expanded as listening becomes very complex activity that many things and thoughts happen simultaneously and differently inside the mind, such as: discriminating sounds, identifying grammatical structures, understanding vocabulary, intonation, stress, and finally interpreting the utterance (Hasnia et al., 2022; Prihandoko et al., 2019; Rahman, 2018).

Listening has been defined by many experts. Purdy (1997) defined listening as an action of processing, interpreting and responding verbal and non-verbal expressions offered by other human beings. Goss (1982) described listening as a way to comprehend lexical components from what we heard. Rost (2002) depicted listening as a method to understand what people hear with what people know for sure. The definition showed that listening is a way of understanding and getting the ideas about what they heard.

The purpose of teaching listening is students be able to understand the sounds of word, interpreting the meaning from what they heard and comprehending ideas in the conversation. So, the mastery of listening skill is significantly important to understand the spoken discourse. Underwood (1989) claimed that to achieve the goal of teaching listening, students has to learn how to determine the utterance, determine the speaker and whom is talking to, and speaker's attitude and mood.

However, apparently, listening skill has not been got appropriate acknowledgement as a substantial and significant skill but rather regarded as a passive skill. The lack of study in the peculiar area somehow showed that apparently listening skill has been neglected a challenging language skill. Celce-Murcia (2001) stated that most used language skill is listening skill with at a rate of 45%. The second one is speaking which is 30% while reading is 16% and writing is around 9% in our daily communications, In the other hand, Walker (2014) claimed people spent more than 40% on listening in daily conversation and 35% dedicated to speaking while 16% is devoted to reading, only 9% occupied by writing. In the other hand, Nunan (1997) metaphorically stated that as the younger sister of speaking skill, listening skill is like the 'Cinderella Skill' which is always overlooked in language learning. Renandya, (2012) stated that listening is labeled as passive activity in language classroom and yet it received little attention in language classroom.

Osada (2004) stated that listening skill began to be viewed and explored in the realm of language research in the early 70s. As results, listening is a receptive skill that awakes the rest language skills and becomes the very first language skill to be naturally learned. Furthermore, frequently listening the target language will improve all language skill ability. The nature of a particular language such as sound, intonation, stress, and rhythm can only be achieved through listening. Renukadevi (2014) stated that listening is essential and contribute in developing language proficiency and language expertise.

The problem of listening in EFL setting has become one of the barrier in the realm of EFL. Richards (2008) claimed that some most common listening problems for the L2 learners were speakers speak fastly, learners habitually listen word for word, speakers use too many unfamiliar words, too much effort and concentration in listening, and speakers' accents are unfamiliar. This finding was confirmed by Yılmaz & Yavuz (2015); Gilakjani (2016); İlhan (2018); Junaid et al., (2023). Some studies found out the other problems which were some characteristics of spoken language that can affect listening, such as: sentence construction, has a linear structure, may contain many colloquialisms, characterized by reduced forms and blending, stress-timed rather than syllable-timed rhythm. These findings were confirmed by (Kurita, 2012; Rezai & Hashim, 2013).

Many studies have offered some alternatives in solving those aforementioned above problem and re-managing students' listening comprehension enhance learners listening abilities with most suggesting approach. Alfian et al., (2019) studied about using audio podcast in teaching listening. The result showed that audio podcast motivated the students in listening. Azizah (2019) conducted a comparison studied using audiotape and audio visual and found out that audio visual increase learner's motivations. The others studied conducted by Cahyaningrum (2010); Akufah (2012); Haghverdi & Vaezi (2012); Adnan (2014); Mirvan (2013); Woottipong (2014); Ramadhika (2014); Mendoza, (2015); Zareian, (2015). This finding is concluded that some number of studies has been attempting to solve basically the same underlying technical problems found in listening comprehension.

There were some studies seem to be dynamically significant, however, there have not been one or any exact prominent alternatives to cover a wide range of listening skill problems. Furthermore, technical issues are more utterly prioritized than non-technical factor such as self-efficacy. Bandura (1995) claimed that thought, belief, environmental conditions and interactions behaviour. were regenerated by self-efficacy. Noonan & Erickson (2018) defined self-efficacy as a one's ability in organizing, executing and achieving an expected criterion of a given tasks. Furthermore, they claimed that student's self-efficacy is apparently very significant and vital in escalating students' performances even better than actual abilities. Chao (2013) described self-efficacy was crucial for students' task performance. The conclusion is student with higher self-efficacy is more motivated to work harder, more dedicated, more confident in his/her educational preformance and higher expectations of good result on any given task while student with lower self-efficacy is very difficult at any given task.

Bandura (1999) formulated 4 items of self-efficacy, namely: mastery experiences, vicarious experiences, social persuasion, physiological and emotional state. This paper defined mastery experience as student's successful experiences in his/her listening comprehension classroom and became one of his/her powerful sources of his/her motivation. Vicarious experience was described as the ability in observing and comparing skills or traits with others as 'a model'. Once student see his/her model successfully performing the task, he/she will be motivated to accomplish the same given task; while social persuasion consists of positives persuasion either to improve or to increase his/her self - efficacy and in the other hand negative persuasion is likely degrade his/her self-efficacy. In dealing with listening comprehension in EFL classroom, student with high self-efficacy participated actively comparing to others with lower self-efficacy.

There has been some amount of self-efficacy studies that examining its correlation and/or its impact with different variables such as language competences and language task performances in the field of language learning. Some of them showed that there have been positive correlations between the dependent variable explored and self-efficacy but some of them did not support the impact or the correlation of some variables with self-efficacy. Some listening studies have indicated self-efficacy was positively correlated with listening performance (Mills et al., 2006; Chen, 2007; Rahimi, & Abedini, 2009; Renzhi, 2012), especially for weak learners (Goh, 2008; Mohamedi et al., (2014).

Those fore mentioned previous papers above clearly showed some number of researches studied about the vital and significant role of self-efficacy toward listening in EFL classroom. Nonetheless, the results somehow were undoubtedly inconsistent, some studies resulted either positive or negative and some studies found even no link with listening comprehension performance. This research aims to study students' self-efficacy toward listening comprehension skill in EFL classroom specifically in advanced listening comprehension class

2. Methodology

There were 42 respondents were purposely selected from 2nd-year students of English department that enrolled in listening advanced class. They have been learning English for around 6 years in Junior high school and Senior high school.

Researchers used 18 items of questionnaire taken from Smith, Sherri & Pichora-Fuller, Kathleen & Watts, Kelly & More, Carissa. (2011) and modified to match with listening skill context which consisted of students' believe on their ability in understanding about the sounds of word and interpreting the meaning from what they heard through transactional and interpersonal conversation in direct listening consisted of 8 (eight) items, complex listening consisted of 8 (eight) items and dialects listening consisted of 2 (two) items.

Researchers provided the questionnaire available using URL <https://forms.gle/ez4BWv5jGSrsCSVu7>. The questions in the questionnaire was self-rated items filled by respondents using 5-point Likert-type scale ranged from (5) strongly believe, (4) believe, (3) neutral/not sure, (2) disbelieve and (1) strongly disbelieve. The data were measured and analyzed individually, presented differently using percentage and classified into low, moderate and high self-efficacy using the formula below:

$$\frac{\sum x}{N}$$

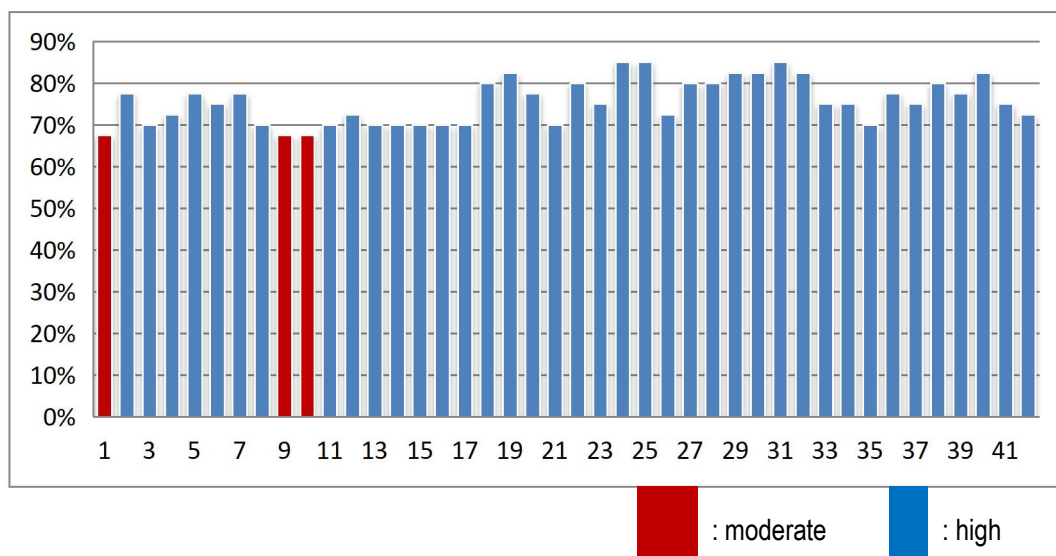
$\sum x$: Sum of respondents' answer

N: Total respondents.

3. Result and Discussion

a. Students' belief on ability toward listening skill in direct listening

The data showed 39 out of 42 students (92%) were categorized as high self-efficacy while 3 out of 42 students (7%) students were categorized as moderate self-efficacy. Graph 1 highlighted the finding.



Graph 1 students' belief on their ability toward listening skill in direct listening

Graph 1 showed students with moderate self-efficacy were student 1, student 9, and student 10 which was (7%). Students with highest self-efficacy were student 24, student 25, and student 31 which was (7%).

Table 1 students' belief on their ability about listening skill in direct listening

No	Statements	Strongly disbelieve		Disbelieve		Neutral/Not sure		Believe		Strongly believe	
		N	%	N	%	N	%	N	%	N	%
1	I believe in my ability to understand one-on-one conversation with my classmate	0	0%	0	0%	10	24%	27	64%	5	12%
2	I believe in my ability to understand one-on-one conversation with any person	0	0%	0	0%	14	40%	22	63%	6	17%
3	I believe I can understand the English news	0	0%	0	0%	15	43%	23	66%	4	11%
4	I believe in my ability to understand a lecture in a small and quiet room	0	0%	0	0%	14	40%	23	66%	5	14%
5	I believe in my ability to understand a lecture in a large and quiet room	0	0%	0	0%	16	46%	22	63%	4	11%
6	I believe in my ability to understand an announcement over a loudspeaker	0	0%	0	0%	13	37%	24	69%	5	14%
7	I believe in my ability to understand conversation with woman	0	0%	0	0%	13	37%	25	71%	4	11%
8	I believe in my ability to conversation with man	0	0%	0	0%	12	34%	30	86%	0	0%

Table 1 highlighted each question percentage rated by students. The 1st question related to students belief on their ability on one-on-one conversation with their classmates. The finding showed that only 5 students (12%) were strongly believed on their ability on one-on-one conversation with their classmates and 27 students (64%) believed while 10 students (24%) were not sure on their ability on one-on-one conversation with their classmates.

Question number 2 showed that only 5 students (12%) were strongly believed on their ability on one-on-one conversation with any person and 22 students (63%) believed while 15 students (43%) were not sure on their ability on one-on-one conversation with any person.

Question number 3 showed that only 4 students (11%) were strongly believed on their ability to understand the English news and 23 students (66%) believed while 15 students (43%) were not sure on their ability to understand the English news

Question number 4 showed that only 5 students (14%) were strongly believed on their ability to understand a lecture in a small, quiet room and 23 students (66%) believed while 14 students (40%) were not sure.

Question number 5 showed that only 4 students (11%) were strongly believed on their ability to understand a lecture in a large, quiet room and 22 students (63%) believed while 16 students (42%) were not sure.

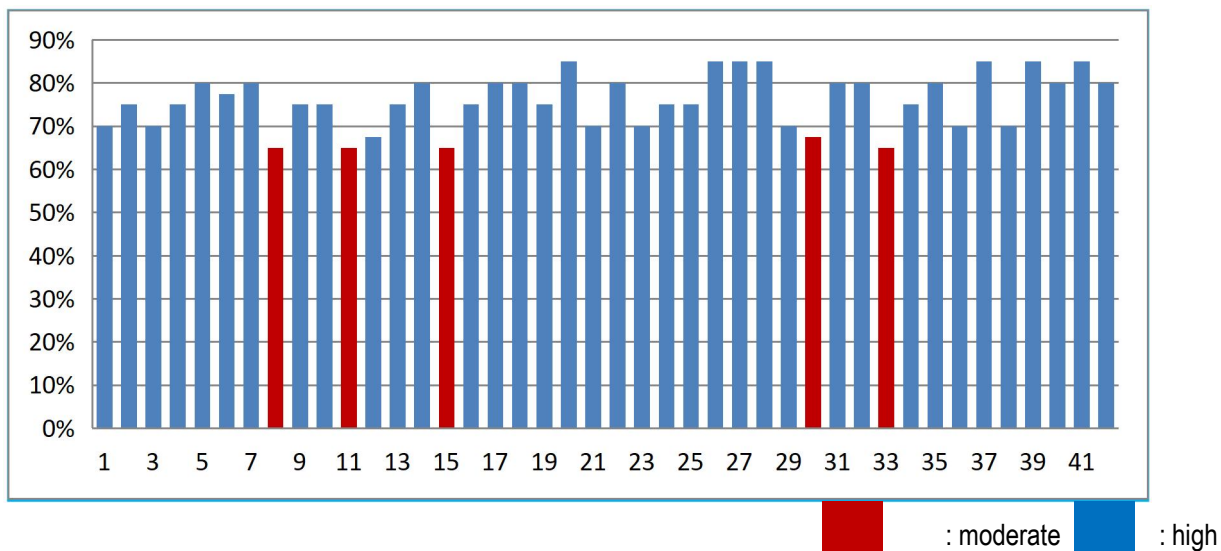
Question number 6 showed that only 5 students (14%) were strongly believed on their ability to understand an announcement over a loudspeaker in a quiet place and 24 students (69%) believed while 13 students (37%) were not sure.

Question number 7 showed that only 4 students (11%) were strongly believed on their ability to understand conversation spoken by a woman and 25 students (71%) believed while 13 students (37%) were not sure on their ability to understand conversation spoken by a woman.

Question number 8 showed that only 4 students (11%) were strongly believed on their ability to understand conversation spoken by a man and 25 students (71%) believed while 13 students (37%) were not sure on their ability to understand conversation spoken by a man.

b. Students' belief in their abilities in complex listening

The finding was there were 37 students (88%) had high self-efficacy and 5 students (11%) had moderate self-efficacy. The average percentage of students' who believes on their abilities in complex listening was considered as high self-efficacy (75%). Graph 2 highlighted the data findings.



Graph 2. high self-efficacy (75%)

4. Conclusion

The researchers reached the following conclusions based on the study's findings. First, BA Comm students are optimistic about contextual communication because they understand effective and appropriate communication patterns and can apply these in public, meeting, group, and dyad contexts. Second, BA Comm majors are dedicated to the field because they possess adequate communication skills to adapt and enhance multiple strategies of communication when speaking with strangers, friends, and acquaintances. Finally, male BA Comm students are more confident and open to interacting in different communication settings such as in public, meeting, or group, or dyad contexts as well as with strangers, friends, and acquaintances than females. Moreover, the contextual communication competence level of BA

Comm students develops as they advance through their year levels due to their communication courses and social interactions.

Based on the conclusions of this research, the following recommendations are made. In a case study, future researchers may determine how a person's culture may affect their communication ability in different communication contexts such as in public, meeting, group, and dyad. Researchers may also conduct an observation method if there is a difference on how students interact with strangers, acquaintances, and friends. Finally, researchers may seek a communication expert that could use an assessment tool to further compare the communication competence levels according to sex and year levels.

References

- Adnan, A. (2014). Improving students' listening ability through movie report. *Proceedings of ISelt FBS Universitas Negeri Padang*, 2, 69-75.
- Akufah, A. (2012). *The effectiveness of teaching listening on news item text using video*. Unpublished undergraduate thesis). Institut Agama Islam Negeri Walisongo, Semarang.
- Alfian, Lio, A. &, & Marafat, L. ode S. (2019). The Use of Audio Podcast for Teaching Listening Comprehension. *Journal of Language Education and Educational Technology*, 4(1), 1–12. <http://dx.doi.org/10.33772/jleet.v4i1.6671>
- Azizah, A. (2019). The Implementation Of Audio Visual In Teaching Listening (An Experimental Study At SMK Negeri 3 Langsa). *Getsempena English Education Journal*, 6(1).
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura, (Ed.), *Self-efficacy in changing societies* (pp. 1– 45). Cambridge: Cambridge University Press.
- Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-efficacy: The exercise of control. *Journal of Cognitive Psychotherapy*, 13(2), 158.
- Cahyaningrum, D. (2010). The effectiveness of using video in teaching listening of oral narrative text. Thesis Teacher Training and Education Faculty, Sebelas Maret University, Surakarta.
- Celce-Murcia, M. (2001). Language teaching approaches: An overview. *Teaching English as a second or foreign language*, 2(1), 3-10.
- Chao, Y. Y., Scherer, Y. K., Wu, Y. W., Lucke, K. T., & Montgomery, C. A. (2013). The feasibility of an intervention combining self-efficacy theory and Wii Fit exergames in assisted living residents: A pilot study. *Geriatric nursing*, 34(5), 377-382.
- Chen, F. F. (2007). Sensitivity of goodness of fit indexes to lack of measurement invariance. *Structural equation modeling: a multidisciplinary journal*, 14(3), 464-504.
- Gilakjani, A. P. (2016). The significance of listening comprehension in English language teaching. *Theory and Practice in Language Studies*, 6(8), 1670.
- Goh, L. L. (2008). *The effects of self-efficacy on career choices and job readiness among people with intellectual disability in Singapore*. Doctoral dissertation.
- Goss, B. (1982). Listening as information processing. *Communication Quarterly*, 30(4), 304-307.
- Haghverdi, H. R., & Vaezi, M. N. (2012). *The impact of English and Persian movie subtitle on the listening comprehension of Iranian EFL learners*. Islamic Azad University Khorasgan (Isfahan) Branch. retrived from march, 8, 2012.
- Hasnia, H., Andini, C., Tahir, M. D., Hunaeni, H., Zulfikariandi, Z., & Muslimin, M. T. (2022). The Ability of 1st Class Students of SMAN 11 Enrekang to Arrange Verbal and Nominal Sentences. *ELS Journal on Interdisciplinary Studies in Humanities*, 5(3), 539-550.
- Ilhan, B. (2018). Length in listening texts; A single determiner of difficulty for comprehension or not. *Journal of Language and Linguistic Studies*, 14(3), 336-346.
- Junaid, S., Ahmad, Nurhidayah, Mujizat, A., & Andini, C. (2023). The Quality of Human and Non-Human Relation in Indonesia and England Portrayed in the Selected Picture Books. *ELS Journal on Interdisciplinary Studies in*

- Humanities*. 6(2), 211-218.
- Kurita, T. (2012). Issues in second language listening comprehension and the pedagogical implications. *Accents Asia*, 5(1), 30-44.
- Machmoed, H. A., Sahib, H., & Hakim, A. (2023). Discourse Analysis Of Skin Care Advertisements On Social Media Based on Language Structure And Function. *International Journal of All Research Writings*, 4(7), 1-6.
- Mirvan, X. (2013). The advantages of using films to enhance student's reading skills in the EFL classroom. *Journal of Education and Practice*, 4(13), 62-66.
- Mills, N., Pajares, F., & Herron, C. (2006). A reevaluation of the role of anxiety: Self-efficacy, anxiety, and their relation to reading and listening proficiency. *Foreign language annals*, 39(2), 276-295.
- Noonan, P., & Gaumer Erickson, A. (2018). *College and career competency sequence*. Lawrence, KS: University of Kansas, Center for Research on Learning.
- Nunan, D. (1997). *Approaches to teaching listening in the language classroom*. In Plenary (p. 1).
- Mendoza, G. L. L., Caranto, L. C. & David, J. J. T. (2015). Effectiveness of video presentation to students' learning. *International Journal of Learning Science*, 5(2), 81-86
- Mohamadi, E., Bana Derakshan, H., Borhani, F., Hoseinabadi Farahani, M. J., Hoseingholi, P., & Naderi Ravesh, N. (2014). Relationship between nursing students' achievement motivation and self-efficacy of clinical performance. *Iran Journal of Nursing*, 27(90), 33-43.
- Osada, N. (2004). Listening comprehension research: A brief review of the past thirty years. *Dialogue*, 3(1), 53-66.
- Purdy, M. (1997). What is listening. *Listening in everyday life: A personal and professional approach*, 2, 1-20.
- Prihandoko, L. A., Tembang, Y., Marpaung, D. N., & Rahman, F. (2019). English language competence for tourism sector in supporting socio-economic development in Merauke: A Survey Study. In *IOP Conference Series: Earth and Environmental Science* (Vol. 343, No. 1, p. 012170). IOP Publishing.
- Rezai, A., & Hashim, F. (2013). Impact of awareness raising about listening micro-skills on the listening comprehension enhancement: An exploration of the listening micro-skills in English as a Foreign Language (EFL) classes. *Australian Journal of Teacher Education*, 38(8), 1-15.
- Renzhi, Y. (2012). *Improving English listening self-efficacy of Chinese university students: influences of learning strategy training with feedback on strategy use and performance*. Doctoral dissertation. Retrieved June, 3, 2013.
- Rahman, F. (2018). The Constraints of Foreign Learners in Reading English Literary Works: A Case Study at Hasanuddin University. *Journal of Arts and Humanities*, 7(2), 01-12.
- Rahman, F., & Amir, P. (2019). Trends in Reading Literary Fiction in Print and Cyber Media by Undergraduate Students of Hasanuddin University. *International Journal of Education and Practice*, 7(2), 66-77.
- Rahimi, A., & Abedini, A. (2009). The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. *Novitas-ROYAL (Research on Youth and Language)*, 3(1).
- Ramadhika, B. (2014). *Improving students' listening skills using animation videos for the eighth grade students of smp n 6 magelang in the academic year of 2013/2014*. A Thesis of Yogyakarta State University.
- Renandya, W. A. (2012). Materials and methods for extensive listening. In *TEFLIN conference*, Surabaya, Indonesia. Retrieved from https://www.academia.edu/2462863/Materials_and_Methods_for_Extensive_Listening.
- Renukadevi, D. (2014). The role of listening in language acquisition; the challenges & strategies in teaching listening. *International journal of education and information studies*, 4(1), 59-63.
- Rost, M. (2002). *Listening tasks and language acquisition*. In *Memorias del Congreso JALT 2002* (pp. 18-28).
- Underwood, M. (1989). *Teaching listening*. Addison-Wesley Longman Limited.
- Walker, N. (2014). Listening: The most difficult skill to teach. *Encuentro*, 23(1), 167-175.
- Woottipong, K. (2014). Effect of using video materials in the teaching of listening skills for university

students. *International Journal of Linguistics*, 6(4), 200.

Yassi, A. H., Hanafiah, W., Sahib, H., Aswad, M., Nurchalis, N. F., & Azizi, Z. (2023). Exploring the effects of Pair-Interaction Model on improving Indonesian adult learners' English proficiency. *Studies in English Language and Education*, 10(1), 117-136.

Yılmaz, H., & Yavuz, F. (2015). The problems young learners encounter during listening skills. *Procedia-Social and Behavioral Sciences*, 197, 2046-2050.

Zareian, G., Adel, S. M. R., & Noghani, F. A. (2015). The effect of multimodal presentation on EFL learners' listening comprehension and self-efficacy. *Academic Research International*, 6(1), 263.