



" ONLINE LEARNING IN EFL CLASSROOM :STUDENT TEACHER' SELF EFFICACY

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Abstrak

The Covid-19 outbreak has brought a new adaptive era in various fields including one of which is the shift from face-to-face conventional learning in the classroom to online learning carried out via the internet. Online learning makes it easier for students and lectures to interact remotely, online learning is also flexible. Therefore, many educational platform are used for online learning such as Google Classroom, Zoom Meeting, Edmodo, WhatsApp, and the others. This study aims to explain how the implementation of EFL student teachers' in implementing self-efficacy in integrating ICT in the classroom. This data was obtained by giving questionnaire in google form as the medium. Researchers used qualitative descriptive method. The respondent used in this study were 5th semester students of English Language Education, Pekalongan University. The results showed 95% student teachers had self-efficacy related to the use of ICT in the classroom. Respondent believe that ICT is very helpful as the breakthrough in the teaching and learning process. From the result, it can be concluded that the high self-efficacy of student teachers' toward s ICT is very influential on the use of ICT so that will affect self-confidence in the use of ICT in the Classroom.

Keywords : EFL, ICT, self-efficacy

1. Introduction

The integration of Information and Communication Technology (ICT) in the teaching and learning process has become almost mandatory given the importance of education in many countries in the world. All teachers have challenging jobs, but integrating ICT tools in the teaching and learning process presents additional challenges, especially for secondary school teachers who are not exposed to technology.

The integration of ICT in education in general means a close technology-based teaching and learning process related to the use of learning technology in schools. Due to the fact that students are familiar with technology and they will learn better in a technology-based environment, ICT integration issues in school, especially in the classroom is very important. This is because, the use of technology in education contributes much in the pedagogical aspects where the application of ICT will lead to effective learning with the help of and support from ICT elements and components (Jamieson-Procter et al., 2013). It is true to say that almost all

various subjects ranging from mathematics, science, languages, arts and humanistic and other major fields can be learned more effectively through technology-based tools and equipment.

The development of learning culture in Indonesia is currently increasing in the era of the covid-19 pandemic, we must face it because the corona virus has spread to almost all countries in the world, including Indonesia which has 34 provinces. Connected with the corona virus, the education that we as teachers face for students will certainly be problematic, finally the Indonesian government decided to hold online classes, which we call brave classes and the use of Information and Communication Technology (ICT) through the internet, students and teachers must live in home, but they can learn their lessons online using a mobile app.

In addition, ICT aids and complementary support for teachers and students where it involves effective assisted learning computers to serve the purpose of learning aids (Jorge et al., 2003). Computers and technology do not act as a substitute tool for qualified teachers, but are considered as additional supplements needed for the learning process better teaching and learning.

The application of Information Technology and communication (ICT) in education has a significant impact on teachers. Administrator pressure the use ICT to improve the quality of teaching and to learn in the classroom. However, teachers are skill skeptical of the ability to embody pedagogical strategies the use of ICT.

2. Method

This type of research is qualitative research, because the data collection technique used is a survey method, namely by giving a questionnaire on Google Forms. Therefore, this type of research is appropriate when using qualitative research that only focuses on describing phenomena or facts as they are. The researcher hopes that this research can make student teachers understand more about self-efficacy in integrating ICT in the classroom.

This research take place in Faculty of English, Pekalongan University the student from 5 semester 2020/2021 academic year, using Google Forms as a survey medium. The survey conducted around March or April 2022. According to Sugiyono (2016), the object of research is an attribute or nature or value of people, objects or activities that have certain variations determined by researcher to be studied and the drawn conclusions. The object of this research was the 5th semester students of the Faculty of English, Pekalongan University.

The primary data was taken from google form questionnaire to collect the data. The secondary data was taken from the previous studies. The analyzing data of this study, the researcher use technique from (Sugiyono, 2014), they are data reduction, data display, conclusion and drawing verification.

3. Finding and Discussion

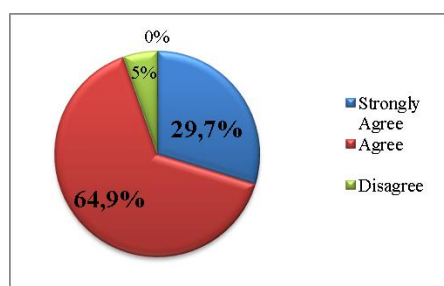
Finding

a. Questionnaire

Questionnaire is a list of question or statements given to participants. A questionnaire is a form used in a survey design in a study complete and return to the researcher. The questionnaire in this study was used to obtain data in the form of 5th semester students of the Faculty of English, Pekalongan University. The questionnaire used is a closed questionnaire, where the respondent only has to choose the answer that has been provided.

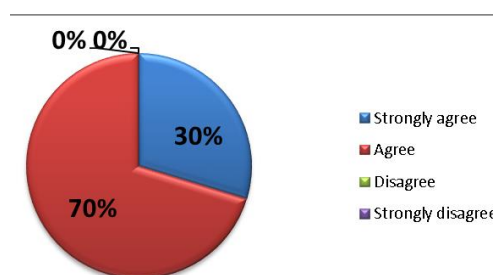
b. Display data

The researcher was gave 9 questions to the respondent wits 4 choice (Strongly Agree, Agree, Strongly Disagree, Disagree). There are the question and the result :



Picture 1. The Knowledge and Skills in Integrating ICT in ELT

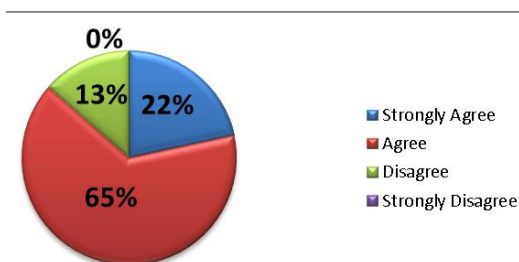
Based on picture 1 above, about the student confident to have the excellent knowledge and skills in integrating ICT in ELT. it shows 29,7% of 37 students that strongly agree that they feel confident that they have excellent knowledge and skills in integrating ICT in ELT. Then, 64,9% students agree and on the other side, 5% student disagree if they feel confident for having knowledge and skills in integrating ICT in ELT.



Picture 2. The Kinds of ICT Tools and Applications

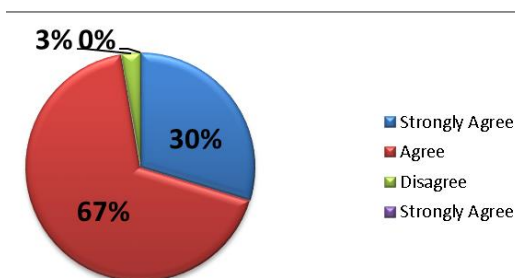
Based on diagram 4.2 above about the confidence of students teachers' to know the types of ICT tools and applications that can be used for their future

teaching. It shows 29,7% students that strongly agree that they feel confident to know the kinds of ICT tools and the applications. Then, 70,3% students agree.



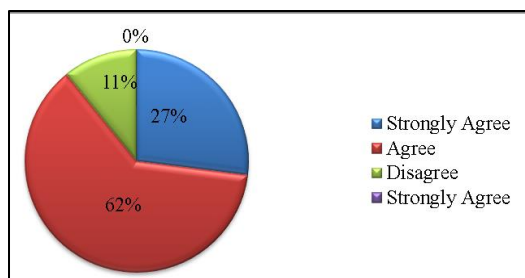
Picture 3. The Enough Experiences and Training on ICT in ELT

Based on picture 3 above about students teachers confident to have sufficient or enough experience and training on ICT in ELT. It shows 22% student strongly agree if they have the enough experience and training on ICT in ELT. Then, 65% students are agree and the other side 13% students are disagree.



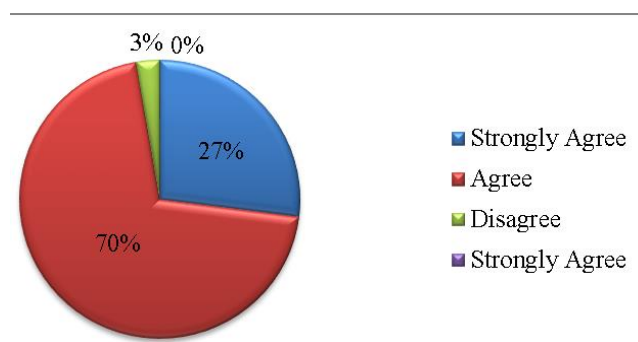
Picture 4. The Consistently Use ICT Tools and Application in In language Teaching

Based on picture 4 above about the students teachers' confident to consistently in using ICT tools and applications in their language teaching in the future. It shows 29,7% students strongly agree if they feel confident that can consistently used ICT tools and applications in their language teaching in the future. Then 67,6% students agree if they feel confident that can consistently used ICT tools and applications in their language teaching in the future. And the other side 2,7% students disagree and they feel not confident to use ICT tools and applications in their language teaching in the future.



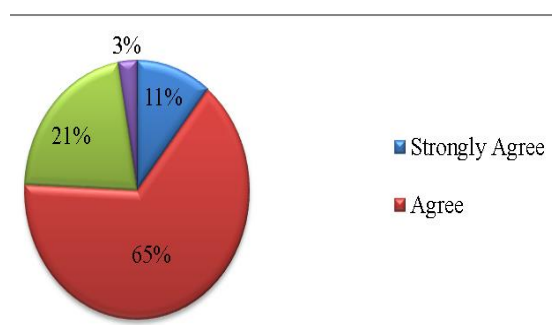
Picture 5. The Use of ICT Tools and Hardware for Teaching English

Based on the picture 5 above about the students teachers' confident to use ICT tools and hardware such as (computer, laptop, smartphone, LCD projector, interactive whiteboard, digital camera, robotic, appliances, virtual reality glasses) for teaching English. It shows 27% students strongly agree if they feel confident to use ICT tools and hardware for their teaching English. 62,2% students agree and the other side 10,8% students disagree and they feel not confident to use ICT tools and hardware for their teaching English.



Picture 6. The Use of ICT Application / Software to Support English Teaching Learning Activities

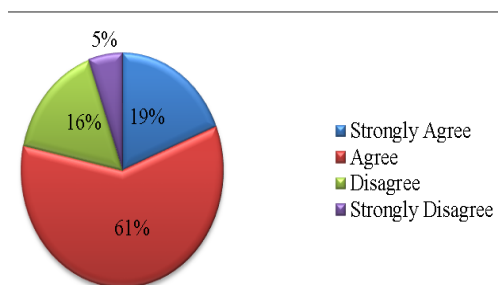
Based on picture 6 above about the students teachers' confident to use ICT application or software such as computer applications program internet, website, electronic resources, multimedia, online platform and ect to support English teaching learning activities. It shows 27% students strongly agree if they use ICT applications or software to support their English teaching learning activities. 70,3% students agree that they feel confident to use ICT application or software to support their English teaching learning activities. The other side 2,7% students disagree to use ICT applications or software to support their English teaching learning activities.



Picture 7. The Technical Problems Happen During the ICT Implementation in ELT

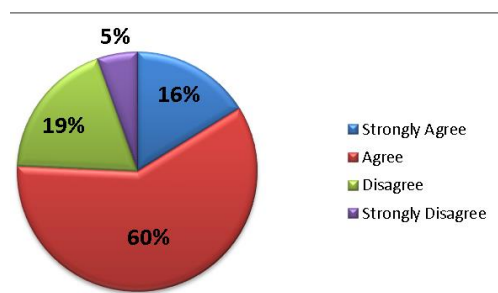
Based on picture 7 above about students teachers' confident that they can overcome technical problems happen during the ICT implementation in ELT. 10,8% students strongly agree if they can overcome technical problems happen during the ICT implementation in ELT. 64,9% students are agree, 21,6% students

disagree, and 2,7% students strongly disagree if they can overcome technical problems happen during the ICT implementation in ELT.



Picture 8. The Confident to Keep in Integrating ICT in Teaching Learning Experiences

Based on picture 8 above about students teaching learning experience even in they can keep integrating in their teaching learning experience even if they opposed by sceptical classmates or environmental. It show 18,9% students strongly agree if they can keep integrating ICT in their teaching learning experience.59,5% students are agree,16,2% students are disagree,and 16,2% students strongly disagree,they not confident that they can keep integrating in their teaching learning experience.



Picture 9. The Confident can Cope With System Constraints

Based on picture 9 above about students teachers' confident that they can cope with system constrains, such as budget cuts on technology facilities, and continue teaching effectively with ICT.it shows 16,2% students strongly agree if they feel confident can cope with system constraints,even there is a budget cuts on technology facilities so they still continue teaching effectively with ICT.59,5% students are agree,18,9% are disagree, and 5,4% students are strongly disagree that they can cope with system constraints.

Discussion

In this part, the researcher discussed about the result of the research about self-efficacy on integrating ICT in the classroom. That the result of this descriptive study are related to the answer to the formulation of problem statement which aim to find out whether EFL student teachers' have implemented self-efficacy in integrating ICT in the classroom and to explain how the implementation of EFL student teachers' in implementing self-efficacy in integrating ICT in the classroom

in 5th semester students of the Faculty of English, Pekalongan University. The data collection was carried out using close ended questionnaire.

Based on the data analysis, students self-efficacy in integrating ICT in the classroom were aware of their own self-efficacy. It was found based on the highest percentage influenced by mastery experience. Mastery experience is the most influential because it provides evidence for success. This factor refers to how people judge their own personality achievement within the special level. Student who have assessed themselves strategies in learning may have successful outcomes. Those who have successful outcomes develop a high sense of confidence about their abilities. On the other hand, student who have successful result may experience feelings of doubt and uncertainty. Mastery experience can be the most effective way to become self-efficacy reinforcement to people because they already have pre-existing knowledge (Bandura,1997).

4. Conclusion

Based on the findings and discussion, the researchers drew the following conclusion presented in accordance with the data that has been analyzed in the previous chapter.

- a. The student teachers had self-efficacy on integrating ICT in terms of student teachers' confident to have excellent knowledge and skills in integrating ICT in ELT, student teachers' confident to know kinds of ICT tools and application that can use in their teaching in the future, student teachers' confident that they have enough experiences and training on ICT in ELT, student teachers' confident that they can consistently use ICT tools and application in their language teaching in the future, student teachers' confident that they can use ICT tools and hardware, student teachers' confident that they can use ICT applications/software, student teachers confidence to overcome technical problems happen during the ICT implementation in ELT, student teachers' confident to keep integrating ICT in their teaching learning experiences, and student teachers' confident that they can cope with system constraints. This can be related to their learning experiences when they attend classes in college and when they practice in ICT in ELT courses.
- b. The student teachers' have self-efficacy and have knowledge of ICT integration. The student teachers' consider themselves to be knowledgeable about integrating ICT, which they gain through practice with ICT tools and application in the classroom. They not only understand the theory of ICT integration, but they can also apply in their teaching and learning process. Because ICT is useful in teaching and learning process. As a result, they will be able to use ICT in the classroom.

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