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IMPROVING STUDENTS' SELF EFFICACY
IN SPEAKING ENGLISH BY USING GROUP-PRESENTATION

Abstract. High level of self-efficacy is linked with good performance in language learning tasks in the various language domains and is considered an individual's belief about personal abilities achieved through practical performance. Consequently, this action research project aimed atidentifyingif the group presentation in English can improve students' self-efficacy in speaking English in the classroom. In this study, 20 female students of grade XI Madrasah Aliyah PSM Banaran had been chosen. The research was held in two cycles, and each cycle was divided into three meetings. 45 minutes were spent for each meeting. The data of this study were obtained through "English Self-Efficacy Scale" and in order to identify the learners' needs, interview questions were designed. After comparing the data of the English self-efficacy questionnaire, the findings showed that if the students worked frequently together with friends, even less active students could develop their self-efficacy and performed well in English without any anxiety. The group - presentation had great influence not only on students' self- efficacy, but also on their English language speaking fluency.
Keywords: self-efficacy, group presentation, and english speaking skill.

Introduction. The need of obtaining an effective teaching method for improving students' self-efficacy of most senior high school students in Indonesia is paramount for their performance in national exams. Their confidence in participating in the Olympiads and competitions are still delicate or feeble, they lack in self-efficacy and feel anxious during their performance. The students have not been trained to overcome their anxiety which include namely self-esteem, self-efficacy, self-regulation, peer-support and students' attitude (Arpentieva, 2018;Qudsyi and Putri, 2016). The ultimate goal of education is to help students to overcome those destructive feelings that commonly happen during their national exams, public performance, international-national Olympiads or competitions. However, there are very few teachers who care about the students' exact requirements (Qudsyi and Putri, 2016).

Among the characteristics stated above, self-efficacy is considered a primary necessity to be built within students' characters for enabling them to succeed in their school performances and school subjects (Cahill, 2013). It is a dynamic characteristic of the other elements that composes the self-system such as the ability to do the effort, the success one experiences in his or her work, motivations and self-regulation mechanisms (Lule, 2016). According to Bandura (1997 in Sampaio, Thomas & Font, 2012), it is individuals' beliefs about their own self-ability to perform in particular conditions by doing the required actions. Students' self-efficacy is considered as one of the essential aspects that needed to be achieved in their early ages or at their school times (Cahill, 2013) because a student with low self-efficacyhardlysucceeds in life nor in education (Arpentieva, 2016; Jansen, Scherer, &Schroeders, 2015). Students with high self-efficacy perform better in their exams, class assignments, even in their social lives than those who have low self-efficacy (Bilgin, Baek, &Park, 2015). An individual with low self-efficacy is likely to

get anxious, frustrated, and other negative feelings that distract him or her to step forward for achievements (Arpentieva, 2017, Qudsyi and Putri, 2016).

In Indonesian schools generally teachers never think about implementing effective teaching methods that might help students to improve their self-efficacy which is very essential for their success in national exams, academic performance and other related events (Qudsyi and Putri, 2016).

Such kinds of problems also happened at Madrasah Aliyah PSM Banaran School. The teachers of this school never tried to implement different strategies or methods to foster students' self-efficacy in their teaching learning practices. This information was gathered by one of the teacher-researchers during her teaching from 2014 to 2016 and the other researchers' formal observations to the school from February 9 to February 22, 2019. The researchers identified students' self-efficacy problems by giving them questionnaire and interviewed four students from the most active to the least active one. The results of the questionnaire and the interview indicated that students' self-efficacy indeed were low. The situation reflected that implementing effective methods in teaching and learning activities to improve students' self-efficacy were urgently needed.

To help students to tackle with the self-efficacy problem, the researchers looked through group presentation, which commonly was used to improve learners' public speaking skill, self-confidence, organizational skill, and message delivery skill (Educational Programs of Texas, 2015). Group work is widely considered as a valuable method in the improvement a range of communication and interpersonal skills which include self-confidence, self-efficacy, and self-esteem. Learners could get good experience and knowledge from their groups on how to care the tasks out in social environment and on how to handle them (Caizzi, Parish, Mackley, Arun, West, &Otunuga, 2018). Moreover, the researchers believe that working in a group can motivate the learners to build self-efficacy within themselves (DiBenedetto, &Schunk, 2018). Tasks of the world could not be solved by an individual, and individual could not be able to improve personal communicative and interpersonal skills without presence of another individual (Hargie, Dickson &Tourish, 2004). In addition, so far, related to the self-efficacy only few studies have been done in Indonesian context (Maulida, 2016). For that reasons, this study aimed to take an action to improve students' self-efficacy through group-presentation.

The definition of "group-presentation" is explained by Jenifer (2013) is that "group" is the process and "presentation" is the product. Good product is the result of good, intelligent process (Jenifer, 2013). Even though in group-presentation, "presentation" has a tendency to be more than "group", good arranged presentation cannot be built with absence of group discussions or with absence of particular people or supervisors, because group members' different opinion, ideas, experiences, and knowledge make the presentation strong and perfect (Jenifer, 2013). Good group-presentation is taking and sharing responsibility with any participants for making agreements to solve the problems (The University of Sheffield, et al.). Cooperation of several individuals in making the presentation will bring rich information for the particular audience (Jenifer, 2013). As Atayeva, Putro, Kassymova, Kosbay (2019) state when students read different sources and share among each other will help student to create good product. The definition and the function of group-presentation present that group-presentation has taken important part in developing individual's problem solving, communicative, and collaborative skills as well. For that reason, researchers believe that to take an action on this topic might be logical.

Method. This research was conducted using Classroom Action Research (CAR). According to Hermida (2001), Classroom Action Research is a method where researchers design appropriate activities to improve students' learning skill. In this study the researchers designed group-presentation to improve students' self-efficacy in English speaking. This research was conducted for eleventh graders in Madrasah Aliyah PSM Banaran, which is located in Kabupaten Magetan, Jawa Timur and it involved 20 female students as the subject for this study. They had been selected purposively. The instruments the researchers used were a non-scheduled interview and a self-efficacy questionnaire developed by Wang, Kim, Bong and Seon (2013). Kemmis&Mc. Taggart model was the instruction for designing this research (in Khamsiah&Rahayu, 2017). According to the model, the implementation of the classroom action research includes four main steps: a. identifying problems and planning the action; b. implementing the action; c. observing the action; d. reflecting the result of the observation.

a. In order to identify problems and plan the action, the researchers made a plan for the first cycle, then made lesson plan based on syllabus material. The main topic was "The song" / "Lagu".

b. The researchers gave training on making good effective group-presentation in English to implement the action by using power-point slidesand using one most popular English song as an example in the classroom. Gurbangeldiyewna&Hermayawati (2017), and Atayeva, Ciptaningrum, Hidayah, Kassymova, Dossayeva, &Akmal (2019) state that integrating technology in teaching and learning process will support and motivate the students to perform better than non-technology integrated one. It means that, technology involved learning is more engaging compare to non-technology involved learning. In addition, the researchers also showed and clarified what the students needed to do in the following meetingsas well.

c. The observation checklist had been designed before the action was observed. The researchers gave points for all individuals according to their performance. There were some weaknesses in the first attempt. For an example, some of the students were nervous and forgot their words during the presentation. Presentation slides were good enough and students brought good information related to the topic, however, they could not implement them well in English. Nevertheless, it was clear that they spent plenty of time to prepare together with their fellows. The students who could speak English well were confidently helped to their less confident fellows and did their best to be the best presenters. Some students found it interesting, even they used English falsely, each section of their group-presentation, they performed with good self-efficacy.

d. To reflect the result of the observation, after conducting the first cycle, the questionnaire on self-efficacy again was distributed to the students to categorize their self-efficacy in English communication.

Results. *Analysis of the 1st and the 2nd results of questionnaire.* The results were obtained through an English Self-Efficacy scale for English language learners developed by Wang, Kim, Bong &Seon (2013). The questionnaire was given before the first cycle, after the first cycle and after the second cycle. The first results of English self-efficacy questionnaire is explained in the following chart.
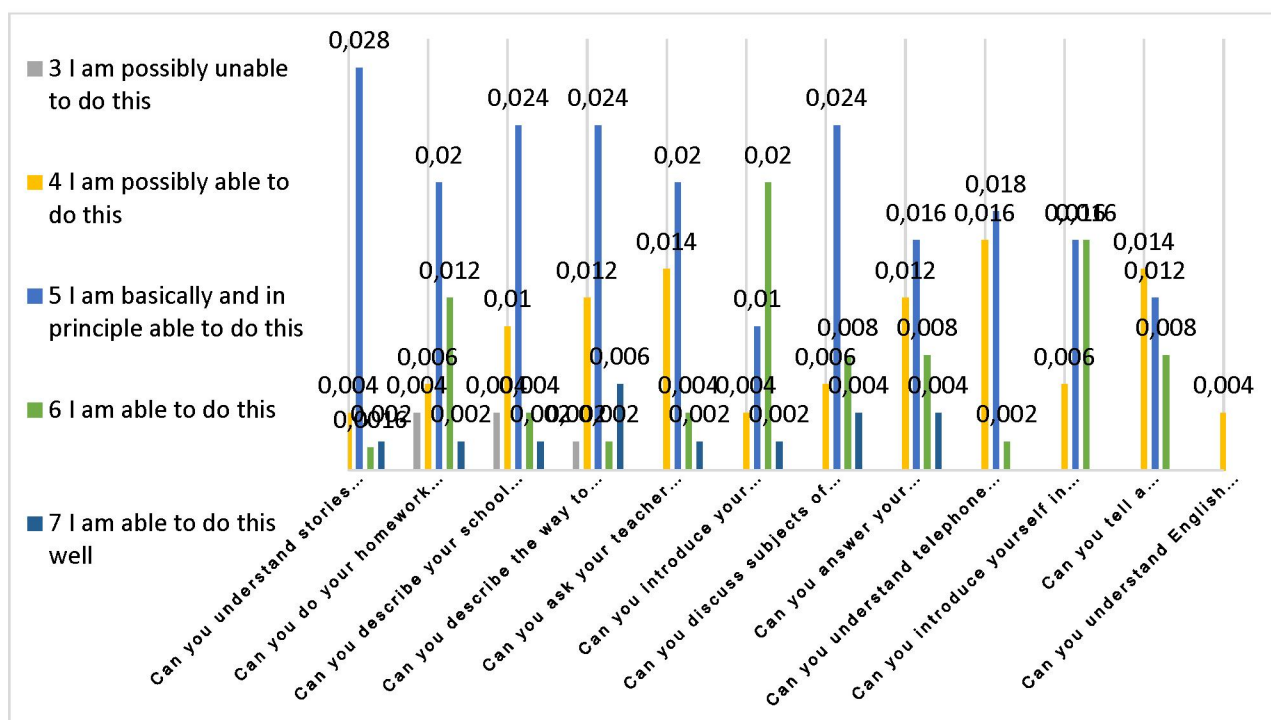

Figure 1 – Pre- Action Questionnaire Results of English Self-Efficacy

The result of the pre-action questionnaire English self-efficacy of the students showed that, their self-efficacy was still below. It can be seen from their response to the questionnaire, for an example: the majority of the students answered for the first question (Can you understand stories told in English?).It means that they were basically and in principle were able to do this or only few 0,16% out of 4% answered "I am able to do this" and there was no student who answered "I am able to do this well". Almost same results were detected with question number three, four, five, seven and twelve. There were two students in some aspects were confident enough to answer that they are able to do the given tasks

well, for an example: these two students did nothave any difficulty in describing things, places, introducing people, giving directions, asking questions to their teachers, discussing subjects and perform in English language.The majority of the students admitted that they could do the task "basically or possibly". There were two students who found the English as an anxious subject. For question number two (Can you do your homework alone when they include reading English texts?), Eight (Can you answer your teacher's questions in English?), Nine (Can you understand telephone numbers spoken in English?) And eleven (Can you tell a story/present/perform in English?) They answered "I am possibly unable to do this".

After analyzing the pre-action English self-efficacy questionnaire results, the researchers modified the English teacher's lesson plan and applied group-presentation as the teaching method to help learners to improve their self-efficacy. The researchers after completing their first cycle, for a second time distributed the same questionnaire to the students. The second result was much better compare to the previous one. The second result which is displayed on the clustered chart below showed that some students were already confident enough to answer the questions (number three, four, five, six, seven, ten, eleven, and twelve). They responded, "I'm able to do the tasks using English". The majority of the students answered the questions that they are "basically and in principle able to do the tasks", or questions from one to five, seven to nine, and the result of question number twelve showed the highest percentage compare to another question results.However, in this time the amount students who answered "I'm basically and in principle able to do the tasks", "I'm able to do the tasks" and "I'm able to do the tasks well" were much higher compare to the previous questionnaire answers.
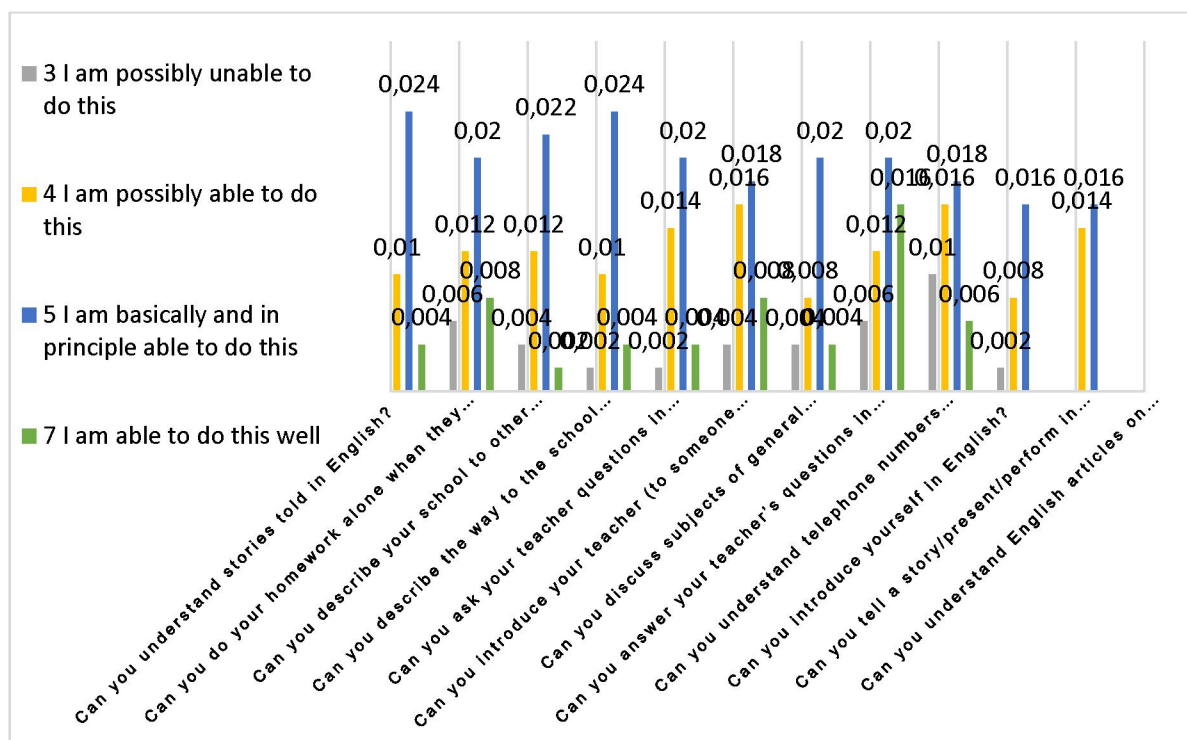

Figure 2 – Questionnaire Results of English Self-Efficacy. (After the 1st cycle)

After the researchers had conducted the first cycle, beside questionnaire answers, they analyzed the checklists one by one to clarify information on students' weaknesses and strengths. Some students were still nervous, and forgot their words during the presentation. Presentation slides were good enough and students brought good information related to the topic. However, they could not implement them well in English. Nevertheless, it was clear that they spent plenty of time to prepare together. Students with good English and confidence helped to their less confident fellows and did their best to be the best group in the classroom. Some students found it interesting, even they used English falsely, each section of their group-presentation, they performed with good self-efficacy.

Analysis of the 3rd result of questionnaire. The second cycle was also conducted as the first cycle. The researchers spent three meetings, and each meeting was conducted 1x45 minutes. Then, researchers followed the procedure of classroom action research, like they did in the previous cycle. The results of the third questionnaire showed that, students already achieved the expected values. In the last questionnaire, there almost didn't have any student who answered "I'm possibly unable to do the task", which means even the less active student confidently responded that she could do the given tasks using English. It can be seen also in the following graphic.
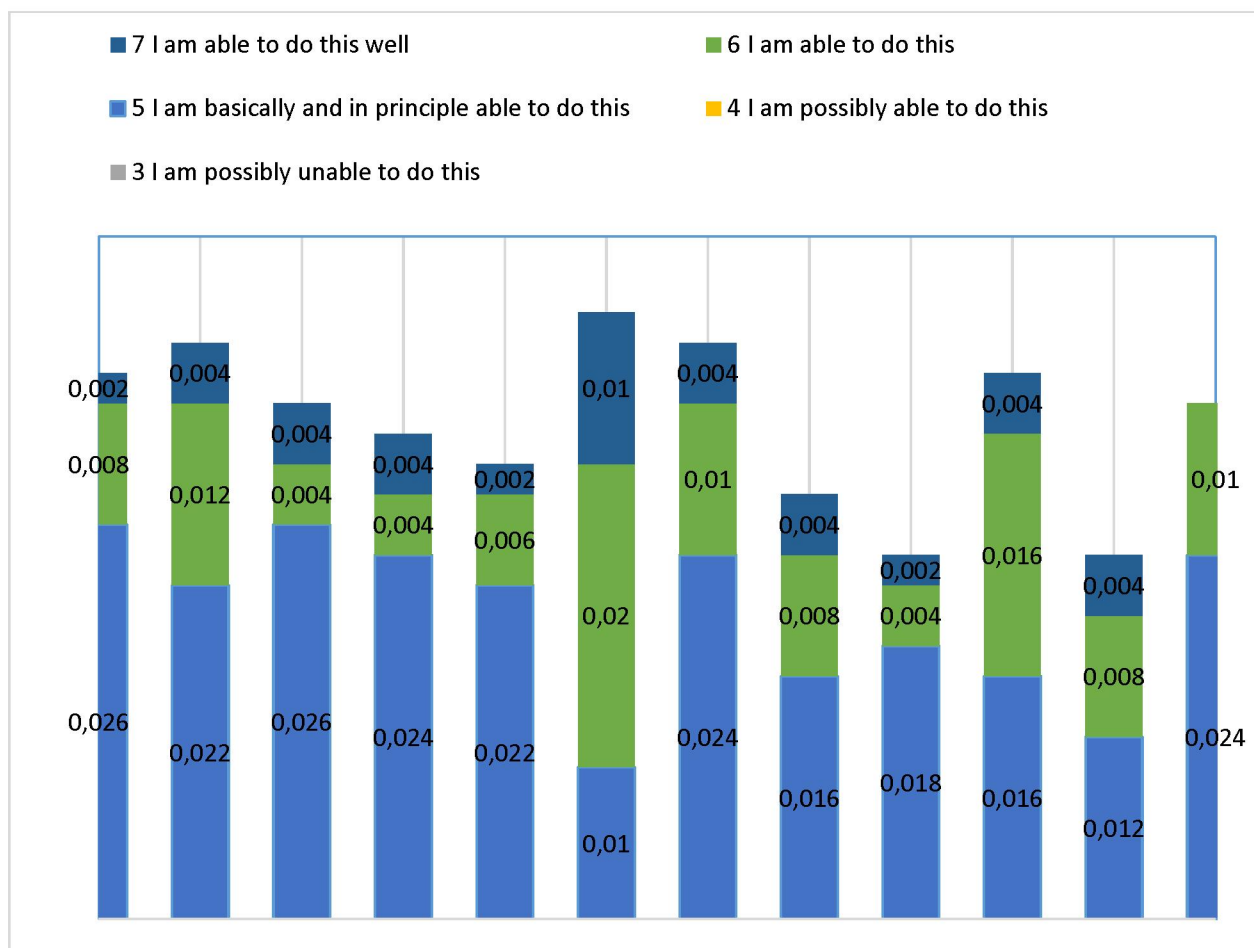

Figure 3 – Questionnaire Results of English Self-Efficacy. (After the 2nd cycle)

The cluster chart above presents that 5 students out of 20 (or 1% out of 4%), for the question number six, answered "I'm able to do the tasks well". Two students (0.40% out of 4%) almost for all questions responded that they are "able to do tasks using English well". The majority of the students still responded that they are "basically and in principle able to do the tasks". However, the amount of the students who responded to the questions "I'm basically and in principle able to do this task" and "I'm able to do this task" increased again compared to the second questionnaire results (see figures 2, 3). In addition, the result of the third questionnaire displays that there doesn't have any student who responded "I am totally unable to do this", "I am unable to do this", or "I am possibly unable to do this". Overall, the result of the third questionnaire compared to the first and second ones, showed that almost all of the students achieved the expected results.

Findings. At the beginning of the study the students' self-efficacy was still low. It can be seen from their response shown in the first chart (see figure 1). The total number of the questions were twelve. The high number of the students answered for the first question that they were "basically and in principle able to do the tasks", and only few 0.16% out of 4% answered "I am able to do this". The responses of the question number three, four, five, seven and twelve displayed almost the same results. There are even

detected a few students who answered "I'm possibly unable to do the tasks using English". These students found the English as an anxious subject. For example, for question number two, eight, nine, and eleven, they answered "I am possibly unable to do this". However, there wasn't any student who responded "I'm unable to do the tasks using English" or "I'm totally unable to do the tasks using English", and there wasn't also any student who answered to the questions from one to twelve that they are "able to do the tasks in English well". The majority of the students only responded that they could do the tasks using English "basically and possibly".

Subsequently, the researchers analyzed the pre-action English self-efficacy questionnaire results, then they started modifying the English teacher's lesson plan and applied group-presentation as the teaching method with the intention to improve students' self-efficacy, and after that they started conducting the first cycle. The researchers after completing their first cycle, for the second time distributed the same questionnaire to the students. The second results were much better compared to the previous one. The second result showed that students have already been confident enough to answer for particular questions with "I'm able to do the tasks using English" (see figure 2). Even though the majority of the students still responded to the questions that they are "basically and in principle able to do the tasks using English", in this time, a number of them were much higher compared to the previous responses. Also, it was clear that they spent plenty of time to prepare together and practice with their fellows because their performances illustrated that they had divided their time, speech words, and power-point slides equally, which were indeed necessary to deliver an effective presentation.

The results of the third questionnaire showed that, students already achieved the expected values (see Figure 3). In the last questionnaire, there wasn't any student who answered "I'm possibly unable to do the task", which means even the less active students confidently responded that they could do the given tasks. Related to the findings above, group-presentation as a strategy has brought different results on students' self- efficacy in speaking foreign or the English language.

Discussion. The purpose of this research was to help learners to build self-efficacy while they are speaking English or any other foreign language. In this research, the researcher used three instruments: questionnaire, interview, and observation checklist to get the data. The instrument which researcher used to measure self-efficacy of learners', based on Wang, Kim, Bong and Seon's (2013) "self-efficacy in English language" questionnaire, and it was given before and after conducting the cycles. This research was held in 2 cycles and for 3x2 meetings, to investigate how far using group-presentation as a strategy could be better to improve learners' self-efficacy in speaking the second language. The action research was used to solve the existing problem or a self-efficacy problem of the students while performing and dealing with English speaking. The purpose of the classroom action research was to help learners to overcome the anxiety faced in English subject especially with speaking skill. The researchers believed that students might improve their self-efficacy if they work in groups and perform tasks together with friends in front of the class very often.

The data on students' self-efficacy was obtained through questionnaire. The purpose of giving questionnaire was to know if the students got some significant improvement in their self-efficacy to speak English after they performed group-presentation for several times in the classroom. Group and individual presentations are used to improve learners' public speaking skills, self-confidence, organizational skill, and ability to successfully deliver a message (Educational Programs of Texas, 2015). In this study the group-presentation used to improve students' self-efficacy.

Related to the findings above, group-presentation as a strategy has brought different results on students' self-efficacy in speaking the English language. The result of the third questionnaire compared to the first and second one, showed that almost all of the students achieved the expected results. So, it can be concluded that, if the students work frequently together with friends, even less active students could develop their self-efficacy and perform in English without any anxiety. The group - presentation had great influence on students' self- efficacy and on their English language speaking fluency.

The researchers do aware that in order to improve students' self-efficacy, students are needed different methods and strategies in their learning activities. It was obvious that students did very less practice in their English speaking subject which made them less confident and enable them to perform well (especially in English). Therefore, the teacher should begin implementing different and new methods in their English language teaching and learning practices which is very necessary to foster students' not only the self-efficacy but also other interconnected skills.

Conclusion. Self-efficacy is considered an individual's belief about his or her abilities achieved through practical performance (Bandura a 1997, Pajares 2007, in Phakiti, Hirsh & Woodrow, 2013). This action research project was aimed to identify if the group presentation in English classroom can improve students' English self-efficacy. In this study, 20 students of grade XI Madrasah Aliyah PSM Banaran had been chosen as the sample. The research was held in two cycles. The data of this study were obtained through "English Self-Efficacy Scale" developed by Wang, Kim, Bong and Seon (2013). The findings showed that, if the students work frequently together with friends, even less active students could develop their self-efficacy and perform in English without any anxiety. The group - presentation had great influence on students' self- efficacy and on their English language speaking fluency.

Recommendation. Based on the results and findings, the researchers would like to give suggestions for the English teachers, relevant researchers and learners. Those are as followings;

English teachers. English subject should be fun. Classroom atmosphere should support to make learners feel comfortable. Teachers are suggested to be creative and innovative in designing lesson material in order to improve not only English language skills, but also learners' self-efficacy which is very essential for students' success in performing the subjects.

Language learners. Students are suggested to be more active. They need to broaden their knowledge frequently by working cooperatively. Cooperative work brings a new idea, new knowledge, and new experience. They will start to be aware of themselves by working and learning together. People who aware of themselves, frequently improve themselves to be the better person.Self-awareness, self-esteem, and self-confidence form the self-efficacy (Neill, 2005). Therefore, to build good self-efficacy students need to seek for new experience, knowledge, idea and etc. They don't have to feel shy when they communicate in a foreign language.

Future researchers. The adapted questionnaire might not be in complete form yet, it can be still changed. Also, using group-presentation as a strategy, and instruments to measure the results, might not give the same result in other studies. Thus are only being relevant to the eleventh grade students of Madrasah Aliyah PSM Banaran, Yogyakarta in 2018-2019 Academic Year.

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СТУДЕНТТЕРДІҢ АҒЫЛШЫН ТІЛІНДЕ СӨЙЛЕУДЕ НӘТИЖЕЛІ БОЛУЫН ТОПТЫҚ ПРЕЗЕНТАЦИЯНЫ ҚОЛДАНА ОТЫРЫП ЖАҚСАРТУ

Аннотация. Нәтижеліліктің жоғары деңгейі әртүрлітілдік оқу тапсырмаларын жақсы орындауға байланысты және жеке адамның өзінің жеке қабілеттерінтәжірибе арқылы қол жеткізгендігіне қатысты сенімі болып табылады. Осылайша, осы зерттеу жобасы ағылшын тіліндегі аудиторияда топтық презентация жасау оқушылардың ағылшын тілінде сөйлеу сабағында нәтижелілікке қол жеткізенемесе керісінше жеткізе алмайтындығын анықтауға бағытталған. Бұл зерттеуде Madrasah Aliyah PSM Banaran School медресесінің ХІсынып студенттері – 20 (жиырма) қыз бала таңдап алынды. Зерттеу екі циклде жүргізілді және әр цикл үш кездесуге бөлінді. Әр кездесуге 45 минут уақыт бөлінді. Зерттеудің деректері «Ағылшын тіліндегі нәтижелілікті бағалаудың шкаласы» арқылыжәне оқушылардың қажеттіліктерін анықтау мен мұқтаждықтарын талдау үшін әзірленген сұхбат сұрақтарыарқылы алынды. Ағылшын тілін меңгеру сауалнамаларын салыстырғаннан кейін, қорытындылар көрсеткендей, егер студенттер достарымен бірге жиі жұмыс жүргізсе, белсенділігі төменоқушылардыңөздеріде нәтижелері арттыра алатындықтары және ағылшын тілінде ешқандай алаңдаусыз сөйлесе алатындықтары байқалды. Топтықпрезентация студенттердің нәтижелі болуларына ғана емес, сонымен қатар олардың ағылшын тілінде сөйлеу қабілеттеріне де үлкен әсер етті.

Түйін сөздер: өзіндік нәтижелілік, топтық презентация, ағылшын тілін меңгеру дағдылары.

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ПОВЫШЕНИЕ САМОЭФФЕКТИВНОСТИ СТУДЕНТОВ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ МЕТОДА ГРУППОВЫХ ПРЕЗЕНТАЦИЙ

Аннотация. Высокий уровень самоэффективности связан с внешней эффективностью в выполнении разнотипных заданий по изучению английского языка. Человек развивает самоэфэективность и свои языковые и иные способности, если они подтверждены опытом успешной практической работы. Поэтому представляемый этот исследовательский проект был направлен на то, чтобы определить, способна ли групповая презентация в классе английского языка улучшить самооценку своих знаний и умений в сфере английского языка у студентов, обучающихся разговорному английскому. В этом исследовании в качестве предмета были выбраны 20 учениц одного из билингвального медресе (исламской школы-интерната) в Банарансе (Индонезия). Исследование проводилось в два цикла, и каждый цикл был разделен на три встречи: на каждую встречу было потрачено 45 минут. Данные этого исследования оценивались по «английской шкале самоэффективности». Для оценки потребностей и способностей учащихся также было разработано специальное интервью. В результате сравнения данных, полученных в ходе применения английских вопросников самоэффективности, выявлено, что, если ученики часто работают вместе, то даже наименее активные из них повышают свою самоэффективность и могут говорить и делать презентации на английском языке без какого-либо беспокойства и неуверенности. Групповая презентация оказала сильное положительное влияние не только на самоэффективность студентов, но и на их свободное владение английским языком.

Ключевые слова: самоэффективность, групповая презентация и знание английского языка.

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