

Investigating Students' Self-Efficacy on the Use of Oral Peer Feedback in Speaking Subject

Ratih

Universitas Galuh Ciamis, Indonesia
Ratihahmad17@gmail.com

Andi Rustandi

Universitas Galuh Ciamis, Indonesia
andirustandi@gmail.com

R. Bunga Febriani

Universitas Galuh Ciamis, Indonesia
bunga.febriani@gmail.com

Abstract

The study attempted to investigate students' self-efficacy on the use of oral peer feedback in speaking subject. Afterward, The researcher used a questionnaire to find out the level of student self-efficacy in giving oral peer feedback and the interview to find out how students with high and low self-efficacy give their oral peer feedback. This study employed qualitative strategies by using case study. The participants were 25 students who had used oral peer feedback in their speaking subject. The findings revealed that the students' self-efficacy played such a big role in giving oral peer feedback in speaking subject. Their beliefs influence the process of achieving their goals and their performance as well. Furthermore, students with high self-efficacy tend to believe that they can handle any situation that they face effectively, use certain strategies, and learn from their experiences. Although, the students with low self-efficacy did not have certain strategies to face their performance which lead them into failure. Thus, the failure caused them to feel anxiety, sad, apathetic and worried all the time. Based on the findings self-efficacy has a great effect on the students' achievement and performance in giving oral peer feedback in speaking subject and even the other courses.

Keywords: *Self-Efficacy, Oral Peer Feedback, Speaking Skill*

A. Introduction

Speaking is a process in giving and receiving information and it must be an active process (syafryadin, 2020; Noermanzah, et al. 2020; Diani, et al. 2019; Syafryadin, et al. 2019; Noermanzah et al, 2018). To improve student speaking ability, some teachers use oral peer feedback in making students more active and enthusiastic in speaking activity optimally (Noermanzah, 2017). Besides, "the teacher argued that the use of oral peer feedback was one of the ways for minimizing students' errors because the students were demanded to give corrections toward students' errors in pronouncing the words.

The students were more felt comfortable when they assessed by their friends. Therefore, they will enhance their skill by the corrections given by the other students in oral peer feedback”. (Kintamani, et al., 2018; Syafryadin, et al. 2020). Peer feedback can be defined as “a communication process through which learners sent into dialogues. That means feedback is a strategy that can be used to evaluate the performance did by the student, in oral related to performance and standards”. (Lui & Carless, 2006, p. 280). Therefore, it is very important in using oral peer feedback to increase student engagement in speaking subject.

On the other hand, Based on the researcher’s experience the researcher found that the English ability of some students was not good enough in assessing their friends’ performances. Besides, few students are lack of vocabulary and grammatical understanding related to their friends’ topic. The researcher found that some students who had good ability in speaking were nervous, did some strange actions, did not have any idea to say, and mostly felt anxiety. Although they knew that they could do that and had enough ability, they were still lack of confidence while giving their friends oral feedback.

However, based on the story that the researcher had told, it was related to the belief of doing something or known as self-efficacy. Albert Bandura (1997) argues that self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. Their experiences also influence their views about how well their selves in a particular task. It obvious that self-efficacy plays an important role in giving oral peer feedback.

In this research, the researcher focuses on investigating student’ self-efficacy on the use of oral peer feedback in speaking subject. She chose it based on the research done by Paradewari (2017), “investigating students’ self-efficacy of public speaking”. The second, Maryam et, al. (2019), “EFL Learners’ perceptions towards their self-efficacy in learning public speaking.”

The similarity with previous studies were focused on student self-efficacy in speaking subject. Differences were the researcher go more deeply into a specific speaking subject that uses oral peer feedback in its learning activity. Thereby, based on the above reasons, the researcher was interested in conducting a research that focuses on student’ self-efficacy on the use of oral peer feedback in speaking subject. The

researcher took the fourth year student one of private university in Ciamis. Because the researcher realizes they had used oral peer feedback in speaking subject.

B. Methodology

The purposes of the study were to find out student' self-efficacy and how student with high and low self-efficacy give their oral peer feedback. Thus, a qualitative approach especially case study was applied in this study. Qualitative approach emphasizes on describing in-depth and detail of a particular activity, situation, field, behaviour of people and field (Fraenkel and Wallen, 2007, p. 422). Qualitative research means building the data analysis and tend to analyze and interpret of processes the data to know what their participants do in this study. According to Creswell (2012, p. 617), case study is an in-depth exploration of a bounded system such as activity, event, process, individual, social group based on extensive data collection. The researcher focused on describing the data collection from the instrument including interview and questionnaire. The researcher chose the fourth year students of English department who had used oral peer feedback in their speaking subject.

C. Results and Discussion

1. Results

Based on the data from questionnaire online due to Covid-19, the researcher found that almost of the students has high self-efficacy. To emphasize, the researcher presented the frequency of students' self-efficacy in giving oral peer feedback in speaking subject. Its percentage from each statement could be seen in the following table.

Table. The Percentage of Student Self-Efficacy

No.	Statements	SA	A	N	D	SD
Students' self-efficacy to achieve goals in giving oral peer feedback						
1.	I believe I can accomplish my goal successfully in giving oral peer feedback.	12%	76%	8%	4%	
2	I believe I can handle any situation in giving my peer oral feedback.	6%	64%	20%	8%	
3	I believe in my ability to do well in giving oral feedback.	8%	64%	24%	4%	
Students' self-efficacy in giving oral peer feedback						
4	I can handle my nervousness in giving	4%	28%	44%	24%	

	oral feedback.				
5	Knowing that I will give my peer oral feedback does not make me nervous.	4%	32%	20%	4%
6	I believe I can do well although my friends fail.	4%	40%	40%	12%
7	I will feel more confident if my classmates tell me that I can give oral feedback.	24%	60%	16%	
8	I will feel more confident if my lecturer tells me that I can give oral feedback.	24%	60%	16%	
9	I do not give up easily by giving oral feedback.	12%	56%	32%	
10	I am not worried about making mistakes in giving oral feedback.	4%	32%	8%	52%
Students' self-efficacy based on experiences in giving oral peer feedback					
11	I am still confident although I fail in my previous oral feedback performance.		28%	28%	44%
12	I become more confident if I succeed in my previous oral feedback performance.	44%	44%	4%	8%
Students' self-efficacy based on their strategies in giving oral peer feedback					
13	I believe in the strategies I use to give my peer feedback orally.		60%	36%	4%
14	I have certain strategies to control my body movement while giving feedback.	12%	36%	48%	4%
15	I have certain strategies to deliver my oral feedback to my peer.	4%	52%	36%	8%

Firstly, based on the data from the tables in order to answer the research question on to what level student self-efficacy in giving oral peer feedback, the researcher concluded that the majority of the students have high self-efficacy in giving oral peer feedback. In this case, the researcher found out that most of the students believed that they could achieve their goals and having certain strategies in giving oral peer feedback. Although, some students were not sure can handle their nervousness and felt worried about giving oral peer feedback. the researcher also found out that some students felt their confidence decreased when they failed in their previous performance and students become more confident if they succeed in their previous oral peer feedback. However, a complement from lecturer and friend can encourage their confidence in giving oral peer feedback

Secondly, based on the data from interview, the researcher found out that student with high self-efficacy had positive opinions about self-efficacy. Most of the students with high self-efficacy stated that they still enjoyed giving feedback in speaking subject. Although they felt a little bit nervous sometimes they tend to hide it all and believe in

their ability. student with high self-efficacy also have certain strategy such as asking about their friend' topic in advance, reading a dictionary to memorize more new vocabulary, learning grammar, pronunciation practice and making mind maps regarding the aspects they want to assess. Whenever, student with high self-efficacy felt blank while giving oral peer feedback they would try to be braver, relax and stopping for a moment to improved their thought so they can deliver their feedback. They also had a good body movement in gaining their self-confidence while giving oral feedback in the speaking subject.

In short, it could be seen that self-efficacy plays the important role in giving peer feedback in speaking subject. It is obvious that student with high self-efficacy gave better performance in giving oral peer feedback in speaking subject.

2. Discussion

The research results revealed that the students' self-efficacy played such a big role in giving oral peer feedback in speaking subject. Their beliefs influence the process in achieving their goals and their performance as well. Rosaria (2017) stated that self-efficacy can affect motivation and behaviour in performing something. All participants had different result in this research. It was different because they had different goals, feeling, experiences and strategies. Most of the students had high self-efficacy in particular aspects, such as achieving their goals, handling any situation while performing the speech, thinking positively, and believing their abilities to give oral peer feedback well.

Besides, there were many things that made the students were not sure enough in giving oral peer feedback. It might be depended on the situation, some student had not enough knowledge to assess their peer so lecturer must also keep much attention to a students. Emma et.al (2013) said that "it has been suggested that teachers should be sensitive to students' attitudes to language, particularly to error correction although it might be argued that learners' preference may not be what is actually best for acquisition." Moreover, student with low self-efficacy also were not sure enough that they still had confidence if they failed in the previous performance or after seeing that their friends failed. Then, they were not sure that they would not be nervous when they knew that they would have to give oral peer feedback. Most of them felt anxiety when

they knew their turn to give oral peer feedback. Furthermore, Rachmawati et al. (2018) report that it negatively influences the adaptation to the learning atmosphere of students and their achievement. However, compliment from lecturer and friend can rose their confident again.

In addition, Their performance in giving oral peer feedback were affected by their own self-efficacy, Bandura (1995) argued that there are four major sources of self-efficacy; mastery experiences, vicarious experiences, social persuasion, and positive emotional states. The resulted revealed that every student had different sources in building self-efficacy. Some student had already had positive emotion state while the other had not. Furthermore, this research found that they still lack of vicarious experiences and still could not master their experience. However, Student must aware of four major resources to build high self-efficacy.

Secondly, the researcher discussed the result of the research based on the data from interview. The researcher has interviewed and gained the data from the structured interview to know how student with high and low self-efficacy give their peer feedback in speaking subject. In this section, there were two categories of student; they were three students with high self-efficacy and three students with low self-efficacy. A student with a higher level of self-efficacy achieved better scores than learners with lower levels of self-efficacy regardless of their real ability (Lent et al, 1984). Nevertheless, that statement was slightly irrelevant if compared with the effort that students did, sometimes the students with low self-efficacy did what students high self-efficacy did, however the result was different. Furthermore, student with high self-efficacy tent to believe that they can handle any situation that they face effectively, use certain strategies and learn from their experiences. They applied their strategies, especially to manage their feedback production, control the body movement in giving feedback. As Lelita (2016) states that, in terms of action, self-efficacy can determine their efforts, persistence, and control. Student with high self-efficacy also revealed such as more confident, less nervous, dare to speak using English and so on.

Furthermore, student with low self-efficacy also belief about their abilities but they did not have certain strategies to face their performance which lead the student into failure. Thus, the failure caused them to feel anxiety, sad, apathetic, and worried all the time. Student with low self-efficacy cannot handle their nervousness and tend to think

about their weakness, how difficult the task is, and the consequences of their failure would make them needing more time to recover their feeling after experiencing failure. Conger and Kanugo (1988) argued that emotional arousal states was the result from stress, fear, and anxiety, depression, and so forth, both on and off the job, can lower self-efficacy expectations. It was all not good for their physiological state and make the student had lower self-efficacy.

D. Conclusion and Suggestion

Referring to the research question of the present study, it concludes that self-efficacy plays the main role in giving oral peer feedback in speaking subject. It can make students' performance better and improve their achievement. Most of the students have high self-efficacy in giving oral peer feedback in speaking subjects. They assume that self-efficacy gives a big influence on their performances. Their self-efficacy helps them to achieve their goals, succeed in every performance, handle any situation while giving oral peer feedback, apply their strategies to deliver good feedback, and also control their nervousness. Thus, the students can overcome their difficulties in giving oral peer feedback in speaking subject.

Furthermore, the student with high self-efficacy can determine their efforts, persistence, and control in any situation that they face. On the other hand, the student with low self-efficacy cannot handle their nervousness and tend to think about their weakness. Furthermore, this study suggests to the next researchers who are concerned with such a kind of study, the researchers are recommend that hopefully in the future, other researchers are more experts in generalizing and updating this study. Furthermore, this study is also hoped to give advantages for English teaching and learning proces.

References

- Anggraeny, D., Said, I., & Febriani, B. (2020). The efl students' perception of their foreign language anxiety in speaking class. *Jurnal Wahana Pendidikan*, 7(1), 56-57.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory*. Englewood Cliffs: Prentice-Hall.
- Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York: W.H. Freeman.

- Brinkmann, S. (2013). *Qualitative interviewing*. United States of America: Oxford University Press.
- Chowdhury, S., Endres, M., & Lanis, T. W. (2002). Preparing students for success in teamwork environment: the importance of building confidence. *Journal of Managerial Issues*, 14(3), 346-359.
- Conger, J. A. & Kanugo, R. K. (1988). The Empowerment process: Integrating theory and practice. *Academy of Management Review*, 13 (2), 471-182.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage Publications, Inc.
- Denzin, N.K., & Lincoln, Y.S.(2005). *Introduction: The discipline and practice of qualitative research (2nd ed.)*. Thousand Oaks, CA: Sage.
- Diani, I., Yunita, W., & Syafradin, S. (2019). Interferensi bahasa Indonesia terhadap kemampuan berbicara bahasa Inggris mahasiswa Universitas Bengkulu. In Seminar Nasional Pendidikan Bahasa dan Sastra (pp. 164-173).
- Kintamani, K., Kurnia, A.D., & Faridah, Didih. (2018). The use of oral peer feedback to minimize the students' errors in pronouncing english consonant sounds /p/, /f/ and /v/ in reading aloud. *Journal of Applied Linguistics and Literacy*, 3(1), 22-23.
- Lelita, Y. V. (2016). A study on students' learning strategies and self-efficacy in speaking 1 class in ELESP of Sanata Dharma University. *Journal of Language and Literature*, 19(1), 61-63.
- Maryam, S.I., Kurnia, A.D., & Febriani, B. (2019). Efl Learners' Perceptions Towards their Self-Efficacy in Learning Public Speaking Course, *Journal of English Education and Teaching*, 3(3), 377-391.
- Mbato, C. L. (2013). *Facilitating EFL learners' self-regulation in reading: implementing a metacognitive approach in an Indonesian higher education context*. Lismore, NSW: Southern Cross University.
- Noermanzah, Emzir, & Lustyantie, N. (2018). President Joko Widodo's rhetorical technique of arguing in the presidential speeches of the reform era. *International Journal of Applied Linguistics and English Literature*, 7(5), 119. doi:10.7575/aiac.ijalel.v.7n.5p.117
- Noermanzah, N. (2017). Struktur kalimat tunggal bahasa Sindang di Kota Lubuklinggau dan Pengaruhnya dalam Pembelajaran Bahasa Indonesia. *AKSIS: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(1), 2. doi:10.21009/aksis.010101
- Noermanzah, N., Syafradin, S., Castrena, O. W., & Abid, S. (2020). Rhetoric Structure of the Master of Ceremony and the Function of the Akikah Event in Lubuklinggau City. *Journal of English Education and Teaching*, 4(2), 232-247.

- Paradewari, S. D. (2016). Investigating students' self-efficacy of public speaking. *Journal of Language and Literature*, 5(10), 97-102.
- Rachmawati, E., Faridah, D., & Almira, D. (2018). EFL male and female students' perception on speaking anxiety in class-oral presentations. *Journal of Applied Linguistics and Literacy*, 2(2), 57-58.
- Smith, S. M. (2002). Using the social cognitive model to explain vocational interest in information technology. *Information Technology, Learning, and Performance Journal*, 20(1), 1-9.
- Syafryadin, Dian, E. C. Wardhana., Eka Apriani., & Noermanzah. (2020). Maxim Variation, Conventional, and Particularized Implicature on Students' Conversation. *International Journal of Scientific and Technology Research*, 9(2) <https://doi.org/10.31219/osf.io/cza8y>.
- Syafryadin, H., & Salniwati, A. R. A. P. (2019). Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres. *International Journal of Recent Technology and Engineering*, 8(4), 3147-3151.
- Syafryadin, S. (2020). Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools. *Vision: Journal for Language and Foreign Language Learning*, 9(1), 34-47. doi:<http://dx.doi.org/10.21580/vjv9i14791>
- Syafryadin, S., Martina, F., Salniwati. (2020). Compensation strategies in speaking activities for non-English department students: poor and competent speakers. *Journal of English Education Society*. 5(2). 7-14.
- Wood, R. & Bandura, A. (1989). Social cognitive theory of organizational management. *Academy of Management Review*, 14(3), 361-384.