

**SELF-EFFICACY OF EFL STUDENTS DURING THE EMERGENT
TRANSITION FROM ONLINE TO OFFLINE LEARNING**



THESIS

**Submitted to English Language Education Study Program as Partial
Fulfilment of the Requirement for the S.Pd Degree**

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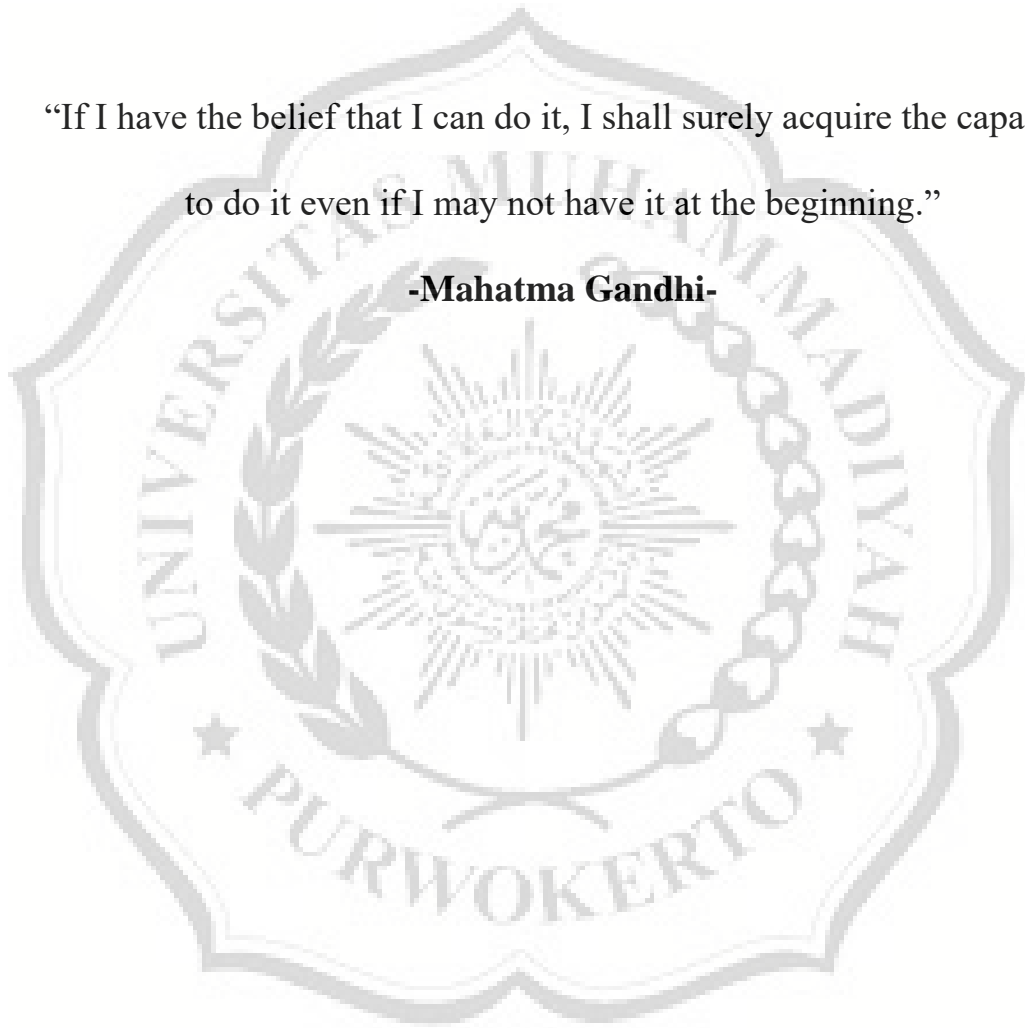


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MOTTO

“If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.”

-Mahatma Gandhi-



DEDICATION



In the name of Allah the Beneficent and Merciful, this final project is dedicated to:

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Purwokerto, 04 August 2022



Desi Rahmawati

ABSTRACT

The aims of this research were to find out the level of EFL students' self-efficacy dimensions and the level of EFL students' self-efficacy during the transition situation from online to offline learning in general. This research was conducted in a junior high school in Banyumas in academic year 2021/2022. This research used quantitative method. Cluster random sampling was used as the technique for selecting the sample. The sample of this research was 131 students of class 7 and 8. The researcher used two techniques to obtain the data, questionnaire and interview. The questionnaire was used to gain the data about the level of EFL students' self-efficacy. Besides, the interview was used to support the answer of the statements on the questionnaire. According to the data obtained, it was revealed that the level of EFL students' self-efficacy dimensions were categorized as high with the percentage of each dimension is as follow: Magnitude 71%, Generality 67%, and Strength 75%. Moreover, the level of EFL students' self-efficacy during the emergent transition from online to offline learning was in high range with the score of 75% in general. It could be seen that most of the students believe their own capability to do task even though there were barriers.

Key words: EFL students' self-efficacy, dimensions of EFL students' self-efficacy, transition learning.

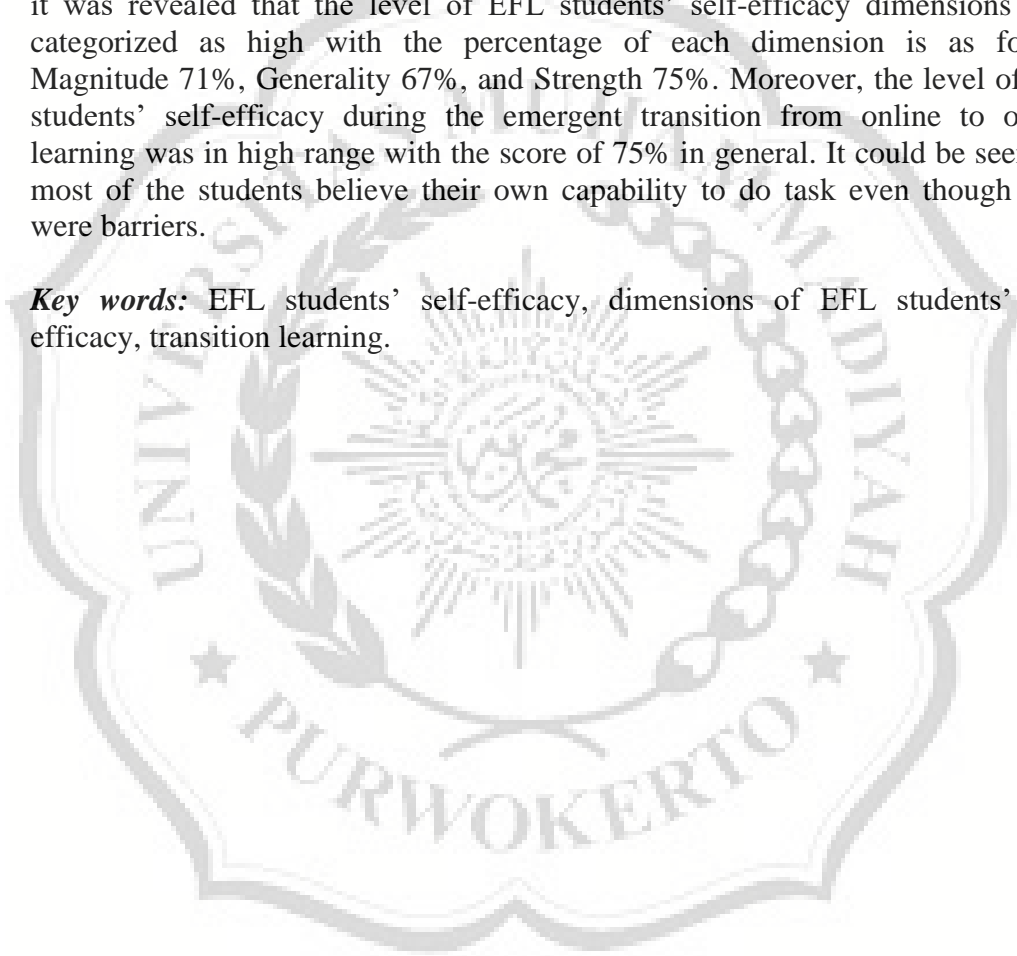


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