

CHAPTER I

INTRODUCTION

A. Background of The Research

The spread of Coronavirus in Indonesia in early 2020 rapidly caused various impacts on various sectors, especially in the education sector. For instance conventional learning that takes place face-to-face, which was originally carried out by most schools in Indonesia, has turned into online learning. Thus, the reliance on technology to support the success of online learning or distance learning during a pandemic increased. Technology facilitates teaching and learning activities with no restriction of space and time (Ningsih & Sugiman, 2021).

Occurring changes in the education system require teachers and students to be able to quickly adapt to the changes happened. However, it proved to be quite challenging for many students and teachers to online learning (Purwanto et al., 2020). Various issues emerged during online learning: students cannot understand the content of the material explained by the teacher through online media; the internet network is less stable and limited; and both of teachers and students may not familiar with the use of online learning media.

During the online learning, many students are experienced anxiety and even stress (Maulana, 2021). Therefore, students felt hopeless about carrying out learning. One of the reasons is because students have difficulty understanding the material when learning online, especially in learning English. Besides, after so long learning has been carried out online, it cannot be denied that there are students who actually feel

comfortable and more confident when learning online. It can be concluded that hopelessness and self-confidence in students is a belief that they are able or unable to carry out tasks, achieve goals, or overcome obstacles. The self-confidence that students have in educational psychology is called self-efficacy. Self-efficacy is a student's assessment of his/her own ability to carry out certain behaviors or achieve certain goals. According to Ormrod (2008) "self-efficacy is a component of one's overall sense of self". Conceptually, self-efficacy is more specific to a task or situation and only involves judgment (not feelings). Therefore, self-efficacy is an important part of learning, especially in learning English. In other words, self-efficacy is the basic belief for learning and for increasing student achievement in learning.

Self-efficacy belief is context specific and must be considered carefully as situations change. Changes in the mode of education, for example, from online to face-to-face, may affect learner self-efficacy. Therefore, based on the description about students' self-efficacy in online learning, it is necessary to know also about the students' self-efficacy especially for EFL students in the transition from online to offline learning as it is today. This idea will be elaborated in a research entitled ***“Self-Efficacy of EFL Students during the Emergent Transition from Online to Offline Learning”***

B. The Reasons of Choosing the Topic

This research is interesting to conduct because the government initiates a transition from online to offline learning to ensure that education

in Indonesia does not left behind from other nations during pandemic. Changes in learning from online to offline have an impact on student self-efficacy, which determines whether students are able or unable to complete tasks, achieve goals, or overcome barriers. Self-efficacy is a crucial component of learning, particularly in learning English, because it can influence how the individual think, behave, feel and motivate themselves. Also, it is a basic belief for learning and increasing student achievement in learning.

C. Research Questions

This research is intended to find out the two following research questions:

1. What is the level of EFL students' self-efficacy dimension during the emergent transition from online to offline learning?
2. What is the level of EFL students' self-efficacy during the emergent transition from online to offline learning in general?

D. Research Objectives

Derived from research questions, the research aims to find out the two following research objectives:

1. To find out the level of EFL students' self-efficacy dimension during the emergent transition from online to offline learning.
2. To find out the level of EFL students' self-efficacy during the Emergent Transition from Online to Offline Learning in general.

E. Significant of The Research

The results of this research are expected to provide benefits both theoretically and practically:

1. Theoretically

- a. The results of this research will be able to use as a reference for further research.
- b. The result of this research can increase the knowledge of the readers about self-efficacy on EFL students.

2. Practically

a. Students

The researcher hopes the students can be more confident in their own abilities, in order they can overcome their problems and achieve their goals.

b. English Teacher

Information of this research will help English teacher in designing the English teaching process during transition learning from online to offline. Therefore, the teacher can provide learning creatively, innovatively and according to students' conditions.

3. School

After knowing the self-efficacy of students in the online to offline transition period, it can be used as input for school to always provide motivation and support for students so that students remain enthusiastic about carrying out learning.

F. Classification of Terms

To ease the readers to understand the idea of this research, the terms instead in this research as explained bellow:

1. Self-efficacy

Self-efficacy, as defined by Bandura (1977), is a person's belief in his or her ability to perform the actions required to deal with potential situations (Yavuzalp & Bahçivan, 2020). According to Ormrod (2008), "self-efficacy is a component of one's overall sense of self".

2. EFL Students

EFL means English as a Foreign Language. EFL is mainly used by non-native English learners (Peng, 2019). Hence, an EFL student refers to the people who learn English in schools or universities around the world in non-English speaking countries.

3. Emergent Transition

Emergent transition caused by emergent situation of the disaster Covid-19 that happened in the last couple of years. The unprecedented pandemic caused by COVID-19 seems to have brought drastic changes affecting every aspects of the daily lives of people around the world. Education is one of the sectors caused by COVID-19 outbreak (Mukherjee et al., 2021).

4. Online Learning

Online learning takes place through the use of technologies such as hardware resources (computer, laptop, mobile phones, and

others), and software resources (learning management system, software applications, social media sites and others), also the use of internet to make it connected each other (Mpungose, 2020). Using technology allows teaching and learning activities to occur even though they occur in different or separate places (Ningsih & Sugiman, 2021).

5. Offline Learning

Face-to-face learning or offline learning is a process in which students and teacher interact directly with learning resources at the same time and in the same place (Pattanang et al., 2021).

Face-to-face learning, students are evaluated directly by the teacher, who is the primary source of information, and the quality of learning is highly dependent on the student (Gherheş et al., 2021).