

Unravelling Self-Efficacy in Online Discussion and Presentation: Insights from English Education Students in Kupang, Indonesia

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ABSTRACT

The rapid growth of digital technology has revolutionized the educational landscape, with online learning becoming a prominent mode of instruction. This study explored students' self-efficacy in the context of online discussions and presentations in English language learning. The research involved English Education students in Kupang, East Nusa Tenggara, Indonesia. Quantitative and qualitative data were collected through questionnaires and focus group discussions (FGD). The questionnaire assessed students' self-efficacy beliefs in their speaking abilities and handling challenging situations during online discussions and presentations. The FGD provided more profound insights into the factors influencing students' experiences with virtual classroom speaking. The findings revealed that many students demonstrated a positive self-efficacy in their speaking abilities during online discussions. They expressed confidence in their communication skills and ability to handle complex tasks. However, limited access to internet connectivity, lack of engagement and social loafing, lack of preparation, students' English proficiency, and fear of making mistakes were demotivating factors affecting self-efficacy. The study highlighted the importance of fostering a supportive online learning environment to enhance students' self-efficacy. To gain a better understanding of students' self-efficacy in online discussion and presentation, future research could include a more diverse group of students from various institutions and academic levels.

KEYWORDS

Self-Efficacy
Online Learning
Discussion and
Presentation
English Learning

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1. Introduction

Recent years have seen a significant shift in the educational landscape due to the rapid progress of digital technology. Numerous platforms, such as learning management systems and virtual learning environments, are already in place to accommodate the growing demand for online education (Prasetya, 2023). Teachers and students can communicate using text, audio, and video to deliver learning content, also known as dual communication (Hikamah et al., 2021). Online and face-to-face teaching methods are not entirely conflicting in higher education, as argued by Szeto (2014). It depends on the contextual needs provided by the environment. However, students need a social presence to feel less restrained in an online environment where communication is crucial (Ahmed, 2019). According to a study by Rianto (2020), EFL students in higher institutions frequently reported internet connectivity as the main problem in blended learning.

Virtual learning satisfaction consists of several components: learning outcomes or objectives, student assessment and measurement, learning resources and materials, learner interactions (teachers, students, content), and course technology (Basith et al., 2020). Utilizing the internet network and technology in the teaching and learning process is crucial for the teachers and the students to maintain the learning atmosphere in distance learning. Adapting strategies during the pandemic is also a must for teachers. One of the learning strategies that can be applied is virtual learning discussion and presentation. The lecturers can only hold class discussions and group presentations if they gather all students in a classroom. They can do all things through distance learning. It allows the students to communicate, discuss, and share their ideas through online platforms. Szeto (2014) analysed the effects of the development of information and communication technology (ICT) on the experiences

and interactions of students and lecturers (ICT). He found that from the instructor's perspective, both online and face-to-face groups achieved similar levels of learning (p. 4253).

The field of English education, along with other areas of study, has recently shifted towards online learning. This change has brought about a new way for students to participate in discussions and presentations in a virtual environment. Speaking skills are a crucial aspect of these activities, and students must have adequate knowledge and mastery to effectively engage in conversations and presentations in English as a foreign language. Riadil (2020) conducted a qualitative study that examined the speaking difficulties experienced by Indonesian EFL students when communicating in English. The study found that students often struggle with fears of mispronouncing words, making grammar mistakes, using incorrect body language, or using incorrect vocabulary when expressing their ideas. Many students also feel anxious about being judged or fearful when speaking English in class (p.34). The gap that the current research aims to fill is the examination of how self-efficacy impacts English Education students' virtual learning discussions and presentations. By exploring students' self-efficacy beliefs in an online learning context, this study intends to shed light on how their confidence levels influence their ability to overcome the speaking difficulties highlighted in Riadil's research. Understanding students' self-efficacy can help identify how they perceive their speaking abilities and how these beliefs may affect their active participation, communication skills, and overall performance during online discussions and presentations.

There are other previous studies that focus on the implementation of online learning in Indonesian higher educational institutions (Basith et al., 2020; Dargo & Dimas, 2021; Fitria et al., 2021; Prifti, 2020; Raes et al., 2020; Rianto, 2020; Wulandari et al., 2021) Several difficulties were discovered in those studies. One of the most significant issues is the need for more student engagement and active participation in online learning (Prifti, 2020). Students' active participation is the key to better mastery and understanding of the students. In previous studies, students indicated that they required help keeping on track during online learning. Dargo and Dimas (2021) aimed to examine the effects of Modular Distance Learning on students' academic performance. They found out in their study that the primary issue that arose during the implementation of MDL was a need for more interaction between the teacher and the students (p.207). Several aspects of blended learning in EFL courses dissatisfied students, affecting their perceptions of the department's efforts to improve learning through this method (Rianto, 2020). The teachers must know their students' locations and the necessity to complete specific operational tasks on the teaching and learning platform (Raes et al., 2020). Combining the findings from Dargo and Dimas, Rianto, and Raes et al.'s and other previous research with the investigation of self-efficacy, the current study aims to provide a comprehensive understanding of the factors influencing students' experiences and academic outcomes in distance and blended learning settings. This study can contribute to the development of effective methods and treatments that address difficulties and enhance the learning experience in these online learning environments. Moreover, the study may offer valuable implications for educational institutions to foster a supportive and empowering virtual learning environment that considers students' self-efficacy and promotes positive engagement and academic success.

Self-efficacy is a concept derived from Bandura's social-cognitive theory (Bandura, 1983) and suggests that fear of potentially stressful situations emerges from a perceived failure to cope (p. 465). It plays a crucial role in shaping individuals' beliefs and behaviors. According to (Bandura, 1983, 1993), self-efficacy refers to one's perception of their ability to execute specific actions or tasks successfully to achieve desired outcomes. It implies that an individual's beliefs about competence significantly impact subsequent accomplishment (Asakereh & Dehghannezhad, 2015). These beliefs about personal competence directly impact how individuals approach challenges, set goals, and persist in the face of difficulties. A strong sense of self-efficacy can empower individuals to take on new tasks confidently, leading to more significant efforts, perseverance, and, ultimately, higher levels of accomplishment. It can be troublesome if individuals fail to perform the task or are too afraid to encounter the problem in the first place (Kang et al., 2021). People do not fear errors and failures if they start believing they can control their presence. Bandura's self-efficacy theory (1983) posits that individuals' fear of potentially stressful situations arises from the belief that they lack the necessary skills or resources to cope effectively with such challenges. In other words, when individuals doubt

their capabilities to handle specific situations, they are more likely to experience anxiety and avoid confronting them altogether. This fear of failure and avoidance can hinder personal growth and development, limiting individuals' willingness to develop their skills.

There has been an increasing interest in exploring various aspects of students' self-efficacy in English language learning studies conducted in Indonesia (Agustin et al., 2022; Halim et al., 2019; Hamidah et al., 2019; Manipuspika, 2018; Mulyanto et al., 2022; Utami & Kuswandono, 2023; Wahyuni et al., 2020; Wijaya & Mbato, 2020). Despite numerous studies on the importance of self-efficacy for students, there are few studies regarding the impact of technology on students' self-efficacy and their speaking performances in class. Rianto, in his study, found out that the students who experience online learning expressed their belief that face-to-face sessions were more effective than online sessions in terms of interactions and discussions among themselves and with their fellow students (Rianto, 2020, p.64). One of the most frequently mentioned advantages of online classes is students' flexibility in course attendance (Raes et al., 2020). The participants agreed that using various teaching techniques would increase their learning motivation and make it easier to understand the concepts. However, there are also cases where some students in EFL classes may show signs of disinterest or disengagement during group tasks, indicating that they are not totally dedicated to work (Kamel, 2023). Students become anxious when someone asks them for something they have not prepared or mastered. Anxiety also occurs when students are competitive. According to Manipuspika (2018), students are labeled as the "best" in the classroom. Students will compare their abilities to those of the top students and conclude that the best students perform better than they do. It may lead to social loafing in which the students rely only on the best students to complete the assignments and perform in the online learning class. Rahmawati and colleagues (2021) found that online learning causes students to have lower speaking quality than students who learn through face-to-face speaking.

Speaking anxiety is prevalent. Anxiety makes the students afraid of messing up when speaking, which causes them to be reluctant to talk (Manipuspika, 2018). Many students face difficulties when speaking English as a foreign language. Speaking anxiety is a typical problem among students who communicate verbally in a language that is not their native tongue (Rahman, 2023). In line with research conducted by (Rafla & Muslim, 2023), even students with excellent oral proficiency have foreign language speaking anxiety. Five significant roots of anxiety were identified: Anxious about making mistakes, fellow students, lecturer, classroom, and self-efficacy. This current research aims to focus more on how the state of self-efficacy of English Language learners in coping with their responsibilities in online discussion and presentation. For some students, online discussions and presentations can be intimidating, particularly for those who lack confidence in their speaking abilities—according to a study conducted by (Rahman, 2023), Students with a high degree of positive attitude experienced lower levels of English speaking anxiety.

The primary objective of this research is to gain insight into the state of self-efficacy among English Education students in the context of their online learning journey, mainly focusing on their engagement in online discussions and presentations. The researchers aim to assess the extent to which students display self-efficacy in these activities and the factors that influence their beliefs and behaviors in executing online discussions. By exploring the students' self-efficacy, the study sheds light on how their confidence in their language abilities impacts their active participation, communication skills, and overall learning experience in the online classroom.

In addition, to understand the level of self-efficacy, the research also aims to identify the demotivating factors that negatively affect students' self-efficacy during online discussions. These demotivating factors could include challenges related to language proficiency, technological barriers, limited access to resources, or lack of support from classmates or lecturers. By uncovering these obstacles, the researchers aim to provide valuable insights into the areas that may require improvement in the online learning environment. Understanding these challenges can inform educators and institutions about potential strategies to enhance students' self-efficacy, boost their confidence, and create a more conducive and motivating virtual learning environment. The research problems are carried out as follows: (1) To what extent do the students show self-efficacy in their virtual learning discussion and presentation, and (2) What are the factors that negatively impact students' self-efficacy in conducting online discussions?

The study was conducted among English education students in Kupang, East Nusa Tenggara, Indonesia, to explore the unique experiences and perceptions of self-efficacy in this particular context. As the educational landscape continues to evolve, especially in light of the rapid adoption of online learning, it is essential to comprehend how students adapt to and navigate virtual discussions and presentations. The research aims to contribute to the existing body of knowledge on self-efficacy in the online education domain and provide valuable insights that can guide educators, administrators, and policymakers in developing effective strategies to foster students' confidence, motivation, and active engagement in virtual learning environments. By understanding the factors that positively or negatively influence self-efficacy, educational institutions can work towards enhancing the overall quality and effectiveness of online learning experiences, thereby empowering students to succeed academically and achieve their learning goals.

2. Method

2.1. Research Design

The research design employed in this study was a qualitative descriptive method combined with statistical data presentation. Utilizing a qualitative descriptive methodology facilitated the research team in maintaining proximity to the participants' authentic expressions and actual experiences (Kong et al., 2021). It allowed the researchers to delve into the students' experiences and perceptions in their own words while also providing quantitative data analysis. The qualitative descriptive method facilitated a thorough exploration of English Education students' self-efficacy in online learning, focusing on their virtual class discussions and presentations. Through this design, the researchers aimed to comprehensively understand the factors influencing students' self-efficacy and virtual learning experiences. The study could offer a more holistic view of the research topic using qualitative and quantitative data, providing valuable insights for enhancing online education practices.

2.2. Participants

The participants in this research were English Education students at a private university in Kupang, East Nusa Tenggara, Indonesia. The researchers utilized random purposive sampling to select the participants, ensuring a diverse representation of students from different academic years and gender.

Table 1. Students' Demographic Data

Students' Demographic Data			
	<i>Criteria</i>	<i>Count</i>	<i>%</i>
Gender	Male	12	24.4
	Female	37	75.5
Batch	2021	35	71.4
	2020	11	22.4
	2019	3	6.1

Table 1 provides a clear and comprehensive overview of the students' demographic data in the study. There were a total of 49 students who participated in the study. Of these, 12 were male, representing approximately 24.4% of the total sample, while 37 were female, constituting around 75.5% of the st. The majority of the participants, 35 students (around 71.4%), were from the 2021 batch, making it the largest group in the study. The 2020 batch comprised 11 students (around 22.4% of the total sample), and the 2019 batch had three students (approximately 6.1%). This sampling approach aimed to capture a wide range of perspectives and experiences, enhancing the overall validity and applicability of the study's findings.

2.3. Instruments

Two main instruments were employed to gather data in this research. The first instrument was a structured questionnaire that used the Speaking Skills Self-Efficacy Beliefs Questionnaire rubric, adapted from Asakereh and Dehghannezhad (2015). The questionnaire utilized a Likert Scale response format with five options (ranging from 1 to 5), allowing the students to indicate their agreement levels, from strongly disagree (1) to agree (5) strongly. This instrument aimed to assess the students' self-efficacy in online learning, particularly in virtual class discussions and presentations. Using a

standardized rubric facilitated the quantification of the data, enabling statistical analysis and comparisons.

The second instrument was the Focus Group Discussion (FGD), a qualitative data collection method. This is one of the least utilized collection methods, and there is limited research on qualitative focus group interviews in the second language (Dincer & Dariyemez, 2020). The FGD involved a small group of five students, purposefully selected from the larger sample, who demonstrated a keen interest in actively participating in the research. During the FGD, the students engaged in an open and interactive discussion about their experiences and perceptions of virtual class discussions and presentations. Unlike the questionnaire, the FGD allowed the students to express their thoughts, feelings, and opinions more freely and in-depth. This qualitative approach provided valuable insights into the factors influencing self-efficacy and shed light on the students' perspectives beyond quantitative measures.

2.4. Data Analysis

The analysis of the collected data involved a twofold approach to explore the research questions comprehensively. For the questionnaire responses, the researchers utilized descriptive statistics to analyze the quantitative data. The researchers classified the questionnaire mean scores into specific ranges based on the Likert Scale adapted from Sözen and Güven (2019). The researchers could quantitatively summarize the students' self-efficacy beliefs by categorizing the mean scores into distinct levels, such as strongly disagree, disagree, neither/nor agree, agree, and strongly agree. This statistical analysis provided a clear overview of the participants' attitudes toward virtual learning, offering valuable insights into their confidence levels and perceptions.

Table 2. Likert Scale Scoring Range

	<i>Value</i>	<i>Range</i>
Strongly Disagree	1	1.00-1.80
Disagree	2	1.81-2.60
Neither/Nor Agree	3	2.61-3.40
Agree	4	3.41-4.20
Strongly Agree	5	4.21-5.00

Regarding the qualitative data obtained from the FGD, the researchers employed thematic analysis to identify patterns, themes, and insights emerging from the students' discussions. The thematic analysis involved a systematic approach to familiarizing and coding the data, categorizing information into themes or categories that represented common topics and ideas discussed by the students (Damayanti et al., 2022). This qualitative analysis provided a deeper understanding of the factors influencing the students' online class experiences and complemented the quantitative findings from the questionnaire. By combining quantitative and qualitative data analysis methods, the researchers comprehensively explored English Education students' self-efficacy and their online learning journey.

3. Results and Discussion

In the online classes, discussions were conducted both asynchronously and synchronously. Students were given opportunities to discuss in groups outside of the course at different times and places. They shared their findings and understanding of the course material on a knowledge sheet in small groups facilitated by the lecturers. Students were free to ask questions and seek clarifications from their lecturers during the discussion. In contrast, group presentations were primarily conducted synchronously through an online platform back then. Lecturers and students were present simultaneously during these sessions. Students were expected to demonstrate their understanding of the materials discussed in their small groups, including content, performance, and academic attitude.

Students' Efficacy in their Ability during Online Discussion and Presentation

The students had different responses to the questionnaire statements. The first question asked about their confidence in speaking during discussions and presentations and their belief in their abilities and skills. The responses could be found in Table 2, which is displayed below.

Table 3. Students' Efficacy in their Ability during Online Discussion and Presentation

Students Self-Efficacy			
<i>Statements</i>	<i>Mean (M)</i>	<i>SD</i>	<i>Interpretation</i>
I have an excellent ability to improve my speaking and presentation skills.	3.83	0.78	Agree
I can speak better than my classmates in online discussions.	3.32	0.86	Neither/Nor Agree
I am one of the best students at presenting materials during online learning	3.08	0.5	Neither/Nor Agree
I am confident I can communicate what I mean quickly	3.93	0.76	Agree
I can participate in the online class/group discussion actively.	3.89	0.70	Agree
I believe I am a good speaker	3.55	0.94	Agree

The data above reveals students' self-efficacy scores based on the Likert scale, assessing their beliefs and confidence in their speaking and presentation abilities during online learning. Overall, students displayed a positive self-efficacy perception in their communication skills, as evidenced by mean scores falling within the "Agree" range for statements such as having an excellent ability to improve their speaking and presentation skills ($M=3.83$) and feeling confident in communicating their thoughts quickly ($M=3.93$). The students felt comfortable expressing their thoughts and actively participating in virtual class interactions, crucial for effective learning and engagement in online settings. Additionally, they expressed a belief in being good speakers ($M=3.55$) and their capability to participate actively in online class discussions ($M=3.89$). However, there is some uncertainty regarding how students perceive their speaking proficiency compared to their classmates or whether they consider themselves the best presenters in the online class, as shown by mean scores falling within the "Neither/Nor Agree" range for those statements ($M=3.32$ and $M=3.08$, respectively). These mixed perceptions suggest varying levels of self-efficacy influenced by factors such as past experiences, level of preparation, and interactions with peers during online learning.

Students' Efficacy in dealing with specific situations in Online Discussion and Presentation.

Based on the questionnaire results, it is evident that students employ different techniques to enhance their confidence while speaking and presenting to a virtual audience. These strategies are illustrated in Table 3.

Table 4. Students' Efficacy in dealing with specific situations in Online Discussion and Presentation.

Students Self-Efficacy in dealing with specific situations in Online Discussion and Presentation			
<i>Statements</i>	<i>Mean (M)</i>	<i>SD</i>	<i>Interpretation</i>
I am sure that if I practice speaking more, I will get better grades in the online course	4.42	0.69	Strongly Agree
Even if the task is difficult and I do not have the required vocabulary, I can find the strategy to get the message across through online discussion and presentation	3.75	0.77	Agree
I am not stressed out when speaking or presenting English in the online classroom.	3.55	0.88	Agree
The more complex the speaking practice is, the more enjoyable it is.	3.65	0.91	Agree
When the lecturer asks a question in an online class discussion, I raise my hand to answer it even if I am unsure.	3.42	0.90	Agree
While presenting materials in an online class, I can deal efficiently with unexpected situations.	3.32	0.76	Neither/Nor Agree
While speaking in an online class, I can remain calm when facing difficulties.	3.69	0.81	Agree

The data above provides insights into students' self-efficacy in dealing with specific situations during online discussions and presentations. They strongly agree (M=4.42) that practicing speaking more will lead to better grades in the online course, highlighting their belief in the importance of continuous improvement. Additionally, they agree (M=3.75) in their ability to find strategies to convey their message effectively, even when faced with complex tasks or unfamiliar vocabulary. This indicates their resourcefulness and problem-solving skills in virtual learning environments. Moreover, students generally agree (M=3.55) that they are not stressed when speaking or presenting in the online classroom, suggesting a relatively comfortable and supportive learning environment. They also agree (M=3.65) that the more complex the speaking practice, the more enjoyable it becomes, indicating a positive attitude towards embracing challenges in online communication. Furthermore, students agree (M=3.42) that they are willing to actively participate in discussions by raising their hand to answer even if unsure, showcasing their willingness to engage despite uncertainties. However, some students express a neutral stance (M=3.32) in efficiently handling unexpected situations while presenting materials in an online class. This indicates room for further improvement in managing unforeseen challenges during presentations. The findings suggest that confidence, adaptability, and a positive approach to various speaking situations in the virtual learning context characterize students' self-efficacy in online discussions and presentations.

Demotivating Factors in Executing Online Discussion and Presentation

Several variables can significantly reduce students' confidence and performance in virtual learning situations when discussing and presenting online. In the focus group discussion session, the students revealed demotivating experiences that hindered them from developing their efficacy and progress in executing online discussions and presentations.

Limited Access to Internet Connectivity

One crucial external factor is internet access and connectivity. Students' capacity to actively participate in virtual discussions and presentations can be hindered by limited access to technology or internet connectivity problems. The students shared an unfortunate experience in the online class presentation:

During an online class presentation, I encountered a difficult situation when my phone froze, and I lost signal. Usually, I rely on my phone to attend online classes. However, on one occasion, I experienced overwhelming emotions that prevented me from being ready for the presentation. Luckily, my boarding housemate happened to be my classmate and was able to provide me with much-needed assistance. I quickly went to her room and asked for help accessing her device to resume the presentation. (Student 5 - Authors' Translation)

The excerpt shared by Student 5 illustrates a challenging situation faced during an online class presentation. The student relied on their phone as a primary device for attending online classes, but unfortunately, it froze and lost signal at a crucial moment during the presentation. This unexpected technical issue likely caused frustration, anxiety, and panic, given the importance of the presentation. The overwhelming emotions from this situation impeded the student's ability to continue the presentation smoothly.

I once took an online class, but my internet package ran out. Since we do not use Wi-Fi, I usually purchase it from a local vendor at our monastery. However, the last time I needed it, the vendor was not available, and I was left feeling perplexed – (Student 36- Authors' Translation)

The anecdote shared by Student 36 highlights a common challenge faced by students in online learning environments - unreliable internet connectivity. In this case, the student's internet package ran out, disrupting their ability to participate in the online class. The lack of access to Wi-Fi and the unavailability of the local vendor added to the student's dilemma, leaving them perplexed and possibly frustrated. The meeting room's network experienced frequent interruptions also, which may seem minor but had a significant impact, particularly during presentations.

Lack of Students Engagement and Social Loafing

Another problem is the prevalence of laziness among students, resulting in a lack of participation in online classes. This is in line with the result of FGD expressed by one of the students in this research:

One of the main issues we face is laziness. Many clicked on the meeting room link and returned to sleep. Admittedly, there were times when I struggled to understand the topic being taught by the online lecturer. However, most students remain silent throughout the session. The majority of responses come from students who are considered attentive and interested in class (Student 10)

Student 10 highlights some of the challenges students face during online learning, with a particular focus on the issue of laziness and lack of active engagement. The student observes that some of their peers exhibit lazy behavior by simply clicking on the meeting room link and then disengaging from the session to go back to sleep, indicating a lack of commitment to the online learning process. Students struggled to understand the topics being taught by the online lecturer, and there was a participation bias, where only a particular group of students actively contributed to the discussions. In contrast, others remained less engaged or silent.

I prefer attending classes in person rather than online. When attending online classes, I noticed that some of my classmates wait for others to answer first, even when they already know the answer. Additionally, there seems to be a fear of being wrong and judged by others, especially when there is no immediate interaction with the lecturer. It can also be challenging to interact with classmates when most of them turn off their cameras and seem disinterested in participating actively in the class – (Student 15- Authors' Translation)

Student 15's perspective sheds light on the challenges and differences they perceive between in-person and online classes, particularly concerning student participation and engagement. In the online class environment, Student 15 observes "social loafing." Some students may refrain from answering questions or actively participating in discussions, assuming others will take the lead. Another aspect Student 15 highlights are the fear of being wrong and judged by others in an online class. In a physical classroom, interaction with the lecturer and peers can provide more immediate validation or clarification when answering questions or presenting ideas. In contrast, the virtual setting may amplify the fear of making mistakes or being judged, as there may be less immediate feedback and a sense of detachment from the audience.

The lack of active participation and the tendency for classmates to turn off their cameras can also contribute to a perceived disinterest in the online class. Visual cues and facial expressions are essential in communicating and building connections. When cameras are turned off, it can be challenging to gauge the level of interest or engagement from fellow students, which may further affect the overall class atmosphere.

Lack of Students Preparation

Based on the result of the FGD session, mostly, the students met and discussed virtually the night before the presentation while preparing the materials:

When delivering a presentation in an online class, we assign different responsibilities to each group member just the night before the presentation. Some may create PowerPoint slides, while others handle screen-sharing duties and more. We provide each member with a copy of the material that will be presented the following day– (Student 36- Authors' Translation)

Student 36 highlights the last-minute approach to assigning responsibilities for online class presentations in this excerpt. The student mentions that the task distribution occurs just the night before the presentation, indicating a possible lack of proactive planning and organization within the group. Despite the last-minute nature, the group still manages to divide tasks, with some members creating PowerPoint slides and others handling screen-sharing duties and other responsibilities. The practice of providing each group member with a copy of the material to be presented the day before the presentation suggests that there might be limited time for thorough preparation and review. While sharing the material informs members about the content, it may not leave much room for in-depth

research or refining their contributions. As a result, this hurried preparation could affect the presentation's overall quality and coherence.

I found that group presentations during online classes were not as helpful as they could have been. Most people just read from the slides and shared their screens. If someone asked a question, we would quickly search the internet for an answer and pretend we already knew it. This did not feel like adequate preparation. Preparation is required if the presentation will be given in an offline class. Because we will be questioned immediately following our class presentation, we could be degraded if we fail to respond. It is more embarrassing in a regular classroom to be unable to respond than when it is online – (Student 5)

Attending offline classes can be challenging but provides a genuine way to prepare. Additionally, we will be watched by our classmates, so there is more pressure to perform well. If I fail, it could be not very pleasant – (Student 36- Authors' Translation)

Student 5 noted that group presentations lack active engagement and genuine preparation. Many presenters read directly from the slides and shared their screens, demonstrating a lack of effort in engaging and participatory presentations. Presenting passively may limit audience attention and involvement, making learning less powerful for presenters and the audience. Student 41 also adds that group members would immediately check the internet for answers to questions and appear to know them. This act suggests a lack of understanding of the content of the presentation.

Similarly, student 36 confirms classmates' presence during offline classes as an element of peer pressure. When students are physically surrounded by their classmates, there may be a heightened awareness of being observed and evaluated. The fear of judgment or embarrassment in front of classmates can motivate some students, encouraging them to strive for better performance and actively engage in class activities.

The students prioritize preparation for offline or traditional classroom presentations. Fear of face-to-face questioning and embarrassment motivates improved preparation and topic understanding. Pressure to perform well in a physical classroom may encourage material mastery and make presenters more confident and knowledgeable.

Students' English Proficiency

The reflections shared by Student 33 and Student 39 shed light on the challenges some students face in an online learning environment, particularly related to language proficiency and communication.

I find it hard to understand the lecture because the lecturer mainly uses English when explaining the material. If they could use a mix of Indonesian and English, I would be able to comprehend the topics better. However, I struggle to grasp the information when the lecture is mainly in English. It is also tough to respond to questions, especially when I have already completed the task. Additionally, I feel like my English pronunciation is not good enough, which makes me less confident during presentations and discussions in class (Student 33- Authors' Translation)

Some of us struggle with English proficiency despite it being a requirement for the class. This can make it challenging to communicate effectively or answer questions during presentations. Additionally, our limited listening comprehension can make understanding the lecturer's explanations harder. (Student 39- Authors' Translation)

Student 33 highlights the difficulty in understanding lectures primarily conducted in English. For non-native English speakers, a lecture conducted solely in English can present comprehension barriers, mainly when discussing complex topics. However, the student suggests that using a mix of Indonesian and English in explanations could enhance their understanding. Similarly, Student 39 points out that some students face challenges with English proficiency despite it being a requirement for the class. This language barrier can hinder effective communication during presentations and discussions, potentially impacting students' learning experiences. Limited listening comprehension can exacerbate these difficulties, making it harder to follow the lecturer's explanations and fully engage with the course material.

Fear of Making Mistakes in Online Class

As mentioned, the fear of making mistakes and judgments in presentations and discussions can significantly impact students' online self-efficacy and overall learning experience. Student 36's reflections highlight the emotional and psychological challenges that can arise when attending online classes, particularly related to feelings of insecurity and fear of judgment.

I felt insecure about my abilities when I first began attending the class. Being in an online class, I wanted to participate in class discussions but felt embarrassed by my classmates – (Student 36- Authors' Translation)

The online class was because we each had our own devices, so it seemed like a long way off. The fear of making mistakes is even more significant in online classes. – (Student 36- Authors' Translation)

Participating in class discussions online can be intimidating for some students. Some students may perceive online classes as a less intimidating environment, as they can participate without the same level of direct observation and pressure from classmates. However, as stated above, this distance may also lead to social loafing and reduced engagement. The absence of direct social cues and non-verbal communication can make interpreting how others might perceive their contributions challenging. The fear of being judged or making mistakes can further exacerbate this insecurity. The fear of being wrong, as mentioned by Student 36, might be amplified in an online class, as the digital environment can feel more public and permanent.

Discussions

Forming efficacy beliefs is a complex procedure involving self-persuasion and cognitive processing of multiple sources of efficacy information (Bandura, 1989). The findings highlight that most English Education students demonstrate a positive level of self-efficacy in their online learning discussions and presentations. Their beliefs in their communication abilities, active participation, and problem-solving skills contribute to their overall learning experience and can potentially foster a more conducive and engaging virtual learning environment. However, addressing specific challenges and providing targeted support to improve students' self-efficacy in handling unexpected situations could enhance their learning outcomes and overall satisfaction with online language education.

Online learning exposes students to various technology options and teaches them how to use them (Raes et al., 2020). However, it is found that limited access to devices and stable internet connections could be significant barriers affecting students' participation and self-efficacy in online learning activities. Internet data and connectivity are critical because, without the Internet, no one can access online learning (Rahmawati et al., 2021). (Ahmed, 2019; Mudra, 2018; Rianto, 2020) also found that their students identified their lack of Internet access and connectivity as a primary barrier to learning English. This supports the notion that limited connectivity can hinder language acquisition in online learning.

It has been found that using the complete English language in the classroom poses a challenge. The use of the complete English language in the classroom can present significant challenges for English Education students, despite their academic focus on the subject. In the context of English learning, many students find it challenging to learn and comprehend English lessons at school; this contributes to English's poor learning outcomes (Macawile & Plata, 2022). The students may not be proficient enough to comprehend all the material the lecturers or their peers presented. English Education students may come from diverse language backgrounds, and their proficiency levels in English can vary significantly. While some students may be fluent or near-fluent in English, others may still be developing their language skills.

The struggles greatly affected the students' confidence to participate in the class discussion. Students unfamiliar with the particular topic they were discussing were more likely to remain silent and listen to others. The challenges faced during presentations might be linked to students' self-efficacy beliefs regarding communication skills in the online learning environment. Students who lack confidence in expressing themselves effectively may feel less competent during presentations and doubt their ability to articulate their thoughts clearly. The ability to perform a job and accept the challenge will always be related to the individual self-belief. Physical and emotional states affect how one feels in a task-related environment, which directly impacts how one thinks about doing something (Haverback, 2020).

Furthermore, the students' abilities to comprehend and effectively use English may be limited, especially in academic contexts where specialized vocabulary and complex language structures are commonly employed. Due to their limited vocabulary, they feared speaking out lest they could not continue their discussion (Daud et al., 2019). It also indicates that an overwhelming use of English in online classes can lead to difficulties following the content and fully understanding the concepts. English Education students may have acquired basic conversational English skills. However, they might not possess the extensive academic vocabulary necessary for understanding complex subject matter used by lecturers or their classmates.

Lack of engagement of students participating in online learning because many students feel bored in class by sitting and paying attention to their cellphones or laptops (Rahmawati et al., 2021). The lack of physical presence and the potential for asynchronous communication can influence students' self-perception and confidence in their abilities. This result is in line with the finding from Alshumaimeri and Alhumud (2021), who imply that lack of face-to-face communication may contribute to feelings of social disconnection and impede the lecturers' and students' ability to interact effectively. (Rafli and Muslim (2023) also highlight that even though they were familiar with correct pronunciation and grammatical standards, the students were still concerned about making mistakes.

Another factor is there is of social loafing. Social loafing is the tendency for students to put in less effort when working in a group than when working alone (Kamel, 2023). Social cognitive theory, proposed by Bandura (1993), emphasizes the role of social interactions, observational learning, and self-efficacy in shaping human behavior and learning outcomes. In this research, the students were seen to have social loafing in which, according to Kamel (2023), the students are assigned language learning activities in groups; some may rely on their colleagues to finish the work or offer less than their fair share resulting in a less-than-ideal outcome for the group as a whole. This can lead to worse grades, decreased motivation, and decreased communication abilities. Presenting and engaging in discussions can be anxiety-inducing for some students, especially in virtual environments. However, they should not only rely only on their classmates and lower their communication skills in group discussions.

Implement techniques to encourage active participation from all students. This could include using breakout rooms for group discussions, encouraging questions and discussions, and incorporating group activities that require everyone's involvement. Reynolds (2018), in his research, implies that in classroom discussions, the students must be the ones who take the lead. Riadil (2020) also mentioned that his participants believed students' voices and leadership are essential to classroom discussion. Students' lack of topic understanding leads to decreased or uneven participation in class. Students who doubt their ability to interact effectively with peers or fear negative perceptions may refrain from active participation. The social factor appears to impact students' speaking anxiety significantly. This includes the fear of making a mistake, the feeling of being under pressure when interacting with others, the fear of a negative evaluation by lecturers, and the fear of losing face (Daud et al., 2019). Many students turn off their cameras and appear disinterested may also relate to self-efficacy. Students may feel self-conscious about their appearance or worry about distractions in their surroundings, leading them to avoid using cameras during online classes.

In order to assess the correlation between students' beliefs and their self-efficacy, the researchers employed regression statistics to perform a significance test. The researcher formulated a hypothesis based on the variables identified in the survey. The hypothesis was that students are more likely to handle challenging situations during class discussions and presentations if they are confident in their English speaking abilities. The variables are listed below: $X = I \text{ am a good English speaker}$. $Y = \text{Even if the task is difficult and I do not have the required vocabulary, I can find the strategy to get the message across through the online discussion and presentation}$.

Table 5. The summary output of regression statistics.

<i>Regression Statistics</i>	
Multiple R	0,32
R Square	0,10
Adjusted R Square	0,08
Standard Error	0,75
Observations	48

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	2,86	2,86	5,13	0,03
Residual	46	25,62	0,56		
Total	47	28,48			

Pearson correlation (r) in Table 3 showed a moderate relation between the student's belief in their English speaking skill and their efficacy in finding strategies ($r = 0.32$, $p = 0.03$, $n = 48$) (Schober & Schwarte, 2018, p.3). According to the computation above, the hypothesis was confirmed, and the two variables (X and Y) were statistically significant ($p\text{-value} < 0.05$).

The Pearson correlation coefficient (r) of 0.32 indicates a moderate positive relationship between the student's belief in their English speaking skill (variable X) and their efficacy in finding strategies during online discussion and presentation (variable Y). The p -value of 0.03 indicates that this correlation is statistically significant at the 0.05 significance level. In other words, there is a valid reason to believe that the observed relationship between these two variables is not due to chance alone. The confirmation of the hypothesis suggests that students who have a higher belief in their English speaking abilities are more likely to demonstrate greater efficacy in finding strategies to cope with difficult situations during online discussions and presentations. This finding implies that self-efficacy is crucial in how students approach and handle challenges in virtual learning environments.

However, it is essential to note that while the correlation is statistically significant, the strength of the relationship is considered moderate. Thus, other factors may also influence students' efficacy in finding strategies during online learning. Future research may delve deeper into these additional variables and explore their collective impact on students' overall self-efficacy and academic performance in virtual environments.

4. Conclusion

The study examined the self-efficacy of English Education students in online conversations and presentations and found several variables that affect their self-assurance and performance in online learning environments. Overall, the students showed strong self-efficacy during online sessions in their capacity for effective communication. However, poor internet access, insufficient English proficiency, and social loafing impacted their involvement and sense of self-efficacy. Additionally, students' willingness to actively participate was impacted, and their nervousness increased in online classes due to the fear of making mistakes and the judgment of classmates. Additionally, it was shown that students' strategies for preparing for online presentations were less proactive, emphasizing delegating tasks at the last minute and having less time for in-depth planning. The study also found a strong link between students' opinions of their English-speaking skills and their ability to

come up with solutions during online discussions and presentations, highlighting the significance of self-efficacy in dealing with difficulties in online learning.

Based on the study's findings, it is recommended that educators and institutions focus on fostering a supportive and inclusive online learning environment to boost students' self-efficacy. Providing ample opportunities for student interaction, incorporating diverse teaching strategies, and offering technical support to ensure smooth online sessions are essential to enhance students' confidence and participation. Additionally, instructors can consider a balanced use of English and Indonesian in explanations to aid students with varying English language proficiency levels. By recognizing and addressing students' specific needs and concerns, educators can empower students to develop a strong sense of self-efficacy in virtual learning settings.

One limitation of this study is its relatively small sample size, which may restrict the generalizability of the findings. Future research could expand the sample to include a more diverse group of students from different institutions and academic levels better to understand students' self-efficacy in online discussions and presentations. Additionally, while the study provides valuable insights into the relationship between self-efficacy and online learning, it does not explore the impact of specific interventions or teaching approaches on students' self-efficacy. Further investigations could focus on evaluating the effectiveness of various instructional strategies and support mechanisms in promoting students' self-efficacy and active participation in online learning environments.

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