

**LAPORAN HASIL PENELITIAN**



**The students' self-efficacy and learning strategies applied by the second  
semester students of Bachelor of Science in Nursing of Bethesda  
Yakkum Institute of Health Sciences Yogyakarta.**

Pengusul:

Noviyanti Riendrasiwi, M.Pd.

**SEKOLAH TINGGI ILMU KESEHATAN BETHESDA YAKKUM  
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**HALAMAN PENGESAHAN**  
**PENELITIAN DOSEN**

1. Judul : “The students’ self-efficacy and learning strategies applied by the second semester students of Bachelor of Science in Nursing of Bethesda Yakkum Institute of Health Sciences Yogyakarta.”
2. Peneliti
  - a. Nama Lengkap : Noviyanti Riendrasiwi, S.Pd., M.Pd
  - b. Jenis Kelamin : Perempuan
  - c. NIDN : 0530117901
  - d. Disiplin Ilmu : Pendidikan Bahasa Inggris
  - e. Pangkat Golongan : -
  - f. Jabatan : Staf Dosen
  - g. Alamat : Jl. Johar Nurhadi No. 6 Yogyakarta
  - h. Telpn : (0274) 517 065
3. Lokasi Penelitian : Kota Yogyakarta


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Mengetahui,  
Ketua STIKES Bethesda YAKKUM



Vivi Retno Intening, S.Kep., Ns., MAN  
NIDN 0504098502

Ketua Peneliti



Noviyanti Riendrasiwi, S.Pd., M.Pd  
NIDN 0530117901

Meyetujui,  
Plt. Ketua UPPM



Nurlia Ikaningtyas, S.Kep., Ns., M.Kep., Sp.Kep., MB  
NIDN 0527088101

# CHAPTER I

## INTRODUCTION

### **I. Background of the Study**

#### **Introduction**

As English is spoken in many countries and is the official language of some countries, it is considered world language and is used as an official language for all international conferences. College students in most non-English speaking countries are required to take English language courses to meet the need of internationalization and communications with people outside the country. In Indonesia, English is used as a foreign language. Students employ different ways on learning depending on individual's learning styles.

El Hmoudova (2015) asserts that learning style is one of the concepts that are postulated by researchers to depict learners' differences and varied needs. When learning something, the ways that students go about collecting, interpreting and proceeding information can be surprisingly different. Different learning style can influence students performance (Shaw, 2011). Although his reserch is in e-learning subject, but the situation also happens in another subject. Moreover, worldwide research shows that people have different preferences sometimes referred to as learning styles and are used to describe and help teachers understand the ways in which different students learn (El Hmoudova, 2015). Raoofi et al (2012) states that individual differences predict success in language learning. Individuals learning a foreign language have many differences in their rate of learning and the ways to develop their skills. Students learn the target language better when they are motivated.

One of the things that motivates the students is their self-efficacy in learning. Albert Bandura's concept of self-efficacy was developed as part of a larger theory. Izyan and Parilah (2015) state that self-efficacy refers to the belief that individuals hold about their ability to accomplish certain tasks. This belief will influence their performance on those tasks. Self-efficacy plays a significant role in predicting human performance and thus, helping them to succeed in the tasks given to them. A person with strong self-efficacy will be motivated and is likely to perform better in the task given. Conversely, a person with low self-efficacy is more likely to become frustrated when they encounter difficult challenges or tasks which they perceive as something that should be avoided rather than mastered (Idrus & Salleh, 2011: 62).

Oxford (1990) states that strategies are important for language learners because they are tools to develop their communicative ability. Doing appropriate language learning strategies will improve students' ability. Therefore, students need to apply appropriate language learning strategies in order to improve their speaking ability. Based on the explanation above, the researcher is interested in convert the topic into a research that will be carried out to the second semester students of Bachelor of Science in Nursing study program of Bethesda Yakkum Institute of Health Sciences.

## **B. Problem Limitation**

This research limits the problem on the discussion of the students' self-efficacy and learning strategies applied by the second semester students of

Bachelor of Science in Nursing of Bethesda Yakkum Institute of Health Sciences  
Yogyakarta.

### **C. Problem Formulation**

This research is attempted to answer the following questions:

1. How is the students' self-efficacy in Bahasa Inggris I Class?
2. What language learning strategies are applied by the students to improve their English in Bahasa Inggris I Class?

### **D. Objective of the Research**

In relation to the research questions, the researcher classifies the objectives as follows:

1. To ascertain how the students' self-efficacy contribute to the success of learning Bahasa Inggris I Class at STIKES Bethesda Yakkum Yogyakarta.
2. To describe how the learning strategies chosen contribute to the success of learning Bahasa Inggris I Class at STIKES Bethesda Yakkum Yogyakarta.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

#### **A. Self-Efficacy**

Self-efficacy theory stressed that human action and success depend on how deep the interactions between one's personal thoughts and a given task, Bandura. Self-efficacy is one of the individual's self-regulating abilities. The concept of self-efficacy was first proposed by Bandura in 1977. Self-efficacy refers to the perception of an individual's ability to organize and implement actions to showcase certain skills (Bandura, 1986) Baron and Byrne (2000) suggest that self-efficacy is an individual's assessment of his or her ability or competence to perform a task, achieve a goal, and produce something. Besides that, Schultz (1994) defines self-efficacy as our feeling towards adequacy, efficiency, and our ability to cope with life. Based on the opinion of experts, it can be concluded that self-efficacy is an individual's beliefs or beliefs about his or her ability to organize, perform a task, achieve a goal, produce something and implement actions to display a certain skill.

Self-efficacy also refers to individuals' beliefs in their capabilities to manage something and do some actions in order to achieve certain accomplishment (Bandura, 1997). Self-efficacy is not a measure of the skills one has but it is a belief in what one can do under certain conditions with whatever skills one possesses. Those beliefs give influence on some aspects, namely individuals' task orientation, effort and persistence, strategy use, beliefs, and performance. The table below summarizes how self-efficacy influences those aspects.

**Table 1. The Influence of Self-Efficacy**

	High Self-efficacy Individuals	Low Self-efficacy Individuals
Task orientation	High self-efficacy individuals have high targets and goals. Not only having them, they do some things to achieve their targets and goals. They consider those targets and goals as challenges not as burdens.	Low self-efficacy individuals have low targets and goals. Some of them may have high targets and goals, but they will do fewer things or even nothing to achieve them because they have low estimations of their capabilities to perform something.
Effort and persistence	High self-efficacy individuals put more effort and not easily give up when facing obstacles.	Low self-efficacy individuals easily give up and lose their spirit to keep trying when facing obstacles because they have doubt about their capabilities to perform something.
Strategy use	High self-efficacy individuals are likely to do some actions or useful strategies and have high commitment to achieve their targets and goals.	Low self-efficacy individuals are not likely to do some actions or useful strategies and have weak commitment to achieve their targets and goals.
Beliefs	High self-efficacy individuals have high selfconfidence that they will be able to achieve their targets or goals. Besides, they can control their stress and anxiety when they cannot achieve their targets and goals yet.	Low self-efficacy individuals have low selfconfidence that they will be able to achieve their targets or goals. Besides, they cannot control their feeling, so they will feel anxious and depressed when they cannot achieve their targets and goals yet.
Performance	High self-efficacy individuals have higher performance than low selfefficacy individuals.	Low self-efficacy individuals have lower performance than high selfefficacy individuals.

Individuals' self-efficacy can be determined by understanding those five aspects (Bandura, 1986). Information in table 1 shows that individuals who use strategies more efficiently, do activities to achieve targets and goals willingly, expend greater effort, persist longer even if difficulties appear, believe that they can succeed and perform better than other people are individuals with high self-efficacy.

## B. Language Learning Strategies

According to Oxford (1990), there are six types of language learning strategies. Each of the strategies is explained in the following table.

**Table 2. The Language Learning Strategy**

LLS	Explanation	Examples
Memory Strategies	These are strategies that help learners keep and retrieve new information.	Using phonetic spelling and/or accent marks to memorize new words.
		Remembering difficult English grammar by reviewing it many times.
Cognitive Strategies	Cognitive strategies enable learners to understand and produce new language in many different meanings.	Practicing pronunciation by doing repetition
		Joining a foreign language club and making friends with native speakers.
Metacognitive Strategies	These strategies give learners a way to manage and organize their learning process.	Making time schedule to practice speaking
		Setting goals or making long-term aim which refers to the result that will be accomplished in many months or years later
		Evaluating learners' progress in speaking a new language.
Affective Strategies	Affective strategies enable learners to control their	Taking deep breath before starting speaking to reduce anxiety.



	emotions and attitudes towards learning	Saying positive statement to encourage learners to speak English.
Social Strategies	These are strategies that help learners to be able to communicate with many people by giving them opportunities to practice their speech production	Having temporary pair or small group to practice speaking with others.
		Having conversation with native speakers that they meet outside the classroom.

According to Oxford (1990), there are some factors that influence the use of language learning strategies and determine their speaking performance, namely motivation and anxiety. Motivation is the primary source which contributes to individual language learning. Learners who have high motivation seem to use greater range of appropriate strategies. Motivation determines the amount of some components, namely goal, want, effort and attitudes toward the learning activity (Gardner, 1985). Highly motivated individuals are more active in language classes, more successful in learning foreign language, and more excited to participate in foreign community and interact with members of that community. Anxiety can affect learners' productive skill such as speaking skill, including the language learning strategies (Horwitz, 2001). Learners with low anxiety will succeed in their language learning because they tend to use various language learning strategies (Oxford, 1990). A fearful, and even stressed. That will influence learners' belief on their capability in speaking English. Those feelings appear when individuals have beliefs in being not confident in their ability, being embarrassed and confused that they will make a mistake when performing challenging task.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of Research**

The aim of this study was to find out how the students' self-efficacy was and the learning strategy chosen by the second semester Bachelor of Science in Nursing Study Program at STIKES Bethesda Yakkum Yogyakarta.

The design of the study was qualitative in nature and it was basically a case study of a class. Qualitative data were gathered through questionnaire and interview with the students. Written documents were used to obtain more detailed information.

#### **B. Research Setting**

The researcher did the research to Bachelor of Science in Nursing Study Program at STIKES Bethesda Yakkum Yogyakarta which is located in Jalan Johar Nurhadi 6 Yogyakarta. Sampling procedure of this research was purposive sampling. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This involves identifying and selecting individuals or groups of individuals that were especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Clark, 2011). Using this technique, 22 participants were chosen.

### **C. Technique of Data Collection**

To get the data collection the researcher used two kinds of techniques in collecting the data; questionnaire and interview. The researcher first carried out the questionnaire, then continued to conduct the interview to three participants.

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Students' Self-Efficacy**

Table 3 below shows aspects influenced by self-efficacy which determined students' self-efficacy. From the table, it can be concluded that student A had low self-efficacy while student B and student C had high self-efficacy.

**Table 3. The Influence of Self-efficacy on Students' Learning Strategies**

<b>Inter- viewee</b>	<b>Task Orientation</b>	<b>Effort &amp; Persistence</b>	<b>Strategy Use</b>	<b>Beliefs</b>	<b>Perfor- mance</b>
A	√	x	√	x	x
B	√	√	√	√	√
C	√	√	√	√	√

Bandura (1986) states that high self-efficacy individuals will have higher performance than low self-efficacy individuals with the same ability and under particular condition. It means that low self-efficacy individuals will have lower performance than high self-efficacy individuals. Based on the questionnaire and interview results, student B and student C performed their speaking better than student A even though all of them did some language learning strategies. It shows that student B and student C had high self-efficacy while student A had low self-efficacy. Therefore, it can be concluded that the higher speaking performance they had, the higher students' self-efficacy.

Bandura (1986) states the higher targets and goals they set and the more useful strategies individuals do, the higher their self-efficacy. Not only having high targets or goals, they also do some things to achieve their targets and goals.

All students who became the interviewees demonstrated as high self-efficacy individuals as seen from two aspects, namely task orientation and strategy use. The first reason was because they set high goals which were having better speaking ability, being able to speak English as fluent as native speakers and the other goals even though they had different beliefs in their speaking ability. The second reason was because not only setting high goals, all of them did some language learning strategies which were divided into direct strategies and indirect strategies to achieve their goals. The more effort they put when facing obstacles, the higher students' self-efficacy (Bandura, 1986).

Student B and student C were individuals who had high self-efficacy because they never gave up when facing obstacles. They even put more effort to remove the obstacles to achieve their goals such as forcing themselves to keep speaking English even though their speaking ability was not perfect, gaining more confidence and strengthening their belief in their speaking ability. On the other hand, student A was someone who could not continue doing the strategies when the obstacles appeared. She easily gave up because she doubted her speaking ability. It means that student A's self-efficacy was low. The more confident and more able to control their stress and anxiety, the higher students' self-efficacy (Bandura, 1986).

Student B and student C were those who had high self-confidence that they would be able to have better speaking ability, speak as fluent as native speakers, and achieve other goals they set. Moreover, they could control her anxiety, fear and stress in certain condition which made her choose to be a responsible person who kept trying and believing in her ability. Nevertheless, student A was the one who was not sure that she could achieve her goals because she was not confident

in her ability. She was afraid that she could not achieve her goals because of her ability. From the analysis of beliefs, it is concluded that student B and student C had high self-efficacy while student A had low self-efficacy.

## B. Students' Choices of Language Learning Strategies

In order to answer the research question number one, the researcher distributed questionnaire sheets consisted of close-ended questions to 22 students in Bahasa Inggris I class B and conducted an interview to three students. The research findings indicated that all students applied various language learning strategies to improve their speaking ability.

**Table 4: Students' Choices of Language Learning Strategies**

No	LLS	Statement	SD	D	A	SA
1.	Memory Strategies	I use phonetic spelling and/or accent marks to memorize new words.	0 (0%)	2 (9%)	17 (77%)	3 (14%)
2.		I remember difficult English grammar by reviewing it many times.	0 (0%)	6 (27%)	16 (73%)	0 (0%)
3.	Cognitive Strategies	I practice my pronunciation by doing repetition	1 (5%)	14 (63%)	6 (27%)	1 (5%)
4.		I join a foreign language club and making friends with native speakers.	2 (9%)	15 (68%)	5 (23%)	0 (0%)
5.	Metacognitive Strategies	I make time schedule to practice speaking.	0 (0%)	18 (81%)	3 (14%)	0 (0%)
6.		I set goals or making long-term aim which refers to the result that will be	0 (0%)	0 (0%)	1 (5%)	21 (95%)

		accomplished in many months or years later.				
7.		I evaluate my progress in speaking a new language.	0 (0%)	2 (9%)	19 (86%)	1 (5%)
8.	Affective Strategies	I take a deep breath before starting speaking to reduce anxiety.	0 (0%)	6 (27%)	10 (46%)	6 (27%)
9.		I say positive statement to encourage learners to speak English.	0 (0%)	4 (18%)	15 (68%)	3 (14%)
10	Social Strategies	I practice my English with my friends such as having temporary pair or small group.	1 (5%)	5 (23%)	10 (46%)	6 (27%)
11.		I practice my English by having conversation with native speakers that I meet outside the classroom.	1 (5%)	12 (54%)	9 (41%)	0 (0%)

*SD: (Strongly Disagree); D: (Disagree); A: (Agree); SA: (Strongly Agree)*

The findings from the questionnaire were also supported by the interview results of some students. A student said that she joined English club because there were many native speakers who joined the club. Therefore, Indonesian people including her were demanded and forced to speak and communicate in English with both native speakers and other Indonesian people. Another student explained that she made a routine schedule in which twice in a week she had to practice her pronunciation over and over and also her grammar by doing grammar tasks. When there was free time, she also used it to practice her speaking.

### **C. Students' Self-efficacy in Relation to the Learning Strategies Chosen**

Based on the questionnaire result, 21 students or 95% agreed that their speaking ability was improved after doing some language learning strategies while one student or 5% disagreed. It means that the strategies were useful for speaking improvement of most students. The improvement was reflected in their speaking performance after applying various language learning strategies. The researcher did not determine whether their performance was really improved by seeing their performance directly, but by trying to make meaning on their perception of their speaking ability.

The questionnaire result was supported by the interview result of three students. Student B and student C explained that their speaking ability is really better because now they can respond to the conversation faster without thinking too long about what I have to say and understand more how to speak English politely and formally by choosing appropriate vocabularies and correct grammar. However, student A who disagreed explained that her speaking ability did not get better even though she did language learning strategies like what her friends did. It happened because she did not do them seriously which meant that she could not persist in facing obstacles even though actually she really wanted to have better speaking ability and be able to speak English as fluent as native speakers. Moreover, she was not confident in her speaking ability and she had doubt that she would be able to achieve her goals.

From the analysis, it can be concluded that the improvement were obtained by only student B and student C. The improvement was not obtained by all students because of some factors that influenced the use of language learning strategies, namely motivation and anxiety (Oxford, 1990). Student B and student



C were those whose motivation were high and anxiety was low, while student A was a student whose motivation was low and anxiety was high. Because of the high motivation and low anxiety had by student B and student C, they were more successful than student A as reflected in their speaking performance after applying language learning strategies.

The analysis of the use of strategies and factors influencing it were used to determine students' self-efficacy. The researcher used the analysis of targets and goals set by the students to analyze task orientation and the analysis of language learning strategies were applied by the students to analyze strategy use. Moreover, the researcher used the analysis of factors that influence the use of language learning strategies, namely motivation to analyze effort & persistence and personality trait to analyze beliefs.

## CHAPTER V

### COCLUSION AND RECOMMENDATION

First, the research findings indicated that all students applied various language learning strategies in order to improve their speaking ability. Those strategies were divided into six groups, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. The most dominant strategy was setting speaking goal because 100% of the students applied that strategy. According to Oxford (1990), this strategy belongs to metacognitive strategies.

Second, language learning strategies were useful for almost all students, as reflected in their speaking performance which was improved. The use of those strategies was influenced by some factors, namely motivation and anxiety. The higher motivation and the lower anxiety the students had, the more strategies were used and the more successful they were in learning foreign language. The success was reflected in their speaking performance after applying various strategies.

Other aspects were influenced by self-efficacy also determined students' self-efficacy. In short, the higher targets and goals set by students, the higher students' self-efficacy; the more effort students put, the higher students' self-efficacy; the more useful strategies they applied to achieve their goals, the higher students' self-efficacy. Moreover, the more confident and more able to control their stress and anxiety, the higher students' self-efficacy; the higher students' speaking performance, the higher students' self-efficacy. Based on the analysis of those aspects, it was found that student A had low self-efficacy while student B and student C had high self-efficacy.

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