A Survey on Students' Academic Self-Efficacy on International Program Bridging Course

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ABSTRACT

Mastering English in academic context is prominent to prepare university students for global academic competition, and therefore awareness of academic self-efficacy on academic English skills is urgently needed. This survey study aims to examine the academic self-efficacy of students from International Program in various study fields who took Bridging Program Course at a private university in Yogyakarta, Indonesia. To collect the data, the researcher distributed a questionnaire by Djokic (2021) that was adapted from Owen and Froman's (1988) College Academic Self Efficacy Scale (CASES). The questionnaire was distributed to 118 students from various disciplines who take the Bridging Program Course to determine their level of academic self-efficacy. However, only 84 responses were obtained. The data show that students from Bridging Program Course have the highest efficacy on their attendance to lectures. It is because the policy of the institution requires them to attend at least 75% of the total meetings each semester. However, they have the lowest efficacy on their note-taking skill and their ability to answer questions from the professors. The result implied that students were more confident in doing a routine activity such as attending lectures since they are accustomed in it. They felt less confident when they have to take notes properly and to respond to lecturers as the first one required a study skill, while the latter reflected their readiness to learn.

1. INTRODUCTION

Students who target to obtain global experience in education require to accelerate their academic English proficiency to an excellent level. English skill is not only needed to communicate verbally, but it is also crucial to support their research activities and academic writing. In university level, to fulfil students' needs in academic field, universities provide English for Academic Purposes (EAP) courses. English for academic purposes (EAP)

evolved from the wider scope of English for Specific Purposes (ESP), which is distinguished by its emphasis on language training designed specifically to help students' studies and research in English (Hamp-Lyons, 2011). According to Carkin (2005) in an article by Hamp-Lyons (2011), needs assessment of heterogeneous learners in EAP underpins syllabus design, materials creation, processing and decision-making, learning goals and outcomes, and, finally, formative assessments. Need analysis is critical in EAP because learners have unique needs. As a result, each learner or study group will have different needs than other person or group. A significant amount of fundamental aspects is more commonly referred to as 'study skills.' (Jordan, 1997). Orr (1998) suggests four factors for finding specific languages that should be studied in EAP: vocabulary, grammar, spoken languages, and extra - linguistic aspects. Furthermore, in order to set those skills in EAP, students must have excellent academic self-efficacy so that they can compete and understand their deficiencies. Thus, awareness of academic self-efficacy towards language skills is needed to learn English correctly and effectively.

Self-efficacy is marked as people's views about their capacity to do certain performances which have an impact on their life. Self-efficacy is related to the belief that someone can take the expected action. Academic self-efficacy is very important for students to control motivation to achieve academic expectations (Bandura, 1994). Academic self-efficacy will contribute to the learner's future language success if it is linked to particular goals and a knowledge of language achievement. Self-efficacy was found to be strongly connected to a variety of primary outcomes, including scores, seatwork performance, test and quiz grades, and the integrity of papers and presentations (Joo, 2000). Academic self-efficacy was also utilized to anticipate educational accomplishment potential in other educational curricula. Moreover, substantial beneficial connections between both self-efficacy beliefs and achievement were observed in research of foreign learners, with certain proofs that self-efficacy beliefs help facilitate accomplishments for EAP students (Thompson, 2018).

In accordance with the need to improve students' self-efficacy and performance in EAP, universities have designed additional courses that aim to encourage students' learning achievement. Many universities have conducted student orientation programs to help students from all over the world adjust to the campus culture and academic challenges.

(Mittal et al., n.d.). Furthermore, universities that offer international undergraduate programs usually provide a specific course to equip the students with sufficient English proficiency for their study. That specific course is called bridge course and is given before the students start the first year or while they enrol in regular courses in the first year. Bridging courses are designed to help students integrate socially and academically as they start college.

Numerous studies have been conducted to investigate students' self-efficacy in general context (Tilfarlioğlu, F. Y., & Cinkara, E., 2009; Genc, G., Kulusakli, E., & Aydin, S, 2016; Chen, H.-Y, 2007). However, there is still limited study on self-efficacy in EAP context, especially in bridge course context. Therefore, this research will focus on the academic self-efficacy of students who take bridging course in international undergraduate program. The purpose of this study was to examine the level of academic self-efficacy of students who take Bridging Programs Course in various study fields in a private university in Yogyakarta.

2. RESEARCH METHOD

This study was designed as a survey study, which survey study can be marked as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2011). Survey study is one of the specific method of descriptive quantitative research that can be used on educational purposes. Quantitative research covers a broad spectrum of methodologies associated to systematic research that make use of statistical or numerical data (Watson, 2015).

The researcher used an adaptation of Owen and Froman's (1988) questionnaire and Likert scale named "the development and estimation of measurement properties of the College Academic Self-Efficacy Scale (CASES)." The researcher utilized Djokic's customized version for this research. This questionnaire has 15 major items about students' academic self-efficacy and has a total reliability of $= 0.914$ for the research aims. Researcher modified and updated the questionnaire in the context of ESP. The statement also uses an Owen and Froman (1988) Likert scale of 1 to 5. (1 referring to very low confidence and 5 referring to very high confidence). Table 1 contains a set of questions and examples of statements. The questions in the table are classified into three primary components: general self-competence, communication with the professor, and attendance at lectures. Questions that incorporate this component in general self-competence are 1, 2, 3, 4, 7, 9, 11, 12, 13,

14, 15. Questions 5, 8, and 10 pertain to communication with the lecturer. Attendance in lectures, on the other hand, is merely question number six.

Table 1. Djokic's College Academic Self-Efficacy Scale (2021)

No.	Components	Questions
1.	General Self-Competence	I believe that I can successfully take notes during the lecture and organize my notes well.
2.		I believe that I can successfully participate in discussions during the lecture.
3.		I believe that I can successfully follow a lecture about a complex topic.
4.		I believe that I can successfully teach other students.
5.	Communication With The Lecturer	I believe that I can ask the lecturer to explain a certain part of the lecture which I did not understand again during the lecture.
6.	Attendance In Lectures	I believe that I can regularly attend lectures.
7.	General Self-Competence	I believe that I can understand most of the content presented in lectures.
8.	Communication With The Lecturer	I believe that I can successfully communicate with the professor privately in order to get to know him/her better.
9.	General Self-Competence	I believe that I can successfully make connections between content in the English language and content in other courses.
10.	Communication With The Lecturer	I believe that I can successfully answer the professor's questions during the lecture
11.	General Self-Competence	I believe that I can successfully master content in the general vocabulary of the English language.
12.		I believe that I can successfully master content in the technical terms of the English language.
13.		I believe that I can successfully master content in the grammar of the English language.
14.		I believe that I can successfully pass the written exam.

15.		I believe that I can successfully pass the oral exam.

Furthermore, the population of this study consists of international students enrolled in an academic year program at an Indonesian private institution who conduct bridging courses. The population comprises 5 international program classes in a variety of disciplines over the academic year 2022, with an estimated 20 participants in each class. This study used Slovin's method to determine the total sample from the population. The researchers applied the Slovin's method with a 5% error rate to calculate the amount of samples being used. The expected number of participants is 100, and in this study, 80 students were expected to participate as samples. In reality, the researcher could collect response from 84 students.

To collect the data, the researcher attended one meeting of each Bridging Program class to distribute the questionnaire to the students. At the end of the class, the researcher cooperated with the lecturer to deliver the survey. The questionnaire was distributed online through Google Forms to 6 international program classes with the link https://forms.gle/HK9DYhpS7wtiQeSu5 and it takes around 10 minutes to complete, depending on each student's reading speed. This questionnaire is completely non-coercive, on the consent form in the first page, students may choose not to fill out this questionnaire. To anticipate any questions, the researcher stayed until all of the students in the class had answered the questionnaire. The researcher then repeats it in the following class to ensure that the requisite number of participants is obtained.

Last, after collecting the data, the researcher conducted data analysis. Statistical Package for the Social Sciences (SPSS) tool is used by the researcher to evaluate the results. The examined sample was then validated for reliability before being summarized using descriptive analysis. Microsoft Excel 2016 or Spreadsheet is used for data processing, while SPSS Statistics 23 is used as the analytical application. The percentages, median, and standard deviations of the variables were determined using descriptive statistics. Following that, the data were displayed in the shape of a chart, and interpret the statistical data into a descriptive elaboration.

3. RESULTS AND ANALYSIS
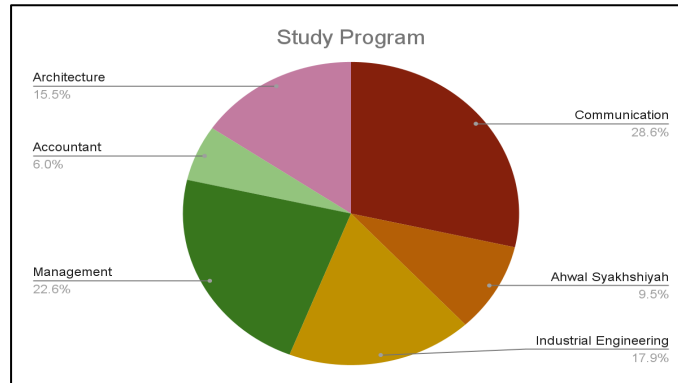
3.1 General Participant's Data

Figure 1 Participants' General Information

84 students from six study programs in the International Program have shown a willingness to complete this questionnaire. International Program of Communication (24 students), Sharia Law (8 students), Industrial Engineering (15 students), Architecture (13 students), and International Program of Management and Accounting (24 students) are the classes which participated in this class.

3.2 General Self-Competence

The first domain, General self-competence, contains 11 items (items 1, 2, 3, 4, 7, 9, 11, 12, 13, 14, 15) out of a total of 15. Each item is associated with specific abilities linked to self-efficacy. The following graph represents the mean distribution of each item in the first domain:
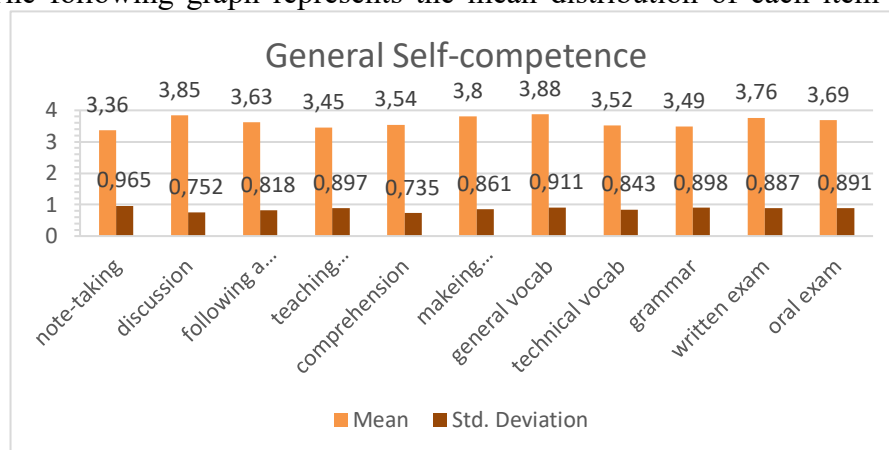

Figure 2 General Self Competence

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Referring to the data above, it is possible to conclude that the highest score in domain 1 is Mastery of general vocabulary (M=3.88, SD=0.911), followed by Participate in discussion (M=3.85, SD=0.752). it may also notice that note-taking has the lowest score in domain 1 (M=3.36, SD=0.965).

3.3 Communication with The Professor

Communication with the professor is the second domain, with 3 elements out of a total of 15. Domain 2 consists of asking the lecturer to re-explain (question 5), talking privately with the professor (question 8), and responding the lecturer's question (question number 10). The graph below shows the distribution of student confidence in domain 2:
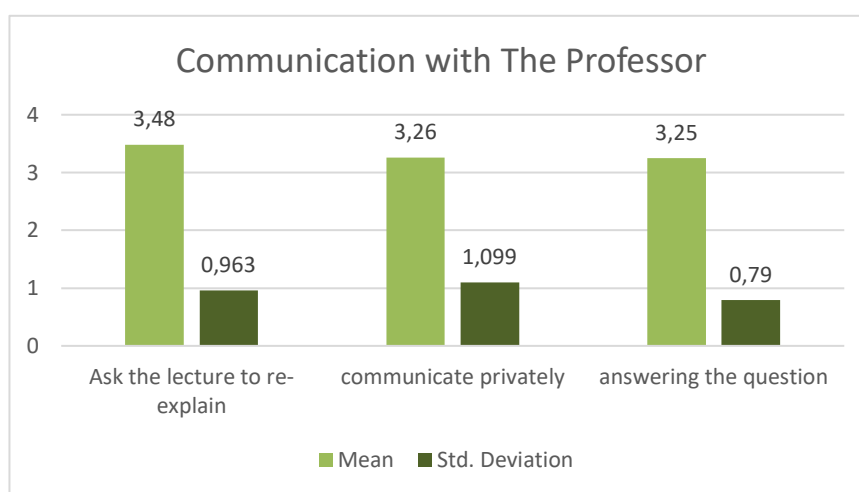

Figure 3 Communication with the professor

According to the data above, the highest score of students' self-confidence is for Asking the lecturer to re-explain the material that they did not understand yet (M=3.48, SD=0.963), followed by communicating privately with the lecture (M=3.26, SD=1.099), and the lowest score in domain two is answering the question from the lecturer (M=3.25, SD=0.79), that either means the fewest preferred option of those two items.

3.4 Attendance at The Lecture

In the last domain, attendance at the lecture, there is just one item out of a total of 15, which is attendee to the lectures in question number 6. The following table simply represents the degree of student self-efficacy:

Table 3. Attendance to Lectures

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Mean	Std. Deviation
4.44	**0.797**

Attendance at lectures received the highest significant score of all domains (M=4.44, SD=0.797), indicating that the highest degree of student confidence is to attend lectures on a regular schedule.

3.5 Implication

The degree of student academic self-efficacy in lectures is split into three components based on the processed data, that are, general self-competence, communication with the professor, and attendance to the lecturer. Each aspect has a different level of self-efficacy in each of the available items. The first point to discuss is general self-competence. According to the graph, mastering general vocabulary has the highest average (M=3.88, SD=0.911) and even higher than students's efficacy on technical terms in their respective fields (M=3.52, SD=0.843). This may be related to the bridging program course which does not really require every student to be able to use technical terms of each field. Technical terminologies are only used in specialized courses or the primary courses in their respective fields. The second-highest rank after 'understanding broad vocabulary' was 'participating in the discussion' (M=3.85, SD=0.752). It can be inferred that lecturers always encourage their students to actively discuss a problem given by the lecturer related to the lecture material that day. The learning and teaching method includes reciprocal replies between both the students and teachers, and among students themselves, since everyone should engage in and contribute to this process (Abdulbaki et al., 2018). Moreover, several professors kept record of students' attendance and participation in discussions during online learning. Furthermore, the lowest score is in note-taking skill (M=3.36, SD=0.965). Note taking skill is one of the skills being taught in bridging program course. However, this skill was only taught in a limited number of meetings. Even though note taking skill might not as popular as public speaking or critical thinking skill, it is actually a very important study skill that can support the effectiveness of the learning process. Notetaking aids both recollection of factual information and the synthesis and application of new knowledge, especially when notes are examined before to tests (DeZure et al., 2001)

The second domain that will be discussed in this sub-chapter is communication with the professor. It is known that good communication skill is essential for students' academic performance as well as their professional success in life (Khan et al., 2017). The data show that students have highest efficacy in asking the lecturer to re-explain the material that they did not understand yet (M=3.48, SD= 0.963). As a result, professors may be able to encourage students to ask questions if there is any material that has not been understood. Another possibility that can be obtained is that the professor provides a casual learning environment in which students do not hesitate to ask questions. Then there is no significant difference in average for the following two items, which are communicating privately with the professor (M=3.26, SD=1.099) and answering the question (M=3.25, SD=0.79), with the answering the question being the lowest score in this domain. Some students are hesitant to ask questions during the lecture; therefore, lecturers ask them some questions to check their comprehension. Not all students have the confidence to answer questions from the lecturer when these questions are asked during class. The most common cause encountered by practically every student is a fear of answering incorrectly.

Surprisingly, in this research it is showed that students have highest efficacy on their attendance to regular lectures (M=4.44, SD=0.797). It is possible to determine whether or not a course has a minimum attendance requirement for examination. The policy of the university requires them to attend at least 75% of the meetings each semester. This policy encourage students to keep their attendance record good unless they cannot pass the courses.

CONCLUSION

This research aims to find out the level of self-efficacy of students in international programs, especially for the bridging course in the first year of study. 84 students were willing to complete the questionnaire, which was a 5% increase above the specified minimum limit of 80 participants. Participants consisted of majors in Communication (28.6%), Sharia Law (9.5%), Industrial Engineering (17.9%), Management (22.6%), Accountant (6%), and Architecture (15.5%).

From the findings we can conclude that there are three separate characteristics that each indicate academic self-efficacy: general self-competence, communication with the professor, and attendance at the lecturer. The average student convinced in their ability to regularly attend lectures, as evidenced by the highest average score in the third aspect

(M=4.44, SD=0.797), the possibility of a minimum demand for attendance during lectures as a condition for submitting examinations. They are more confident in their ability to attend classes on a regular basis throughout the semester. In general self-competence, the ability to master vocabulary in general became the highest average value among the other items (M=3.88, SD=0.911), then followed by participating in discussion (M=3.85, SD=0.752). Lecturers may well encourage students to actively participate in discussions to earn extra credit in class or as a substitute for attendance if lectures are delivered online, so that their average confidence rises to the second highest level. So far, note-taking has grown less preferred (M=3.36, SD=0.965), and just a few students were noted to be particularly confident in taking notes throughout the lecture.

In contrast, many students feel confident in asking the lecturer to re-explain the content they did not understand yet (M=3.48, SD=0.963), which is followed by communicating privately with the lecture (M=3.26, SD=1,099). Most likely prefer to ask the lecturer personally, both in and out of class. However, according to the data analysis, responding to the lecturer's question (M=3.25, SD=0.79) resulted in the lowest score obtained. This refers to the fact that several possibilities might arise if students are not interested in responding to questions from the professor, one of which is that any student is anxious about replying incorrectly.

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