A CORRELATIONAL STUDY BETWEEN LEARNERS' SATISFACTIONS WITH OFFLINE CLASS AND ENGLISH SELF-EFFICACY DURING THE COVID-19 PANDEMIC

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Abstract: Studies described that satisfaction and self-efficacy were mentioned as the utmost influencers in students' academic performance. By saying that, the study was carried out to expose the level of satisfaction with offline class and English self-efficacy of the students, and to find out is there any correlation between those two-mentioned variables. Through random sample sampling technique, 32 senior high schools students located in local area, Bitung city, were gathered as a sample for this study. Two questionnaire were adapted, first from Asakereh & Dehghannezhad (2015) a questionnaire for satisfaction scale, and second from Sağlam & Arslan (2018) a questionnaire for English self-efficacy. The outcomes revealed that students' level of satisfaction with offline class and English self-efficacy was at average level. Moreover, a significant negative correlation was revealed between students' satisfaction with offline class and English self-efficacy. Finally, the study ends with recommendation also suggestion which required to be considered.

Keywords: *Satisfaction, English Self-Efficacy, EFL, Offline Class*

INTRODUCTION

The current pandemic has changed the teaching methodology world widely. In Indonesia, precisely in local area such in Bitung city, the e-learning and offline learning process has been conducted since March 2020 where the pandemic began to spread rapidly because the COVID-19 pandemic has forced the Indonesian government to release the regulation to move the teaching-learning processes, partially at home taking

advantages of the remote learning while the others should come to school to have an offline learning and have study with teachers (Rusmiati Aliyyah et al., 2020). So, the people were deliberately guided how to live side-by-side with this virus, at the same time, to keep do the learning and other activities. This is believed is the utmost solution for the time being whilst waiting for the vaccination being available for people (Bayu, 2020). Teachers were demanded to conduct the learning, either remotely or offline, as effective as possible in order to meet the students' need for education.

While that have been stated, the sense of satisfaction and self-efficacy have role also for the students' effectiveness in learning process and for the further development in learning. Satisfaction is that the sense of willingness to proceed the learning much further if their needs and expectations are met (Rashidi & Moghadam, 2014). Satisfaction was believed as the motivation booster to do well in the learning environment and to achieve a greater achievement, either; If students' need are not well met, however, their willingness to achieve greater achievement will be depleted and have no sense to move forward (İhtiyaroğlu, 2018). Besides that, self-efficacy beliefs is holding a big role as well. Self-efficacy refers to how persistent the infants and how many the efforts are put into particular tasks in order to accomplish a specified goal (Wang et al., 2018). Self-efficacy is paramount because, if ones have high self-efficacy, the better their performance, more focused, more determined and resilient in learning also in achievement than those who have low self-efficacy that would likely to experience self-doubt, demotivated, anxious and depress (Bingöl et al., 2018; Kirbulut, 2019).

Numerous studies discovered that students' self-efficacy beliefs are associated with academic and skill achievements. Some studies showed that there is a positive correlation between students' self-efficacy and their achievement in English in general, also, stated that self-efficacy was the strong predicator that would affect students' achievement (Doordinejad, 2014; Ghonsooly et al., 2012; Rahimpour & Nariman-Jahan, 2010). It may strengthen the believed that if ones have high self-efficacy, then their achievement should be great, as well. Further, it is proved that there was a positive

correlation between self-efficacy beliefs and reading comprehension skill which resulted a favorable reading skill among the EFL learners (Kargar & Zamanian, 2014; Naseri & Zaferanieh, 2012). Last but not least, students were also motivated and giving much effort to realized their fluency in speaking English as being influenced by from others' fluency in English speaking terms (Liu, 2013).

Another important findings also exposed related to the satisfaction which influences the EFL students' performance learning process. It is believed that, if their needs are not being fulfilled, students' expectations were not being fed up, and if the classroom situation, teachers' behavior are not being personalized or performed well, then they will be dissatisfied and be unwilling to learn further (Efe, 2009; Jannati & Marzban, 2015; Schaal, 2010).

Concerning of those both advantages and influences toward students' achievement, however, it seems little research has been conducted on the relationship between satisfaction and English self-efficacy. Wherefore, the current studies was carried out, off course by aligning with the current contexts, to answer the research questions as listed below:

1. What is the level of students' satisfaction level with offline class during the outbreak?
2. What is the level of students' English self-efficacy beliefs during the outbreak?
3. Is there a significant correlation between students' satisfaction with offline class and their English self-efficacy?

METHODOLOGY

A descriptive correlational design was employed, along with the simple random sampling as the technique sampling. The current study observes 36 EFL senior high school learners in Bitung, during the 2020/2021 academic year. They were randomly selected as the sample of the total senior high school learners in Bitung. They been considered have learnt English for, much less, six years. Two questionnaires were

adapted; they are from Asakereh & Dehghannezhad (2015) and Sağlam and Arslan (2018). First, the questionnaire that originally sentenced satisfaction with speaking classes had been reframed as satisfaction with an offline class as it is being aligned to the current context of the study. The questionnaire consisted three terms of satisfaction: linguistic, materials, and instructor. Subsequently, 11 items out of 38 items were elected based on the Likert scale, start from point number 1 (very unsatisfied) to the point number 5 (very satisfied). Secondly, the English self-efficacy scale which covered up the four main terms in English language, listening, reading, writing and speaking were adapted. 10 items out of 29 items were selected based on the Likert scale, beginning with 1 (strongly disagree) to 5 (strongly agree). The idea that the items were partially selected is that merely to decrease the total number as simple as possible to avoid boringness among the participants to answer it randomly. Additionally, the questionnaire was translated into Bahasa then distributed online through Google Form tools. Moreover, the collected data were analyzed using the SPSS 16.0 then were verified descriptively, the level of satisfaction with luring and English self-efficacy also is being computed to see how well participants engaged with it, as the judgment will be based as referred in table 1. While the correlation coefficient, whether strong or not and whether it has positive or negative correlations, will be determined by the significance score at $p < .001$.

Table 1. Mean score indicator and interpretation

Mean Score	Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.20	Average
3.21 – 4.20	High
4.21 – 5.00	Very High

FINDINGS

The satisfaction level of offline class

The level of satisfaction with luring class have been performed, the first is referred to their satisfaction in linguistic dimension (Table 2). Based on the computation on Likert-scale, the results are out as follows:

Table 2. Satisfaction in linguistic dimension

Descriptive Statistics			
Items	N	Mean	Std. Deviation
Linguistic Dimension			
1. Vocabulary you learnt in English class	36	3.02	1.34
2. The impact of English class to your writing skills	36	2.67	1.45
3. The impact of English class to your reading skills	36	2.97	1.34
4. The impact of English class to your listening skills	36	3.19	1.28
5. The impact of English class to your speaking skills	36	3.02	1.40
Average Mean Score		3.0	1.36

Based on the findings (Table 2). Ascending the highest from the lowest, it is showed that the impact of English class to participants' listening skills were the highest (M= 3.19), means that the English lesson taught in the class had impacted the students' interest in listening skill which beneficial for their listening proficiency. This also represents that students are well trained by listening to their teacher's speaking during the class hour, they supposed familiar to the English vowel, particular pronounces and so on. Coming after that, learnt vocabulary and the impact of English class to their speaking skills have the equal score (M= 3.02). Representing that vocabulary that they learnt in the classroom would directly contribute to their performance in speaking. In other words, the exposed vocabulary during class is matter to their willingness to

speak. Further, the impact of English class to their reading skills is having an obvious result (M= 2.97), means that their reading skill had been trained, however, the more exposure they are to the types of reading activity would enhance and strengthen their memory span about a particular vocabulary. The last but not least, the satisfaction of English class toward their writing skills is the lowest (M=2.67), this hinted that the supplied activity for writing in the class hour still lacking. If the more concerned from teachers are being contributed at this matter, the improvement of their skills should be visible.

Overall, it could be alluded that their satisfaction with luring class in terms of linguistics is on average. Means that teachers' effort to supply the students' English skills in the midst of COVID-19 are worth an effort, if the more concern are being supply, then the satisfaction would be improved.

The level of satisfaction with material have been performed (Table 3). Based on the computation on the Likert-scale, the results are out as follows:

Table 3. Satisfaction in material dimension

Material Dimension			
6. The activity/exercise your teacher applied in English class	36	2.89	1.46
7. Topic taught during class	36	3.00	1.41
8. The level of difficulty of the material	36	2.87	1.57
Average Mean Score		2.92	1.5

Based on the findings (Table 3), students' satisfaction towards the topics taught during the offline class shows an average score which means students have been quite satisfied with the performance of an offline class that has been provided by the school (M= 3.00). The similar results is also found on how they engaged in the activities (M= 2.89), as well as on the level of complexity of the material that been applied and taught during the offline class (M= 2.87). Interpreted that, the activity applied in class is good either with the materials, which is not too easy and not too difficult for students to

digest. Hence, their satisfaction on material dimension is on average (M= 2.92) means all the material selection, activity offered, either the level in the offline class are at suitable condition.

Table 4. Satisfaction in instructor dimension

Instructor Dimension			
9. The way your teacher motivate you in learning English	36	3.44	1.44
10. Evaluation and feedback to your tasks	36	2.91	1.62
11. The media used during class by teacher	36	2.83	1.32
Average Mean Score		3.06	1.46

Based on the discovering (Table 4), the students showing high satisfaction level toward the motivation quality that they received from the EFL teachers in their English language offline class (M= 3.44). A high results indicates that, in terms of learning, students are able to advance higher achievement in learning English, this is either marked that the teachers' attention in the giving spirit to their students to continue to develop is high. Students also show a good satisfaction level toward the way teachers evaluating and giving feedback regarding to their assignments (M= 2.91), which means that students are receiving a welfare judgment from teachers supposing well for their progress in learning English; the same case with the satisfaction with the media used by the teachers (M=2.83). Which means that teachers are comprehended in managing the media in teaching-learning situations. Wherefore, these results signal that teachers' effort in providing a qualified service for their students in offline is at good performance.

The students' English self-efficacy

After the students' satisfaction with offline class showing, in overall, average result, the study had computed the students' English self-efficacy level in the during time. Resulted based from Likert-scale, the results are out as follows:

Table 5. English self-efficacy mean score

Descriptive Statistics

Items	N	Mean	Std. Deviation
1. I can understand written English article/text	36	3.55	1.23
2. I can understand written English novel	36	2.77	1.17
3. I can write short or long text in English	36	3.27	1.57
4. I can identify my own mistakes in writing	36	3.38	1.31
5. I am capable to pass writing exam	36	2.75	1.40
6. I can have a dialogue in English without preparation	36	3.11	1.30
7. I can communicate in English if I have preparation beforehand	36	2.94	1.35
8. I am capable to pass speaking test	36	2.77	1.49
9. I can understand English songs and videos	36	2.80	1.32
10. I am capable to understand and to perceive any conversation in English	36	3.13	1.41
Average mean score		3.04	

Based on the findings of the table (Table 5.) which represents about their English self-efficacy, the 3 items are scored high (item #1, 4, 3). The findings of the mean score 3.55 showing that students are able to understand the written English text (item #1). Furthermore, the findings of the mean score 3.38 shows that they are able to recognize the mistakes of their own written text when engaged at writing activity (item #4), either, the seeds for self-learning is also seen from the results which is benefits to their performance in English skill development. Furthermore, the mean score 3.27 indicates that the students are able to produce the text English, whether it's short or long (item #3). While that are being interpreted, the findings of the rest items (item #2, 5, 6, 7, 8, 9 ,10) fell in the average category which indicates that they have capability to understand

the writings, conversation, and reading as well as able to pass the English tests with no much struggle. Hence, overall, the students have an average self-efficacy toward their English skills.

The relationship between satisfaction and English self-efficacy

In order to seek whether a positive or negative correlation persist between satisfaction with luring class and English self-efficacy, a Pearson product-moment correlation coefficient was performed.

Table 6. Correlation between Satisfaction and Self-efficacy

Correlations		Satisfaction	Self-efficacy
Satisfaction	Pearson Correlation	1	-.450[**]
	Sig. (2-tailed)		.006
	N	36	36
Self-efficacy	Pearson Correlation	-.450[**]	1
	Sig. (2-tailed)	.006	
	N	36	36

It is find out that, based on the significance at $p < .001$, there was a significance negative correlation between participants' satisfaction with offline class and their English self-efficacy, r = -450, N = 36, $p > .006$. Then, it will be true to regard that there is no correlation between satisfactions with offline class with English self-efficacy. In other words, no matter how satisfied they are with the classroom performance that performed by the EFL teachers, would not give much affect to their English self-efficacy or vice versa.

DISCUSSION

The findings explained that the level of satisfaction of the students to the offline class, as a whole, are at a moderate level, whether it is against the language, material and teachers. Although the results of these findings are at the medium level, however, this shows that they can be compelled to keep learning and burst to learning the English language. Even though they are at moderate level, however, if they possess a high satisfactory level, they favorable achievement they could attain. The studies' findings, previously found that the level of satisfaction of students may affect the performance in learning and achievement of their academic achievement (Antaramian, 2017; Suwantarathip, 2019). It is argued that if their learning needs are met well, learning services are well serviced, they may have a high motivation level to engage the leaning process, moreover, they could learn independently even if there is no teachers' supervision, they could still learn without having much difficult; the enthusiasm and learning achievement will increase, either. On the other hand, if their learning needs are not well met during the learning, then the students will be having difficulties to learn, constrained to participate more in class activity, and experiencing a degradation in terms of academic performance (Asare-Nuamah, 2017; Bassi, 2019). Even though the teachers could not fully be able to meet all the students' needs in learning, but at least by giving a favorable response toward what they need in learning process, completed with good teaching, appropriate methodology as well as processing proper material, will further the sense of satisfaction to the students.

In one study revealed that, the satisfied they are to the English class, the greater their English achievement will be (Qutob, 2018). Thus, students' satisfaction should be the one of the factors that contributed to what extent they will be included in a certain activity or learning (Qutob, 2018). However, concerning to its advantages on students' performance, the possible factors that would demerits their satisfactory should be taking into account. The named factors are included, the education-system, the school appliance, teachers availability to reach, teachers' performance in teaching, sociological-

related, psychological-related and the language itself (Asare-Nuamah, 2017; Qutob, 2018). Therefore, the administrators, the institutions, and the policy makers are required to try to reach their students' satisfaction as adequate as possible in order to fully out their performance in learning English.

As have been described earlier that, students' English self-efficacy beliefs level, the overall, was at moderate level. Even though, the result fell at the moderate level, this should be indicating that they were able to participate in particular tasks, persistent to maintain focus to finish tasks and interested to achieve much further in academic achievement (Asakereh & Dehghannezhad, 2015). Teachers and trainers could enhance students' self-efficacy positively if there is a fine contact between teachers and students or with peers which is presentable to be built up for having a favorable communication against the purpose in learning English and also for building trust between them by encouraging, motivating and correcting for good (Citil & Yurdakul, 2020). Then by doing so, the positive influence will take effect for students. It is believed that if they have a high self-efficacy they will be having a higher achievement as well in learning (Asakereh & Dehghannezhad, 2015). However, teachers and trainers should take into account the negative beliefs that would lessen students' English self-efficacy, because those who have low self-efficacy beliefs believed that nothing is achievable for them which, in the end, would drive them be stressful and be depressed (Pajares, 1996). The negative beliefs are, the fear of committing mistakes, shyness, and lacking confident and wrong beliefs toward themselves were mentioned would shrink students' self-efficacy beliefs (Citil & Yurdakul, 2020; Genç et al., 2016). Hence, the teachers and trainers should be able give positive influence to the students and by considering to negate the negative influences in order to develop good conscious toward their beliefs in English.

This study also sought to examine the correlation between students' satisfaction with offline class and English self-efficacy. The findings revealed a significant negative correlations between the two-mentioned variables. This revealed that these two are not mutually related, which means each variable can be independent. Students' English

self-efficacy would not be affected by the condition of offline class in this current pandemic, either they could still growing in English knowledge autonomously, whether in the supervision of teachers or not, they would be able to evaluate their learning as well as their development. However, there is still little research that has been conducted upon this correlation between both these-mentioned variables. Thus, more research is compulsory in order to dig deeper linkages between the two variables above.

Previous studies proved, different with the results' of this study, that there was a correlation between the satisfactions with speaking class with the speaking skills self-efficacy (Asakereh & Dehghannezhad, 2015). Then, also discovered that speaking skills self-efficacy is the strongest predicator that affect the achievement of their speaking skills. This discovery emphasizes that the higher speaking skills self-efficacy the students have, the higher the achievement they can achieve.

Next, it is argued that the appearance as well as the dispositions of the teacher in the classroom is an influential factor on students' satisfaction in learning English (Booker & Rebman, 2005). In other words, students are, either, will be motivated or demotivated to learn, depending on how the teacher conveys the material as well as how they approached students in class. Furthermore, other findings also proved that there was a correlation between the variation in the learning activity which was held in the classroom to their satisfaction level and the courage to appear in English class (Sim & Pop, 2016). Hence, the satisfaction with the learning situations is keen to have the concern concerning its advantages to students' achievement in learning the English language.

CONCLUSION

It appears that students' satisfaction level with offline class and English self-efficacy is at moderate level. Also, the findings illustrated there is no correlation between these-mentioned variables, indicating that each of this variable are not influencing each other. Even so, there is no warranty that these-mentioned variable

would not influencing each other for ever, since there were particular studies proved that satisfaction and self-efficacy could be predicator of students' English achievement in learning. Leaving that, this study has certain limitations; first, it was only conducted through an online tools, which is Google Form, second, the study limited only to high school learners in Bitung city area, then, the current study only covered the two-mentioned variables, they are satisfaction with offline class and English self-efficacy, and the study only covered the students who were engaged only in an offline classes as the respondents. Therefore, it is suggested that, for further research to consider the exposed limitations above in order to attain a further clarification in the area of the study.

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