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The self-efficacy among non-English lecturers in using English as an academic language

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ABSTRACT

The implementation of an English atmosphere will bring abundant impact for all university entities to create a supportive environment in increasing their English competencies. The study aims at investigating the level of self-efficacy among non-English lecturers to use English in any academic setting. The study applied a mixed-method study which formulated a descriptive quantitative analysis and phenomenological approach as a qualitative analysis. The respondents were 19 non-English lecturers of the Physiotherapy program in Universitas 'Aisyiyah Yogyakarta taken by total sampling; questionnaires were used to collect data quantitatively, and a structured interview was also applied to take qualitative data. The study shows that >50% of lecturers have a moderate rate of self-efficacy in describing their mastery experience although they have a high rate in determining their somatic and emotional states in judging their capability. In addition, vicarious experience does not become a strong predictor in increasing self-efficacy among lecturers. However, rigid policy from the university is the most significant factor in supporting lecturers to use English in academic settings.

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Introduction

Amidst the unstoppable digital technology development, formal education still becomes a great inspiration and path to increase the quality of human capital both in Indonesia and all over the world. Unquestionably, education provides beneficial aspects that people need to make them better people in the term of personal knowledge and self-management. Formal education still becomes one-stop sharing and developing a place to improve people's knowledge academically, deepen social sensitivity, increase personal skills, and build a network for future goals. Indisputably, English capacity and capability both in academic and non-academic settings still become significant aspects to increase the

quality and bargaining positions of human capital throughout the world. It can help people to win tight competitions and give higher bargaining position on the job market (Rahayu, 2020). In addition, to encourage and scaffold human resources with global knowledge and competitiveness, people are urged to master multi abilities; one of them is English as an international language (Rahayu, 2019).

A lot of people with English as a foreign language find it very difficult to master English for several reasons. An example is a general case happening in Indonesia. Although English has become a compulsory school subject given to primary school until college students, not all students can use English academically, such as to understand English materials, to write articles, and to deliver a presentation in international events and non-academically to communicate with international colleagues. Even more, some teachers or university lecturers as the agent of change also think that English becomes a nightmare to develop their professional career. Indeed, self-efficacy becomes a significant predictor to boost people's motivation in both academic and career development.

This study is very distinctive and different from previous studies since it investigates self-efficacy in using English in academic settings by non-English university teachers. Previous studies related to self-efficacy have been conducted by a lot of researchers such as Agarwal and Thakur (2014), Ayoobiyan and Soleimani (2015), Bray-Clark and Bates (2003), Gil (2008), Jung (2015), Schunk (2003), Tseng (2013), Genc et al., (2016), and Wang et al., (2013), however, all of them studied about how's and what's the impact of self-efficacy on English learners. None of the research related to self-efficacy discusses the self-efficacy of non-English teachers in using English as an academic language. Hence, this research was conducted to add important insight.

Formal education is the place where values, culture, and ideas are created among the students. It plays a significant role in shaping the beliefs, habits, and attitudes of the students, intending to produce well-balanced personalities, mentally alert, physically healthy, emotionally stable, culturally sound, and socially efficient (Agarwal & Thakur, 2014). Hence, some universities have applied special programs to improve English both for teachers and students. English environment has been implemented to support the process of English mastery among university members. English environment can be built to support the development of a student's ability to master English. It needs a commitment from various parties to create an English environment to succeed. The interaction is defined as a unit of activity conducted by teachers to establish a better and useful English learning environment (Jung, 2015). Human beings could affect and shape their environment rather than passively react to it (Raoofi et al., 2012). Concerning the interaction among the three forces (personal, environmental, and behavioral), individuals' beliefs in their capabilities to perform a task (e.g., self-efficacy) determine the efforts and engagement they exert for the task (Bandura, 1999; Schunk, 2003). If it is properly implemented, the English environment can boost the capability of all university affiliates not only to the students as the targets of teaching and learning but also to lecturers as teachers and researchers as well as other university staff to create a fundamental basis of becoming global and world-class universities. It argues that the two main issues which need to be addressed to create an English environment are raising awareness of the amount and type of English language material and opportunities to use the language available and developing ways for students and teachers to use such material and opportunities, both in and outside of the classroom (Gil, 2008).

The application of the English environment will optimally bring great impact for all university entities especially students and non-English teachers to create a supportive environment in increasing their English capabilities. Self-efficacy cannot be separated from this aspect since self-efficacy is a critical component of the self-regulatory learning process and a significant predictor of academic success across subject areas, culture, and gender (Wang et al., 2013). Self-efficacy becomes a useful predictor of people's success (Tseng, 2013). For non-English teachers, it is a significant predictor for their professional career development as well. Two significant impacts that can be taken if non-English teachers try to use English in delivering their materials in English. First, using English in the classroom becomes a great chance for both teachers and students to practice their English because most teachers are very busy with their professional careers, and they barely have time to develop their English skills. The more they practice their English, the more capable they will be. Second, in the term of an academic setting, English environment created by non-English teachers can increase both teacher's and student's awareness on the academic reading and writing to support them in finding broader materials which are usually written in English by a lot of researchers all over the world. English environment especially using English reading materials helps them to update the most recent information to keep the novelty and relevance of their knowledge.

Self-efficacy is strongly needed by teachers to create an English environment and to have a great commitment to using English in the classrooms. There is a positive and very strong correlation between people's language proficiency and their self-efficacy. People with higher self-efficacy tend to have higher language proficiency (Ayoobiyani & Soleimani, 2015). Willing to create an English environment requires high self-efficacy among the teachers amidst their English limitation, limited time to prepare materials in English, and their confidence to deliver their materials in English in front of their students.

It is believed that self-efficacy, when used as a pivot point in the design of in-service training and professional development activities, can provide a sound theoretical framework for understanding the why's and how's of teacher development. It also points to the potential value of a set of practical tools—including feedback, various instructional design elements, and integrated support systems—that can be used to foster positive efficacy beliefs, improve teacher competence, and enhance student outcomes. (Bray-Clark & Bates, 2003).

Since self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura A. , 1994). By considering the importance of self-efficacy in language mastery and the significant impact of creating an English environment both for non-English teachers and for students, this study investigates teachers' self-efficacy in using English in the academic setting, and its correlation to their career development including their plan of continuing their further study as the part of their professional development.

Method

The study applied a mixed-method; the method was applied by formulating a descriptive quantitative analysis and phenomenological approach as a qualitative analysis. Descriptive quantitative analysis was applied to examine the breadth of analysis in the form of quantitative data which is

presented in the form of numbers. Meanwhile, the phenomenological approach was used as qualitative data analysis. Phenomenology represents a separation with epistemological dualism and is concerned with the study of consciousness. Phenomenology tries to unite philosophy, science, and lifeworld and attributes prominence to rich contextualized explanations, based on experience (Davidsen , 2013). The experience of the respondents in the study becomes the most significant aspect to reveal the phenomena that happen in society.

The study used 19 respondents to fulfill the self-efficacy questionnaire. All the respondents are lecturers in one of the private universities in Yogyakarta, and they have a similar home base. Quantitative data in the form of a numeric scale were obtained through a self-efficacy questionnaire which has scale 1 to 10 to measure the responses of the subjects of the study. The questionnaire was used as the data collection method to formulate descriptive quantitative data to explain a broad sense of respondents' responses. Besides, a structured interview was also applied to obtain qualitative data of the respondents. A structured interview was also conducted to obtain respondents' data used as the qualitative analysis by using a phenomenological approach. The general explanation was obtained from the structured interview, and it is deepened by conducting a depth interview with 3 selected respondents who have a high result of self-efficacy based on the questionnaire that had been distributed.

Results and discussion

Four significant sources that influence people's belief about their self-efficacy, enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states (Bandura, 1997). Experience brings people to understand things that they never know before. People who have difficult ways of success have different perception compared to those who get things easily. Hence, the hardship has made people more resilient and has developed self-efficacy in achieving people's goals. Moreover, self-efficacy can be obtained by looking at other people's experience. Vicarious experience is the experience of other people to deal with their self-efficacy. It means that other people can be the role model to develop self-efficacy behavior. Furthermore, support from others in the form of verbal persuasion may trigger efficacy behavior to develop. In this case, the role of an influential party to be the one who give the verbal encouragement becomes very significant due to shifting sense from verbal persuasion merely to become command. People also rely partly on their somatic and emotional states in judging their capabilities, and it becomes the fourth source of efficacy.

The Role of Mastery Experience in Developing Self-efficacy

Based on these four sources of self-efficacy, the study investigates self-efficacy among non-English lecturers in using English as a language in academic settings. Table 1 shows a quantitative description of how mastery experience plays a significant role in developing self-efficacy.

Table 1. The Role of Mastery Experience in Developing Self-efficacy

No	Description	Percentage of Self-efficacy Scale (in percent)									
		1	2	3	4	5	6	7	8	9	10
1.	I'm confident with my English.	0	0	5.3	10.5	10.5	21.1	42.2	10.5	0	0
2.	I like using English in any academic activities.	0	0	0	15.8	21.1	26.3	15.8	10.5	10.5	0
3.	I always take my active participation to teach student exchange from abroad.	10.5	5.3	10.5	15.8	0	15.8	15.8	15.8	10.5	0
4.	I always take my active participation to coach any student/lecturer exchange from abroad.	10.5	5.3	10.5	21.1	10.5	15.8	0	15.8	10.5	0
3.	I can speak English fluently.	0	0	0	21.1	21.1	15.8	15.8	26.3	0	0
4.	I can use my English writing skill to write any articles or journals.	5.3	0	15.8	10.5	10.5	15.8	21.1	10.5	10.5	0
5.	I often follow any international seminar because I know that I have good English capability.	0	5.3	5.3	15.8	15.8	21.1	15.8	21.1	0	0

Based on the data in Table 1, it can be explained that the confidence rate of the lecturers is still in moderate category. Only do 10.8% of lecturers have score 8 to rate their confidence in using English; none of them choose score 9 or 10 as their confidence rate. The highest percentage of the respondents (42.2%) choose score 7 as the rate of their confidence, and even 25.3% of respondents choose low score in describing their English confidence. Based on respondents' rate in using English as academic settings, 36.9% among them have low rate, and it means that English does not become the language priority. Low-rate responses also can be found in two other statements i.e. (1) I always take my active participation to teach student exchange from abroad and (2) I always take my active participation to coach any student/lecturer exchange from abroad. Some respondents still have the lowest rates (1,2,3) on their participation in international events related to students or lecturers exchange/meetings with 10.5%, 5.3%, and 10.5% respectively in those two statements; it means that 26.3% lecturers do not have active participation in having such activities. The range of respondents' rate in speaking English fluently exceeds from scale 4 to 8, the highest scale (8) obtains 26.3% respondents, and the percentages in scale 3 to 7 obtain 21.1%, 21.1%, 15.8%, and 15.8% respectively. In addition, English writing skill also becomes a concern in the questionnaire considering that writing is a significant part of the lecturers as their career development. The results show that less than 50% (42.2%) choose scale 7-9, and 5.3% respondents choose scale 1 (the lowest scale) to represent their ability. Besides, lecturers' self-efficacy in using English as an academic language can also be seen from their participation in following any international seminars both as presenters and as participants. Scale 6-8 are chosen by 58% respondents, and 10.5% choose scale 2 and 3.

Somatic and Emotional States in Judging the Capabilities

Further source of self-efficacy is personal states in judging the capabilities. The information transferred by physiological states and responses is not, by itself, indication of personal efficacy. Such information affects perceived self-efficacy over intellectual processing (Bandura A. , 1997). As lecturers who should always follow the dynamics of educational settings and should develop personal career developments by doing researches and writing academic papers, self-efficacy of using English in academic settings will help them active their career goals. Table 2 shows respondents' somatic and emotional states in judging the capabilities as the source of self-efficacy among lecturers.

Table 2. Somatic and Emotional States in Judging the Capabilities

No	Description	Percentage of Self-efficacy Scale (in percent)									
		1	2	3	4	5	6	7	8	9	10
1.	I understand English reading materials.	0	0	10.5	5.3	5.3	15.8	21.1	26.3	15.8	0
2.	I often listen English conversation, songs, or movies.	0	10.5	0	5.3	0	10.5	15.8	31.6	21.1	5.3
3.	English has become an important part in my career development.	0	5.3	0	0	10.5	5.3	21.1	15.8	21.1	21.1
4.	I am sure that English will help me to achieve my career goals.	0	0	0	0	5.3	5.3	21.1	26.3	26.3	15.8
5.	Learning English becomes one important goal for me.	0	0	0	0	10.5	15.8	5.3	36.8	15.8	15.8

Based on the description in Table 2, it can be informed that 79% respondents have high score (score 6-9) of self-efficacy in understanding reading materials. As lecturers, reading English materials becomes compulsory academic activity to upgrade the knowledge amidst dynamic issues of all knowledge. Listening English conversation, songs, or movies can be the easiest way to develop English capability, and 84.2% respondents do this activity in their daily basis. Respondents' awareness on the importance of English in their career development is also categorized as high value, and none of the respondents choose low scale (1-4 scale) on this.

Vicarious Experience and Verbal Persuasion

The data of other sources of self-efficacy in the form of vicarious experience and verbal persuasion were obtained by conducting structured interview to 3 respondents. Structured interview was chosen to obtain deeper responds in the form of qualitative data. To obtain data related to vicarious experience, the researcher asked five questions to the respondents, and the questions are (1) Do you have a role model regarding to your career in your environment? (2) What can you learn from him/her? (3) Do you have a role model that makes you to have higher motivation to use English in any academic settings? (4) What can you learn from her/him regarding to her/his English capability? (5)

What is/are the impact/s on your personal development? All respondents state that they have role models in their career. Respondent 1 says that her senior becomes her role model because the senior is able to do her jobs well although she is not young anymore. Lecturers have to do a lot of things including teaching activity, doing researches, writing journals, and being active in any community services. On the other hand, most lecturers in physiotherapy program are women who have double duties both in the workplace and at home. Based on respondent 1 opinion, the person that becomes her role model can do all the duties well. It is also similar to what respondent 3 thinks about her role model. Besides, the second respondent has a quite different opinion about a person that becomes a role model for her. According to her opinion, a lecturer should never stop to learn because knowledge is very dynamic. The second respondent's role model is her supervisor in her previous university. Her role model is an old doctor who still has a high spirit to share knowledge to others. In addition, he also likes to participate in some international events and conference to update his knowledge.

Regarding to a role model in using English in academic settings, two respondents answer that they do not have any, but they say that they always adore people who have good English capability in their environment. They think that they need to improve their English confidence to maximize their English ability and to use English in their daily basis.

In addition, three questions are used to obtain data of another source of self-efficacy namely persuasion from the outsiders to increase a person's self-efficacy. Those questions are (1) Have you ever got any persuasion from other people (family, colleagues, or friends) to use English in any academic settings? (2) What party should provide persuasion to lecturers to support using English in academic settings? (3) How are the needed things that the related party should do to support the lecturers to use English in any academic settings?

According to the answer of the respondents, all respondents admit that informally, their colleagues often give them verbal persuasion to use English in campus. Most lecturers think that they need to improve their English, and they really want to create English environment in campus. However, the ideas only end up being ideas; lecturers have never realized the ideas to real. All respondents think that the university should make a particular regulation and policy to support lecturers and students in creating English environment in campus.

The university needs to urge all lecturers to pursue their higher education especially education abroad. By applying reward and punishment system, I believe that all lecturers start to realize that English is a compulsory ability to develop human capital in academic environment. Until now, there is no rigid policy regulating personal development of the lecturers (Respondent 2).

Similarly, respondent 1 agrees that the university becomes the most influential party to make a policy to improve the use of English in any academic settings. She remembers that the university had ever organized a training on all lecturers to use English as an instructional language, but after the training there was no concrete step in implementing it. There was an idea of having English day once a week, but it never happens because the policy is unclear.

Conclusion and Suggestions

Based on the description of four sources of self-efficacy, it can be concluded that most of the lecturers (> 50%) have moderate mastery experience. It is shown by their confidence in using English as the language instruction in classes, participation in any international events, and writing production in the form of a journal. However, somatic and emotional states in judging capability in using English are quite high (>50%) since lecturers have tried to develop their English mastery by reading and listening to English materials as well as having high motivation in learning English deeper. On the other hand, vicarious experience does not become a significant predictor of lecturers in using English in academic settings because the respondents do not have role models who give them higher motivation to maximize their English capacity. In addition, rigid policy from the most significant party should be applied for the success of the English environment among all university entities. Based on the respondents' opinion, the university becomes the most responsible party in providing verbal persuasion in creating an English environment on the campus.

Hence, it is suggested that the university can determine a policy to support the success of the English environment by making a rigid policy that can boost the spirit of all university entities to use English in the academic settings.

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