EFL STUDENTS' SELF-EFFICACY AND ONLINE PRESENTATION PERFORMANCE: CORRELATIONAL STUDY

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Abstrak

Hubungan antara self-efficacy dan presentasi dalam bentuk daring adalah salah satu topik yang jarang diangkat dalam sebuah penelitian. Oleh karena itu, penelitian ini dilakukan untuk mengukur tingkat asosiasi antara self-efficacy dan presentasi dalam bentuk daring dari pelajar asing Bahasa Inggris di tingkat perguruan tinggi. Penelitian ini menggunakan dua jenis instrumen, yaitu kuisioner, yang mana digunakan untuk mendapatkan data level self-efficacy dari para siswa, juga dokumen yang berisi nilai dari presentasi yang telah dilakukan. Penyebaran kuisioner dilakukan sebelum siswa melakukan presentasi, sedangkan nilai presentasi siswa di dapat dari dosen pengampu mata kuliah tersebut menggunakan rubrik yang telah disiapkan. Data-data tersebut yang di dapat dari 20 orang pelajar asing Bahasa Inggris dalam kelas A di mata kuliah Academic Speaking, dianalisis untuk menemukan apakah kedua variabel di atas memiliki hubungan yang signifikan dan saling mempengaruhi satu sama lain atau sebaliknya. Hasil dari penelitian ini menunjukkan bahwa kedua variabel di atas mengindikasikan bahwa tidak ada hubungan yang signifikan terhadap kedua nya dikarenakan oleh beberapa hal. Yang pertama, yakni karena adanya perubahan dalam kondisi belajar dikarenakan oleh penyebaran virus COVID-19. Perubahan situasi yang mana mengakibatkan siswa melakukan presentasi secara daring alih-alih secara tatap muka sangat mempengaruhi tingkat self-efficacy siswa. Alasan kedua yakni pengalaman siswa dalam melakukan presentasi melalui daring. Siswa yang memiliki pengalaman dalam melakukan presentasi secara daring akan memiliki tingkat kepercayaan diri yang lebih untuk melakukan hal yang sama untuk kedua kalinya dibandingkan dengan siswa yang tidak pernah memiliki pengalaman sama sekali.
Kata Kunci: Self-efficacy, presentasi daring, pelajar asing Bahasa Inggris

Abstract

The relationship between self-efficacy and online presentation performance is one of the less researched topics; that is why this study was conducted to investigate the relationship between online presentation self-efficacy and online presentation performance of the EFL students in higher education. The current study uses two instruments which are self-efficacy questionnaire to obtain online presentation self-efficacy level of the students and also the document which consists of students' online performance scores. The online presentation self-efficacy level of the students was gained before the students doing an online presentation, while the students' presentation score was assessed by the lecture using their own assessment rubric. Those data from 20 EFL students of Academic Speaking Class A in Universitas Negeri Suarabaya were analyzed in order to find out whether those two variables were affected by each other. The result of this study showed that both variables indicate no correlation toward each other because of some reason. First, the main reason is because of the change in the learning circumstance during the COVID-19 outbreak. The unexpected changes in the situation which forced the students to do an online presentation instead of face-to-face presentation was affected self-efficacy level. The second reason is the students' previous experience in performing an online presentation. Those who experienced in the necessary situation will be more confident to do the second performance, compared with those who have not experienced yet.
Keywords: Self-efficacy, online presentation performance, foreign language students

INTRODUCTION

Presentation can be defined as the activity of sharing and transferring knowledge among people (Hanaue & Watanabe, 2012). Presentation skill is a guarantee to create self-engagement with the result to perform well in learning (Bodie, 2010) and also in the business world (Campbell, Mothersbaugh, Brammer, & Taylor, 2001; Morreale, Valenzano, & Bauer, 2017). Related to that, higher education students are required to have a good

presentation skill to strengthen their ability to present a topic or material that will promote their careers. Having a good presentation competence is essential to determine the success of the students' performance in various working environments and also to have an effective communication skill that will be useful in the society (e.g. Smith & Sodano, 2011; Reitmeier & Vrchota, 2009).

In the academic context, presentation has been implemented by the teachers with various pedagogic purposes (Amirian & Tavakoli, 2016). The pedagogic purposes are the use of presentation as an academic tool such as they use it as an academic assignment (Liang & Kelsen, 2018; Miles, 2009; Robertson & Nunn, 2011), and also sometimes used as the media of the teacher in the classroom. A presentation is an ideal tool for students, as Al-Issa & Al-Qubtan, (2010) highlighted that it could also provide an opportunity to learn using the technology by combining the four skills in English language learning, which are: reading, writing, listening and speaking. In the last decade, technology has a rapid development related to the educational aspect (Fitriah, 2018). This advance of technology offers the growth of online courses as a primary mode of instruction to face-to-face classroom interaction or even as a supplement to the topic given (Albert, 2013). Thus, the advance of technology also provides not only a face-to-face presentation performance, but also facilitates the students and teacher to perform a presentation in the form of online performance due to the improvement of some learning platforms.

The researcher, however, conducted this research during the COVID-19 outbreak at the end of December 2019. Hence, teaching and learning activity in the classroom is being hampered. The world is being shocked by the Corona Virus disease 2019 (COVID-19) that affecting countries around the world, including Indonesia. Recently, COVID-19 has been declared as a pandemic that affect human both physically and mentally, in the form of a serious disease and also psychological pressure (Cao et al., 2020). Furthermore, to prevent the spread of COVID-19, some of the precautionary measures have been announced by the governments in Indonesia concerning the obligation to do a social distancing, including school and campus class suspensions.

According to the Circular letter No. 3 of 2020 by Indonesian Minister of Education and Culture concerning the prevention of COVID-19 in the educational aspect, by March 9th, all of the educational institutions must accomplish online learning from home. The teacher can provide teaching in the form of video conferencing, digital documents, and other online platforms. Therefore, the current study will focus on the online presentation performance due to the availability of the traditional face-to-face presentation during the COVID-19 outbreak.

Some experts stated that even for higher education learners, giving a presentation both online and face-to-face presentation is not an easy thing to deal with. It is not an easy task, especially for a foreign-language learner because the challenges will be in various aspects. When the students are foreign language learners, they usually use another language to speak. Even though the importance of practicing the presentation is always asserted by the teacher, it is not easy for non-native students to find a reputable source to support their topic before rehearsing (Suwa, Miyahara, & Ishimatsu, 2012). Therefore, many students are feeling burdened to perform the presentation due to believing their hold. It is related to the capabilities to deliver an appropriate presentation as expected by the teacher or even by themselves. Shortly, Bandura (1977, 1997) defined this belief as self-efficacy.

The theoretical foundation of self-efficacy is stated by Bandura (1977, 1997) in Albert Bandura's Social Cognitive Theory (1997) as someone belief concerning the completion of a certain task in order to predict competency level in performing the task to produce an expected achievement. In online learning, self-efficacy plays a significant role to determine learner's performance and persistence (Pajares, 1996). An individual with high level of self-efficacy will possess a good engagement toward any task they have. They will be more relax in solving a particular task especially on a distance-learning (Hodges, 2008). They are not afraid of failure that might be happening in performing the task. Instead, they will increase their effort to overcome the obstacles that might appear during the process of completing the task using various online learning platforms (Bandura, 1997, in Astrid, 2009, p.30-31). As a result, students with high self-efficacy level were tended to experience learning satisfaction than the students' with low level of efficacious belief (Artino & McCoach, 2008). This identification can determine the individual level of achievement (Nooreen, 2006).

On the contrary, people with low efficacious belief mostly tend to have a low commitment to achieve the goals that have been expected by themselves. These phenomena can happen because those who possessed low self-efficacy level usually have more fear and tend to doubt their capabilities in performing the task well. A person with low confidence and efficacious beliefs are being more obvious when it comes to speaking tasks, especially when the students should perform the task in front of the public even in the form of online or video presentations. To this end, teachers and the curriculum developers are establishing an online presentation task to be interesting by finding an appropriate online learning platform. However, the teachers should not neglect a psychological factor which

can affect the success of the online presentation performance.

The previous studies that focus on finding the correlation between online presentation self-efficacy and online presentation performance are still limited. Most of them are focusing on the relationship between the efficacious belief of the students and face-to-face presentation performance. There are inconsistencies in the previous result of the relationship between those two variables. The study of Mazaheri & Yazdani (2016) showed that self-efficacy in BA and MA degree has a significant relationship toward oral presentation performance. To prove a significant correlation and indicate a positive value between self-efficacy and oral presentation performance, this study uses two instruments which are: Pearson correlation coefficient and t-test. It means that, by increasing the efficacious beliefs of the students, the oral presentation ability will be increased. On the contrary, study conducted by Aryani (2018) found no correlation between self-efficacy and the student's speaking performance. This study conducted to senior high school students using a quantitative analysis to measure the relationship between three variables: self-efficacy, collocational competence, and students' speaking performance. The result showed that the relationship between those variables is insignificant.

Furthermore, the modelling of online presentation performance has been discussed by Irina (2013), she found that academic speaking delivery in an online environment can be effective if the teacher could provide a relevant instruction and rehearsal guideline. Moreover, a study conducted by Kenkel (2011) showed that in teaching presentation using an online platform, the teacher must be able to create an assessment rubric to point out common deficiencies in the given assignment. Mitchell & Bakewell (1995) found that if the feedback from the teacher and the students are well-incorporated, the presentation performance will be improved. It means that the teacher has to arrange a suitable system to provide both teacher's feedback and students' peer feedback.

However, there is no previous study investigated the relationship between self-efficacy and online presentation as a construct to concern more about the psychological requirement to improve presentation performance in online learning. This aspect tends to be neglected by the teacher. On the one hand, because there are inconsistencies in the findings of some studies above, to prove the result about the correlation between self-efficacy and online presentation performance and to confirm whether there is a significant relationship between those two variables or vice versa, the current study investigated those two variables by doing a correlational study using quantitative research to the EFL students in higher education.

Finally, concerning the background of the study, the writer formulates the research questions of the study that can be stated:

1. How is the online presentation self-efficacy level of the EFL students in The Academic Speaking class?
2. Do the higher self-efficacy the students have, the better online presentation the students perform?

SELF-EFFICACY CONSTRUCT

People tends to judge themselves about their capabilities or the possibilities in completing good attainment considering some factors that may affect them, such as personal, behavioral, and social factors. (Bandura 1997; Bang & Clark, 2001). On the one hand, self-efficacy beliefs tend to be more specific and situational judgments of capabilities: for the example, self-efficacy judgment in an advanced reading skills course might be expressed as:

"I am confident, I can get the perfect score".

Specifically, in speaking context, self-efficacy of someone that is not acknowledging their capabilities in speaking yet, can be expressed as: "Can I perform well in this/that situation?" (Schunk, 2013). This description means that self-efficacy is not a general nature, but related to the specific situations. A person can judge themselves to be competent in a particular field and less competent in another field. As we will find in the following sections, self-efficacy beliefs can directly influence individual's efforts and activities and therefore, produce an excellent performance (Bandura, 1997; Pajares, 1997, in Dodds, p.19)

To be more specific in analyzing self-efficacy, Pajares & Urdan (2006) classified self-efficacy into two categories; high self-efficacy and low self-efficacy. An individual with high self-efficacy tends to have a high motivation to be involved in finishing their task despite any particular condition. On the contrary, someone who is discovered to have low self-efficacy will tend to avoid or rather be like procrastinating their tasks (Mastur, 2016).

Measuring self-efficacy can be very complicated because it is related to the psychological condition of a person. Each person has their own prediction or judgment about their capabilities. There are various techniques in measuring self-efficacy. The traditional measurement of self-efficacy stated by Bandura (1997) and Maibach & Murphy (1995) was started from the respond of an individual toward their capabilities in performing specific task at various level in the form of (yes or no) questions. One of those is the New General Self-Efficacy Scale by Chen, Gully, & Eden, (2001). This scale measures self-efficacy as an improvement of the original self-efficacy scale include 17 items created by Sherer & Adams (1983).

This scale is shorter than other scales yet consider to have higher construct validity.

Bandura (1997) accumulates self-efficacy beliefs of someone by concerning four information sources that can promote self-efficacy; namely performance accomplishment or also known as mastery experiences, vicarious experiences (can be interpreted as the observation of someone toward others), social persuasion/verbal judgment (indicates feedback, judgment, or comments that a person gained from influential people toward their abilities in performing a particular task), and psychological and emotional status is self-evaluation of psychological and emotional states of someone.

ONLINE PRESENTATION SELF-EFFICACY

The use of online learning management to support face-to-face meetings or distance learning has become extensive, particularly in higher education (Bollag, 2001; Conference, 2013). In the current condition, due to the spread of the Corona Virus and the appeals for social distancing, online learning management will support the teacher to enforce teaching and learning activity, especially presentation requirements.

According to Malisuwan (2015), online presentation is another form of oral presentation which is required the students to do certain activities including class reports, research presentations, or public speaking by utilizing online learning platforms. He stated that online platforms could help the students to build their knowledge if the teacher could design an automatic mechanism to reinforce the students' focus in learning and also to guide their engagement.

Furthermore, in the current study, the main construct of online presentation self-efficacy is measured by following the criteria of a good presentation performance. Besides, some points of the face-to-face presentation are also adapted in the online presentation, for example, since there is no eye contact with the audience, the researcher adjust it to 'the eye contact to the camera'. The following criteria of a good presentation are: (1) Choosing a useful topic (Ladegaard, 1995), the students have to select a topic that provides new information to the audience, (2) Captivating introduction, an advanced presenter arranging the introduction that contains an excellent attention-getter, (3) Clear organization, a well-prepared presenter must arrange a clear organizational pattern of speech to allow others to understand the topic in a whole form (Turner, 2000; Turner & Upshur, 2002; Upshur & Turner, 1999). (4) Well-supported ideas, a good presenter must find a credible source, compel, and then synthesize it to be the supporting materials, (5) Effective conclusion, the conclusion of a speech/presentation must include a restatement of the whole topic or a summary of the thesis and a strong closing statement (van Ginkel, Gulikers, Biemans, & Mulder, 2015), (6) Providing visual aids, the visuals aid can provide powerful insight into speech topics and having a high professional quality (Schreiber, Paul, & Shibley, 2012). Thus, detailed information about the methodology employed in the comparison is presented next.

METHODS

This study used a quantitative correlational research design to investigate the correlation between two variables. According to Creswell (2012), correlational design is used to investigate the degree of association between two or more variables or sets of score. The reason for choosing this research methodology is because the researcher wants to discover the correlation between two variables based on statistic quantitative in the correlation coefficient.

According to Nunan (1993), three possibilities will appear in conducting the correlational research: first, is a positive correlation. The second is a negative correlation and the last is no correlation. Each correlation will be shown by the coefficient range. The correlation strength can be measure from range -1.00 to 1.00. The perfect positive correlation will result in a source of 1, while a perfect negative correlation will result in a source of -1.

Two variables will be measured, namely dependent variable and independent variable. The independent variable in the current study is online presentation self-efficacy and the dependent variable is online presentation performance score.

The researcher decided the population of the study were sophomore students from the Academic Speaking class in the English Department of Universitas Negeri Surabaya. The total population were 5 classes, each class consists of 20 students. According to the population, the researcher chooses the students from Academic Speaking Class A as the sample. The class consists of 20 students for the total. Related to that, this study used Purposive Sampling because the lecturer was required the students to make their own visual aids to support their presentation materials. Whereas, other classes were not doing the same activity. That is why, the researcher chooses the sample because they fulfilled all of the presentation requirements. In the population, there are five classes of Academic Speaking class in sophomore-level: Class A, B, C, D, and E yet this study chooses Class A, according to the completeness of the assessment rubric for the presentation performance.

All of the data conducted in this study is aimed to answer the research questions that have been acknowledged in chapter I about the correlation between

students' online presentation self-efficacy and online presentation performance in the EFL classroom. Two variables should be measured to discover the correlation; those are online presentation self-efficacy and online presentation performance. To measure the scale of students' self-efficacy, the researcher distributed the questionnaire related to self-efficacy of presentation performance in the online class. Moreover, to know the score of online presentation performance for students' tasks, the researcher collected the score of the students in their 3rd semester. The data were collected from the students and the teacher as the source of data.

There are two instruments used in the current study, first is the close-ended questionnaire which adapted from Self-Efficacy Questionnaire (SEQ) from Adams, (2004) that conducted SEQ based on the four factors related to the requirements for effective public speaking stated by Lindsay & Luca (1995), which are: speech, content development, display, and non-verbal behavior. The researcher adjusted the questionnaire in some points related to online performance requirements, such as eye contact to the camera, video submission, technical difficulties, and technical devices. The form of the questionnaire is the checklist form contains 20 items. All items employed a 5-point Likert type response scale ranging from 1 (*completely disagree*) to 5 (*completely agree*). Some experts have been investigated the questionnaire to make sure that the items in the questionnaire were valid. Employing SPSS 25.0 for Windows, the researcher investigated the reliability of the questionnaire using Cronbach's index. The result of the reliability has shown below.

Table 1. Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.800	20

According to Trihendradi (2012), the minimum value of Crobach's Alpha questionnaire is more than 0.284 (>.284). As Table.1 illustrates, an alpha value of the 20 items in the questionnaire is .80 suggests a reliable consistency for the online presentation self-efficacy scale.

The second instrument used is the document data to acquire the online presentation performance score in the Academic Speaking class because the document is the most stable and accurate information resource to reflect the past situation without any change. The document is the list of the Academic Speaking score of students' daily online presentation task. The score is given by the teacher according to the assessment that has been decided based on students' performance in the online class. The score will be gained from class A that consists of 20 students.

The questionnaire will be distributed to the students before performing the presentation. After all of the subjects have performed the presentation, the researcher collected the presentation score from the lecturer include the assessment rubric. The researcher measured the online presentation self-efficacy level of the students based on their answers to the questionnaire in order to answer the research questions. The highest score of self-efficacies will be 100 while the lowest score will be 20. To answer the first research question, the researcher classified the online presentation self-efficacy scale of the students and divided the students into two classes (low self-efficacy and high self-efficacy) based on the group frequency by Bandura (1997). The students who get >60 classified as high self-efficacy students, whereas, students who get ≤60 are classified as low self-efficacy students.

Furthermore, after all of the data have been collected, the researcher analyzed the description of the data by presenting range, median, and standard deviation of the sample before doing prerequisite test such as normality test through *Shapiro-Wilk*, since the respondents were less than 50. The formula will be conducted in order to know whether the items of the questionnaire are distributed normally. In addition, the data obtained from the online presentation questionnaire were scored and quantitatively analyzed through linearity test to address simple linear regression in order to know whether two variables show the linear relationship or vice versa. To answer the second research question, the last step is to find out the correlation between students' online presentation self-efficacy scale and online presentation performance score by using Pearson Product Moment Coefficient. The significance of the correlation will be interpreted according to Pearson's table of correlation. The researcher calculated all of the data by using SPSS 25.0 for Windows.

RESULT

This study was conducted to investigate the correlation between the independent variable which is online presentation self-efficacy and its impact to the dependent variable which is online presentation performance of the students of Academic Speaking Class A in Universitas Negeri Surabaya.

The researcher used three statistical analysis, which are: the descriptive statistic in order to find out the statistical description of each variable, linearity regression test to analyze the linearity of each variable toward others, and the last is the correlation coefficient to find out the correlation between two variables.

In order to have the result, the researcher distributed the questionnaire to the 20 students in Academic Speaking

Class A. The questionnaire consists of 20 items using Likert Scale choices. The participants asked to choose the answer which represents their beliefs best. Then, the results of the questionnaire were calculated and the participants were divided into two groups based on their self-efficacy level which are high and low level.

a. Results of the Student's Self-Efficacy

Based on the data acquired from the online presentation self-efficacy questionnaire, the score ranged from a minimum of 20 to a maximum of 100 with the mean of 68.6 and standard deviation 6.443. The detail description statistic of the online presentation self-efficacy questionnaire of the participants is shown in the table below:

Table 2. Descriptive Statistic of Self-efficacy Questionnaire

Descriptive Statistic							
	N	**Range**	**Min. Score**	**Max. Score**	**Mean**	**Std. Error**	**Std. Deviation**
Self-efficacy Questionnaire	20	29	54	83	68.60	1.441	6.443
Valid N (listwise)	20						

In order to answer the first research question about self-efficacy level of the students, the participants were divided into two groups which are high self-efficacy and low self-efficacy. If the score of the participants was below or as same as 60, the participants was considered to have low-efficacy level. Whereas, if the score of the efficacy questionnaire was above 60, the participants were belonged to high-efficacy level group.

Table 3. Distribution of Student's Self-Efficacy Categories

Interval	**Categories**	**Average Score**	**Frequencies**	**Percentage**
61 – 100	High	69.8	18	90%
20 – 60	Low	57	2	10%

Based on the categorization, 18 students were considered to have high self-efficacy level and their average score is 69.8. However, two students considered to have low self-efficacy level with the average score 57.

b. Results of the Students' Online Presentation Performance Score

The online presentation performance has been scored by the lecturer based on his own assessment rubric. The maximum score of the presentation will be 55 points, whereas the minimum score will be 11 points. The descriptive statistic of the online presentation score will be described in the table below:

Table 4. Descriptive Statistic of Online Presentation Performance Score

Descriptive Statistic							
	N	**Range**	**Min**	**Max**	**Mean**		**Std. Dev.**
					Statistic	Std. Error	
Presentation Score	20	9	39	48	45.02	.542	2.425
Valid N (listwise)	20						

Based on the statistics, the highest presentation score is 48 while the lowest is 39. The mean of the data is 45.02 with the standard deviation 2.425. According to the mean of the scores, it was discovered that the majority of the students have good presentation skill since the highest score is 55. The detail categorization of the students' presentation score will be described as follow:

Table 5. Distribution of Presentation Performance Categories

Interval	**Categories**	**Average Score**	**Frequencies**	**Percentage**
40.5 – 50	Good	45.6	18	90%
25.7 – 40.4	Average	39.55	2	10%
11 – 25.6	Poor	0	0	0%

According to the data, 18 students were considered to have a good presentation performance, while only two students were considered average, and no one considered to have poor presentation performance with most of them also have high self-efficacy level.

c. Normality and Linearity Test

Normality and linearity test were conducted using SPSS 25.0 for Windows. In the current study, it is required to conduct normality and linearity test to discover whether the distribution of the data was normal for each variable as well as linear in between.

First, in finding the normality distribution of the questionnaire, the researcher used *Shapiro-Wilk test* since the participants were less than 50. In the Shapiro-Wilk test, if the test is non-significant ($p>.05$) it means that the distribution of the sample is not significant. However, if the test is significant ($p<.05$) then the distribution of the questionnaire is significantly different from a normal distribution. The result of the test can be seen below:

Table 6. The Result of Normality Test

	Kolmogrov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	df	Sig.	Statistic	df	Sig.
Questionnaire	.163	20	.172	.971	20	.776

a. Lilliefors Significance Correction

The result shows that the significant value was .776 ($p>.05$) which is higher than the alpha level .05, so the data indicates no difference between the distribution of all

items in the questionnaire and normal distribution. Moreover, the normal Q-Q plot of the analysis is illustrated below

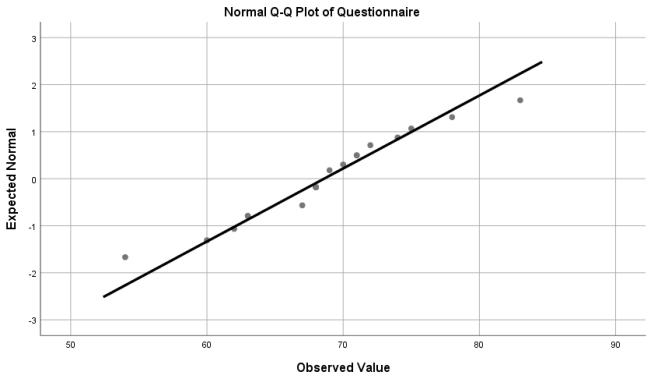

Figure 1. Normal Q-Q Plot of Questionnaire

Furthermore, to find out whether two variables were linear, ANOVA was used to discover the deviation linearity between two variables. If the deviation from the linearity significant value is more than .05, then both variables are significantly linear. The detail analysis was illustrated below:

Table 7. The Result of Linearity Test

ANOVA Table							
			Sum of Squares	**df**	**Mean Squares**	**F**	**Sig**
Presentation score * Self-efficacy	Between Groups	(Combined)	85.862	13	6.605	1.532	.312
		Linearity	.628	1	.628	.146	.716
		Deviation from Linearity	85.234	12	7.103	1.647	.279
	Within Groups		25.870	6	4.312		
	Total		111.732	19			

From the table we can see that the deviation from linearity value is .279 indicates that both variables is significantly linear. To sum up, both variables were distributed normally and also significantly linear.

d. Result of the Correlation between two variables

In order to answer the second research question about the relationship between students' online presentation self-efficacy across presentation performance, the researcher conducted Pearson Product Moment Correlation. The researcher followed the null hypothesis (H0) showing that there is no correlation between online presentation self-efficacy (X) and online presentation performance (Y), against the alternative hypothesis (Ha) showing that there is a significant correlation between students' online presentation self-efficacy (X) and online presentation performance (Y). The researcher followed some assumptions in interpreting the data's result:

- Based on the Significance value (Sig.):
  - If *p* (the level of significance) is higher than 0.05 (*p*>.*05*), the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected.
  - If *p* (the level of significance) is lower than 0.05 (*p*<.*05*), the null hypothesis is rejected (H0) and the alternative hypothesis is accepted.
- Based on the r-obtained value:
  - If r-obtained is higher than r-table ($r_o > r_t$), the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.
  - If r-obtained is lower than r-table ($r_o < r_t$), the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected.

The researcher analyzed the data by computing the relationship between two variables whether each level of presentation self-efficacy could affect the online presentation performance of the students. Table. 8 reveals the result of the correlation test in this relationship.

As shown in Table 8, the significance value of the relationship between both variables *p*=.753, means that there is no correlation between online presentation self-efficacy level and presentation performance of the students (*p*>.*05*). Likewise, these two variables are also insignificant toward one another because the Correlation Coefficient was .075 and it was lower than the *r*-table (N=20, *r*-table=.444). Based on the analysis, H0 was accepted and Ha was rejected. In the other words, the online presentation self-efficacy level of the students didn't affect their presentation performance.

DISCUSSION

The current study set out with the aim of investigating students' online presentation self-efficacy level and its role toward their performance in an online class. In this section, the deeper discussion about the findings above will be revealed. According to the first finding, students mostly have a high level of self-efficacy in examining their online presentation performance. Only two students are feeling unconfident to perform the presentation in the form of video recording and it could be because of various aspects. Both of them were tended to feel unconfident when it came to speak with adequate grammatical and pronunciation correctness. Moreover, they were also feeling burdened when they had to give feedback to their friends and answered the question given about their presentation. This might be due to their anxiety toward unpredictable questions.

However, regarding the second research question about the correlation between online presentation self-efficacy level of the students and their online presentation performance, the result has shown that those two variables are uncorrelated, which seems to contradict with the

statement by Bandura (1997) that a strong self-efficacy will result a good academic performance accomplishment. This result might happen considering the change of learning methodology due to the spread of the Corona Virus (COVID-19). At first, the students were divided into some pairs and the presentation performance was expected to be done in a classroom by using a poster as the visual aid that has been printed by each pair. However, due to the spread of COVID-19 and the requirement to stay at home, the students were asked to arrange an online presentation based on the new instruction from the lecture. The reason why the current study is not conducted before the COVID-19 outbreak or since the beginning of the third semester is because the researcher should follow the lesson plan from the lecture including the material explanation, students plan, and also the rehearsal. Considering this condition, there must be a change in presentation self-efficacy of the students because they should face another circumstance which raised new challenges. Those challenges include: adjusting a printed poster to be present in an online form, dealing with technical difficulties, and organizing technical and online devices, also connecting the performance between each person in a pair.

In the EFL context, the majority of previous studies only focused on the relationship between presentation self-efficacy and presentation performance in the classroom (e.g., Amirian, 2016; Mazehari, 2016; Pullman & Allik, 2008; Tohidinia, 2009; Parker & Marsh, 2013; Zimmerman, 2000), yet there are only limited studies investigated the correlation between presentation self-efficacy and presentation performance in online learning environment. Nonetheless, the result of the current study supports the findings of Botkin-Andrew (2015) and Aryani (2018) that in some cases, self-efficacy could not be an accurate predictor toward students' achievement especially in speaking skill.

According to the result of the current study, the main factor that affected presentation self-efficacy of the students is the current teaching and learning situation and students' experience. Some of the students were having inconsistent results. For instance, the student with the highest self-efficacy level had an average score on their performance, yet, the students with the lowest self-efficacy level, performed well in his/her presentation. We can see that unpredictable changes in the situation affected online presentation self-efficacy level of the students. This is in line with several theories stated that self-efficacy is concerned more with individuals' situational judgment of their capabilities (Cubukbu, 2008). Self-efficacy not only help the students to develop their capabilities in a particular situation but also create an evaluation of his/her performance in these situations (Shavelson, 1976). When the data was gathered, The COVID-19 has spread very rapidly all over Indonesia. Until some of actions are taken to overcome the outbreak including social distancing and work from home. According to Cao (2020), pandemic significantly affects psychological condition of college students from many backgrounds. It is related to the distances between people resulting from the quarantine which regularly increased. The psychological distraction is in the form of anxiety, fear, and worry, among others. As mentioned before, the students might be worried about the alignment of each person in a pair since they should perform their presentation in a different place. This condition might arise their anxiety about the success of their presentation. Furthermore, this inconsistent result also affected by students' previous experience in a certain situation, especially in the online learning environment.

In online learning context, students' previous experience with online platform affects technological skill and motivation to accomplish learning satisfaction in online course (Roriguez, Ooms, & Montanez, 2008). Bates and Khasawheh (2007) found that a student with previous success with online learning system possessed a high level of online presentation self-efficacy due to the motivation they have from the beginning of the online course. It is clear, that acknowledging students' previous experience in online course is crucial for a teacher in order to accomplish learning objectives.

However, the result of the current study also showed that the majority of the students possessed a high level of online presentation self-efficacy. Although theoretically, the transformation of the learning situation was not affecting their efficacy level, this phenomenon might happen concerning some reasons. First, because the participants were between 19-21 years old, they tend to report themselves as intermediate or even advanced online users. They used to deal with technological devices; hence, their confidence level might be high. The second reason is concerning the teaching method of the lecturer. It indicates that the lecturer demonstrated a clear instruction about the online presentation so that the students were feeling more confident in performing the task. Third, the lecturer chooses a knowledgeable online learning platform so the students would not feel burdened to operate the platform.

Nevertheless, the current study provides an actual provident about the change of the learning circumstances related to the presentation performance and online learning caused by the latest phenomenon that is the COVID-19 outbreak. Hopefully, this study will demonstrate clearly about the current condition regarding to the spread of the pandemic. In addition, it is expected that the teacher could initiate a suitable method to overcome this unexpected situation while still focusing on the learning objectives.

CONCLUSION

In general, the findings indicated the majority of 20 students have a high level of online presentation self-efficacy and also a good presentation performance. Whereas, the relationship between those variables was rejected because of the unexpected change of the learning situation due to the spread of COVID-19. In this condition, the teacher should consider the students' needs and also initiate an activity to build learning engagement. At last, the findings of this study suggest several courses of action both for the students and teacher.

Furthermore, as with many educationally-based studies, the present study is limited. Generally, conducting correlational research is better with the large size of the sample (Gay et al., 2009). However, the recent study only gathered 20 participants due to their availability. It is better to investigate a larger sample to predict a stronger association between two variables. Moreover, since the study focusing on the relationship between online presentation self-efficacy and presentation performance is still limited, it is better to also conduct an in-depth investigation about the sample by interviewing the participants to know the specific reason why they feel more or less self-efficient for a specific task. At last, an additional sample with diverse backgrounds should be investigated to add information to the existing literature on how affective variables could influence the online presentation performance of the students, so it can be useful to give another provident about the relationship between two existing variables

Regarding to the limited of collateral studies, more comparative research related to the online presentation skill in the EFL context should be conducted. Furthermore, a deeper analysis through qualitative study should be done in order to gain in-depth information about the sources of the students' efficacious beliefs and learning satisfaction. Moreover, since the teacher plays a crucial role in the learning process, a quantitative study investigates about the teachers' internet or computer self-efficacy should be conducted in order to conceive an effective teaching and learning activity in the online environments.

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