Exploring Master's Students' Self-Efficacy in Speaking English During Hybrid Learning

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ABSTRACT

In the post-pandemic situation, where hybrid learning has become prevalent, effective communication between lecturers and students is very important. Self-efficacy is a crucial factor that affects their communication or speaking in class. Nowadays, research on students' self-efficacy in speaking has received considerable attention among researchers. However, Self-efficacy in hybrid learning, particularly with a focus on master's students, remains an underexplored area of research. To fill in the gaps, the researchers aim to know what factors and challenges influence students' self-efficacy in speaking during hybrid learning. The participants were six English Education Master's students at Sanata Dharma University. Guided by Bandura's Social Cognitive and Self-Regulation Theories, this research employed a descriptive qualitative method. Data was collected through in-depth interviews and observations and analyzed using thematic analysis via QDA Miner Lite. The steps consist of transcribing, coding, grouping, and then interpreting the data. The findings showed that some factors that influence students' self-efficacy in speaking are motivation, learning, social environment, and role models. On the other hand, factors that inhibit students' self-efficacy in speaking, namely speaking anxiety, low confidence level, and low content mastery. The research limitations include six participants from specific study programs, limiting generalizability to other contexts or institutions.

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INTRODUCTION

In this digital era, technology plays a crucial role in human life. It is an undeniable fact that almost all aspects of human life are using technology, including in the field of education Selwyn (2011). Take a pandemic situation for example, when all conventional learning was shut down and technology held a pivotal role in keeping education alive. This is the process called digitalization. Digitalization in the educational context is defined as a technological transformation that involves various aspects of education (Tømte et al., 2019). In the post-pandemic situation, even though many schools have obligated all the students to come to the class, hybrid learning is still a good option. Hybrid learning, also called blended learning, is a new learning space where both on-site (conventional) students and out-of-town (online) students can concurrently take part in learning activities (Raes et al., 2020). The master's program of English Language Education at Sanata Dharma University provided a good service and facilitation to hybrid learning. Furthermore, the researchers took the students for the subject of the research.

For learners to fully engage in the learning activities, they need to build meaningful connections with both their peers and lecturers (Sumarsono & Mbato, 2022). Interaction is an inevitable process in the learning and teaching process. In hybrid learning, communication between lecturers and students, especially students who attend the class virtually is important. One of the things that affect their communication or speaking in class is their self-efficacy. Bandura (1986) stated that self-efficacy is a student's self-confidence in their skills in doing some challenging tasks to achieve their goal. Tuyet Phan & Chen (2022) stated that high self-efficacy levels can positively influence students' academic performance. This is in line with Jaya & Nurgamarani (2023) which stated that academic self-efficacy tends to lead learners to be more actively engaged in the digital learning and teaching environment, particularly in class. Thus, self-efficacy is considered an indispensable part of students' learning.

Speaking is a crucial aspect of learning and teaching a targeted language (Guebba, 2021). Guebba (2021) stated that speaking involves the expression of abstract ideas, concepts, and assumptions stored in the human mind, which are then converted into sounds and utterances that convey meaning. Because of the importance of speaking, the researchers were interested in investigating students' self-efficacy in speaking. Self-efficacy has an integral part to play in learners' speaking skills (Ningias & Indriani, 2021). Consequently, the researchers tried to investigate how self-efficacy affects master students' speaking skills in hybrid classes, and what factors influence their self-efficacy in speaking English in hybrid learning. Furthermore, it is because speaking skills are observable rather than other skills such as writing skills, listening skills, or reading skills, that cannot be seen in the classroom activities.

This study aimed to explore students' self-efficacy in the post-pandemic situation, particularly in the hybrid learning environment. For the research participants, the researchers choose master's students, addressing the gaps from the previous research which mostly investigate undergraduate or high school students. Master's students' self-efficacy, particularly in speaking, is under-researched. Furthermore, master's students have diverse backgrounds and rich experiences which might be useful for the data collection of this research. Focusing on this group will offer new insight into the specific needs and strategies required to support their academic success or even personal development. Therefore, the researchers believed that research on master's students'

self-efficacy in speaking English during hybrid learning is worth investigating.

LITERATURE REVIEW

To explore deeper into the topic, it is essential to first look at educational psychology. Lately, educational psychology has received considerable attention among researchers. Duchesne et al. (2021) stated that educational psychology is the branch of psychology itself that is concerned with studying how humans learn and its implications for teaching. Through educational psychology, it can support students' development in the learning process, it can also assist teachers in making effective choices in teaching (Duchesne et al., 2021). Therefore, Educational Psychology is indeed crucial for comprehending teaching and learning processes.

Self-efficacy is a key area of focus within the field of Educational Psychology. Self-efficacy can be defined as learners' self-confidence in their skills in doing some challenging tasks to achieve their goals (Bandura, 1986). To analyze students' self-efficacy, the researchers used a Social Cognitive Theory that was proposed by Albert Bandura in 1986. The researchers chose this theory because of the relevance of the study. It also provided a clear and concise framework related to the topic.

Social Cognitive Theory explains the role of social effects, thinking (cognitive) processes, and personal experiences in shaping human action and way of behaving (Duchesne et al., 2021). According to Bandura (1986), self-efficacy has four primary sources. First, mastery experience which believes that past success on similar tasks will increase self-efficacy, whereas failure can decrease it. Second, vicarious experience or social modeling explains that observing other people who are finishing the task will also increase self-efficacy. Third, social persuasion factors explain that verbal encouragement and support from other people (peers, lecturers, family) can boost self-efficacy. Finally, psychological and emotional responses to a certain task such as excitement or anxiety can influence self-efficacy, so it depends on the people's feelings or mood. Through this main theory, the researchers tried to investigate master's students' self-efficacy in speaking English during a hybrid learning environment.

Another relevant theory used by researchers was the self-regulation theory, which plays a critical role in understanding how students manage their learning processes. This theory was also proposed by Albert Bandura. Bandura (Zimmerman & Schunk, 2003) believed that in Social Cognitive Theory (SCT), students play an important role as agents which means that they are self-regulated and reflective learners who use forward thinking. The idea of self-regulation theory refers to the self-directive process in the academic setting (Zimmerman & Schunk, 2012). It is closely related to self-efficacy and self-awareness. In this context, self-regulation refers to how students regulate their learning, particularly in speaking.

The research on students' self-efficacy has received considerable attention among researchers. Most of the researchers related it to productive skills such as speaking and writing. It is an undeniable fact that self-efficacy plays an essential role in students' speaking performance. It has been widely researched, at every education level, particularly in high school (Wiryadi Joni & Putri Wirastuti, 2018) and undergraduate programs (Lelita, 2017; Paradewari, 2017; Zhang et al., 2020; Ningias & Indriani, 2021; Siboro et al., 2022; Abduh et al., 2022)). Those researchers believe that self-efficacy has a significant influence on speaking ability. Learners with high self-efficacy tend to show better speaking performance. Furthermore, in the post-pandemic era, where online and

hybrid learning has become one of the ways to conduct teaching and learning processes, it will affect students' self-efficacy in speaking. Digital/virtual learning does not necessarily reduce students' self-efficacy because students still have sufficient self-efficacy (confidence) in speaking abilities within digital/virtual learning (Ningias & Indriani, 2021).

Rorimpandey & Midun (2021) investigated self-efficacy with the title "Effect of Hybrid Learning Strategy and Self-Efficacy on Learning Outcomes." The purpose of the study was to investigate the impact of hybrid learning (HL) strategy and self-efficacy (SE) on academic performance in understanding and applying science education concepts. A Multivariate Analysis of Variance (MANOVA) were utilized to process the data. According to the research, there was no interaction between hybrid learning and self-efficacy on concept comprehension, but there was an interaction effect on concept application. In other similar research, Siboro et al. (2022) also conducted similar research entitled "Exploring the Level of Students' Self-Efficacy in Speaking Class." It aimed to determine the level of learners' self-efficacy in speaking activity in class. The research method used was a mixed method, with the combination of two instruments which were questionnaires and interviews. The findings showed that students have a fairly level of self-efficacy in speaking English.

The previous study highlighted the role of self-efficacy in education, specifically in hybrid learning classes and students' speaking skills. Together, these studies underscored the importance of self-efficacy in shaping student's academic performance. Findings from previous literature and studies help the researchers to gain a better picture of the topic. However, there is very limited research on the subject in master's students in graduate programs, especially that discusses self-efficacy in speaking. It might be because of the assumption that master's students already have good speaking skills. The related research is mostly applied to undergraduate or even high school or elementary school students. Besides, most of the research was using quantitative methods and using questionnaires or surveys as their research instruments.

In this research, the researchers tried to investigate it through a qualitative approach to get a deeper comprehension of the topic. Different subjects and methods might lead to different outcomes. Furthermore, in this post-pandemic era, the researchers chose hybrid learning to fill in the gap from past research that the setting was mostly conventional learning or fully online learning. Moreover, previous studies discuss the level of self-efficacy, not the things that influence it. Therefore, two research questions were raised: 1) What are the key factors that positively influence students' self-efficacy in speaking English in hybrid learning environments? and 2) What are the key challenges that hinder students' self-efficacy in speaking English in hybrid learning environments? The goal of the research is to know the positive key factors and key challenges that will influence master's students' self-efficacy in speaking English throughout hybrid learning.

RESEARCH METHODS
Research Design

According to Creswell & Poth (2016), the final report of qualitative research incorporates the researchers' reflection, a thorough explanation and interpretation of the issue, respondents' voices, and a contribution or a complement to the work of literature.

Therefore, this research employed a qualitative method since it enables the researchers to transcribe the data into written texts, interpret the data, and subsequently derive the results of the research. Furthermore, a descriptive qualitative method was used to understand one's experiences. Creswell & Poth (2016) stated that the function of the descriptive qualitative method is to describe phenomena and understand one's perspectives. The researchers chose this method because it is suitable for this research.

Participants

The research participants were six English Education Master's students at Sanata Dharma University. Furthermore, the chosen participants were hybrid students and students who have experienced hybrid learning in batch 2024. Hybrid students were students who joined the class via two modes of learning namely offline classes and online classes facilitated by Zoom Meeting. The researchers chose the participants with the hope of understanding master's students' self-efficacy in speaking. To ensure and protect the participants' privacy, the researchers decided not to show their names. Instead, the researchers used numerical pseudonyms such as "participants 1, participants 2, … participants 6". Additionally, the researchers ensured that the participants willingly consented to be interviewed and were fully aware that the data would be used for research purposes only. Following research ethics, the researchers were fully aware of protecting the participants' privacy and keeping their information confidential.

Sampling Procedures

This research employed purposive sampling. The researchers were able to select participants by the use of purposive sampling according to the requirements of the research to address the research question. The researchers were able to select participants based on the researchers' needs, guarantee that the sample appropriately answers the research question, and improve the research relevancy (Andrade, 2021). Similarly, Denieffe (2020) stated that purposive sampling selects specific cases that match the predetermined requirements, strengthening the credibility and the relevance of the research results with the involvement of participants' perspectives.

Data Collection Procedures

The data collection procedures in this research involved several steps. First, participants were contacted via WhatsApp and provided with brief information about this research. After the participants agreed, semi-structured interviews were scheduled based on participants' availability, to make them comfortable. The interviews were conducted online via Zoom and recorded with participants' permission. To make the transcription step easier, the researcher decided to only record the audio with the help of a smartphone. After all the data were successfully collected, the researchers carefully analyzed the data.

Data Collection Methods and Instruments

Semi-structured interviews were used to explore more profound data. Semi-structured interviews promote flexible conversation and enable the researchers to delve deeper into experiences while maintaining planned methods for data collection (Osborne & Grant-Smith, 2021). Indonesian was used to do the interviews to gain a profound

understanding of the interviewees' experiences. According to Marlina et al. (2024), Indonesian was used for the interviews since it enabled the researchers to get a profound exploration of the issue. Moreover, the data gathered were collected by one-on-one interviews. Vu et al. (2019) stated that the researcher can collect detailed qualitative data through one-on-one interviews. One-on-one interviews enabled the researchers to delve deeper into one's experiences, enriching the data collected from the interviews. One-on-one interviews allow the researchers to engage personally with the interviewees, enabling a thorough exploration of interviewees' experiences, knowledge, and perceptions which produces extensive data and improves validity (Bowman et al., 2022). Online interviews were done due to the consideration of time limitations, distance, and interviewees' comfort.

Triangulations

Morgan (2024) stated that triangulation increases the trustworthiness of qualitative research through a set of methods, enabling the researchers to validate the research results, address biases, and enhance the credibility of their research. The researcher used data triangulation. The data collected was not only using interviews but also observation of the class using a speaking performance assessment made by Harris (1969). Each researcher did the observation and then collaboratively combined it into a single conclusion. The results of the observations help the researchers to formulate the research findings.

Data Analysis Method

The method used to analyze the data was thematic analysis. Cernasev & Axon (2023) stated that thematic analysis involves examining qualitative data in the form of text and spoken words that have been gathered by the researchers to find and interpret patterns to address the research question. The steps taken by the researchers to analyze the data were transcribing the recorded interviews to texts, coding, grouping the coded data, and the last step was interpreting the data. One of the researchers oversaw analyzing the data to interpret the data. It was done to ensure that the interpretation of the data collected received the same treatment. According to Gale et al. (2021), one researcher oversaw coding the data from the interviews. The first step in analyzing the data was transcribing the recorded interviews into text. Saldaña (2021) stated that the first step that the researchers took to analyze the data was transcribing the recordings into texts. The second step was coding the data. The third step was grouping the coded data. Coding involves categorizing data collected from the first step namely transcribing the recording into the text to find patterns to improve the analysis of the data (Parameswaran et al., 2020). According to Moustakas (1994), interpreting the data was the last step to derive essential conclusions. In interpreting the data, the researchers assisted by an application. The name of the application was QDA Miner Lite.

FINDINGS AND DISCUSSION
Positive Factors That Influence Self-Efficacy in Speaking
Motivation
Motivation plays an important role in shaping students' speaking self-efficacy in speaking during hybrid classes. When students have high motivation in hybrid classes it will lead

to greater enthusiasm and active participation during the learning process (Naaziyah & Wati, 2024). Students with high self-efficacy will actively engage in speaking activities because they know that this activity is important for them to improve their skills. For instance, one participant shared that she wants to improve her speaking skills because she understands that this skill is important for her career. This case highlights that internal motivation has a role in maintaining learning enthusiasm while facing challenges.

> "I'm passionate about English, so I keep learning even until this moment because I feel that there are many great people out there. I keep learning because I feel it's important for my career development." (Interview – participant 6)

In addition to intrinsic motivation, external encouragement has a significant influence on learning motivation. External encouragement can come from outside such as teachers, peers, and family. As noted by other participants, a teacher has a pivotal role as an external validation and makes students believe in their skills. When students believe in their skills it will increase students' confidence in speaking. This confidence will make students actively engaged in class discussions because they can share their ideas which makes meaningful learning.

> "So far, all lecturers are very humanistic. Rarely gives negative feedback, just positive and constructive feedback. Even if there are insufficient things, it is conveyed positively first, then suggestions or corrections." (Interview – participant 1)

> "There are lecturers who say your presentation is good but still needs to be improved. If we take the positive, oh that means I'm still not good enough. But there must be a positive side in my presentation which does have negatives that I have to fix." (Interview – participant 4)

These findings are in line with Bandura's Social Cognitive Theory, which highlights the importance of motivation in self-efficacy development. From the data, intrinsic and external encouragement can help students in developing their speaking skills. Using Brown's (2004) rubric, this can also be observed using content categories. The observation shows that the participants can understand the topic well. This indicates that most participants felt that by mastering the content they would be better prepared to participate in learning activities.

Intrinsic motivation can be in the form of personal goals and interests, fostering persistence that will help overcome the challenges. Meanwhile, external encouragement, such as positive feedback, others validation, and support will make the students believe in the ability that they have. Together, these two factors make a framework that will strengthen students' self-efficacy in speaking activities. To increase students' motivation in learning, teachers can develop lesson plans that support diverse learning styles and also realize that each student has a unique motivation in fostering personalized learning (Cahyanti et al., 2024)

Learning & Social Environment

Learning and social environment also play a critical role in influencing students' speaking self-efficacy during hybrid learning. A learning environment that supports learners to engage in speaking activities will increase students' efficacy in speaking. Clear learning instruction makes students understand what topics to talk about so students can confidently convey their opinions when speaking. This shows that a positive learning atmosphere can build students' confidence and reduce anxiety in students.

> "The influence is very significant because of how far the conversation has gone, the discussion, for example, the teacher, for example, the lecturer, he explains a topic, or he explains the material well so we can follow the learning activities." (Interview – participant 2)

Interaction with other students also plays a critical role. Group discussion, group tasks, and peer feedback provide opportunities for students to practice speaking in a smaller environment. Since students practice in a smaller environment, their fear of speaking is reduced and they become more confident even if they can get feedback from other group members. With the constructive feedback given students can further improve their ability to speak and gain confidence in their abilities when they must speak in a larger environment. In addition, the researchers realized that in group activities, students are more able to actively participate in discussions because they encourage each other and get a fair chance to speak.

> "Maybe there's no fixed way to do it, but it's more about realizing that everyone has the right to speak, and we can't be passive, because we also need a new understanding." (Interview – participant 1)

> "Yesterday our group had to present, whether we want it or not we have to present. We must give our best too. That's what I think is the moment my confidence has increased sharply. Because we must present. Which for me is encouraging." (Interview – participant 5)

The Social Cognitive Theory proposed by Bandura (1986), mentioned that environmental factors can influence self-efficacy. A supportive learning and social environment not only make the learning process enjoyable but can also reduce the fear that students have. To increase the sense of comfort when speaking, teachers can build a learning atmosphere to be more focused on students' conditions and emotions, giving appreciation to students can also provide comfortable learning conditions (Hébert, 2022). Using Brown's (2004) rubric, this theme can be related to the pronunciation part because practicing in smaller groups can reduce anxiety and lead to improvements in pronunciation. Based on the observation, participants have good pronunciation skills. This proves that the researchers feel that the pronunciation of the participants is quite high, and this cannot be separated from the influence of the environment that can provide a place to continue practicing. With less fear, students will automatically make fewer mistakes which can give students more opportunities to practice and make the learning process more effective.

Role Model

Seeing other people who have better abilities in speaking can also inspire students to be eager to study harder and become that kind of person. Observing other people can also make someone believe in their abilities because they will have the thought that if other people can, why can't I? If someone can have thoughts like this, it shows that the people they admire can be an inspiration for them in improving their skills. So, it's not just a matter of observing other people, but how to find someone who can provide inspiration and be their role model.

Based on the interview, in finding someone to be a role model, students will usually choose people around them. In this case, researchers found that participants chose lecturers and online figures as their role models. From these role models, learners get examples of how to speak English well so that they can imitate what their role models do and improve their speaking quality.

> "So, maybe one of the things that I've seen sometimes on YouTube is Indah Asmigianti's. So, she can speak Korean, then, I mean she likes languages maybe. And her English, her pronunciation is cool." (Interview – participant 1)

> "My role model is a lecturer who taught public speaking courses when I was an undergraduate and indeed, I learned a lot from him, he was able to manage the way he spoke, even the tempo, the stress, to be able to gather the focus of the audience like that. And indeed, that's the thing that I learned and still try to do until now is to manage the tempo of speech to maintain the excitement of the audience like him." (Interview – participant 3)

This finding is in line with Hébert's (2022) theory which states that vicarious experience can be the source of self-efficacy. By seeing the ability of the role model, students will build confidence that will strengthen them in overcoming the problems they face in speaking. According to Brown's (2004) rubric (2004), this theme is closely related to fluency, as role models can provide examples such as speech tempo, stress, and overall speaking style that can improve speaking. In the aspect of fluency, participants can share their ideas without hesitation and present the ideas smoothly. This shows that most of the participants have good fluency. This may happen because they have role models that they make an example of. By having someone they admire, they build a motivating learning atmosphere to achieve their learning goals. Therefore, as a role model, teachers should be able to provide good speaking examples to their students. Since the role model will inspire them to speak, the teacher should provide clear pronunciation, proper grammar, and engaging delivery.

Challenge to Self-Efficacy in Speaking

Anxiety

Anxiety is one of the most significant challenges that affect students' speaking self-efficacy during hybrid learning. Many participants shared that they sometimes feel nervous or scared if they are asked to speak in class. Most of them are afraid of what others will think, afraid of people judging their abilities. When students feel anxious to speak, they may be less willing to engage in speaking activity, which could negatively

impact their speaking skills.

> "One of the anxieties of speaking English is that we don't know what we want to talk about. So, we're not confident so it's like, yes, we're afraid of what to say, afraid of being wrong too." (Interview – participant 1)

> "But, when I was in class, every time I spoke like a presentation. Then after that, it's like, we must speak up our opinion in public, it makes me Nervous. I'm afraid of judgment, afraid of the opinion of people. More like that, even though it's normal to talk like that, I won't judge either." (Interview – participant 6)

In addition, hybrid learning can also increase feelings of existing anxiety. For example, speaking only by staring at the screen will make it difficult for the speaker to react to the other person. This will also affect the content delivered and received that is not well received which sometimes causes misunderstanding. This problem suggests a relationship between the hybrid learning environment and the anxiety that arises when speaking.

> "For example, during online classes, we have a lot of anxiety, not just in terms of speaking. The anxiety is about whether I can understand the other person's reaction, whether I understand well." (Interview – participant 2)

This finding conforms to the Social Cognitive Theory proposed by Bandura (1986). In his theory, Bandura mentioned the reciprocal interaction of personal, behavioral, and environmental factors in shaping self-efficacy. In this case, anxiety is a personal factor that will reduce students' self-efficacy in speaking in a hybrid learning environment. Bandura also discussed that the emotional condition of the self will also affect self-efficacy. High anxiety can affect a person's fluency when speaking, therefore the researchers link fluency with the rubric from Brown (2004). As stated in the role model section, participants tend to have quite high fluency. However, when having anxiety, will cause hesitation and change the flow when speaking. In addition, grammar may also be affected by anxiety. Learners may forget or misuse structures under pressure. The observation results showed that participants tend to have high accuracy.

Zimmerman & Schunk (2003) in their theory provides a framework for understanding how learners control self-efficacy to improve their speaking skills. The key elements of this theory are goal-setting, self-monitoring, and self-reflection. In terms of speaking to reduce anxiety, students can also apply this theory. In a hybrid class, students can first practice in small groups before moving on to larger conditions. Students can also seek advice and feedback from their peers to build confidence. In addition, things that can be done to reduce anxiety are preparing in advance, being relaxed, being positive thinking, and getting support from peers (Martiningsih et al., 2024)

Self-Confidence
Self-confidence is also a factor that can affect students' speaking ability in hybrid classes. Many participants shared that they had doubts about their abilities. This can make them

less active in participating in speaking activities in the classroom. In addition, the hybrid learning format can also increase the fear of speaking. Participants who feel less confident in their abilities tend to choose to be silent when they have to engage in discussion rather than actively participate. They are not sure of their abilities especially when they see friends who are more fluent in English.

> "So, for me, I have to build that confidence. I have to put in a lot of effort, a lot of motivation for myself to be able to engage in speaking." (Interview – participant 2)

> "If for example when I take online classes, it goes back to the point I said earlier. Because it's better to stay quiet I think." (Interview – participant 4)

According to Bandura (1986), confidence or belief in one's abilities is a central component of self-efficacy. Low self-confidence not only leads to students' misunderstanding of their abilities but also to their actual abilities. This led to hesitation and a lack of participation in classroom speaking activities. The researchers again used fluency to determine students' confidence in speaking. The results show that most students have good fluency, this indicates that students' confidence in speaking is good enough because they can speak without hesitation which shows their confidence.

Zimmerman & Schunk (2003) in their Self-Regulation Theory offers insight into how students can develop their self-confidence by using self-regulatory processes. Self-confidence grows if students can recognize their abilities and set realistic learning goals. This can start with simple things such as contributing ideas in group discussions. Without realizing it, this will improve students' language skills, and through monitoring students will build their sense of mastery. Through self-reflection, learners will know what is happening when they are speaking. If this can be applied, it will help to build confidence, remove doubts, and increase self-efficacy (Ningrum & Listyani, 2022)

Content Mastery

Mastery of the content can also affect learners' self-efficacy in speaking. Participants shared that they sometimes struggle when they have to express their opinions on something they are not familiar with. The limited knowledge they have makes it difficult for them to answer the question and makes them tend to avoid it when asked for their opinion on the topic being discussed. This can reduce students' participation in learning, they are afraid that they will make mistakes or express opinions that are not clear.

> "Mastery of the subject so it's like we don't know what to say so it's not from the language, but from the content of the material itself if speaking challenges if the others don't exist." (Interview – participant 1)

> "At that time, I got a question from my lecturer, I couldn't answer it, not confident at all because I don't understand the material enough. (Interview – participant 4)

In Social Cognitive Theory, mastery experience is a critical source of self-efficacy. Being able to answer or complete existing tasks is one way to determine the level of self-efficacy in students. Without a good understanding of the topic, students will find it more difficult to achieve their learning goals. Students who master the material well will be confident in expressing their opinions without the slightest hesitation. To determine the level of mastery of content, researchers use the content and vocabulary aspects. In terms of content, the participants have relatively high knowledge. Then, for the vocabulary aspect, the participants already have wide vocabulary knowledge. These aspects show that participants were able to convey their ideas using their knowledge and their vocabularies were broad enough. A deep understanding of the topic allows students to use more sophisticated vocabulary and demonstrate better comprehension in their speaking.

To improve students' content mastery, students can apply the self-regulatory process according to (Zimmerman & Schunk, 2003). In terms of planning, students can set learning targets and prepare learning materials in advance. Then self-monitoring is used in monitoring students' learning process, helping them to identify where additional effort is needed. Finally, self-reflection helps to evaluate their abilities. In terms of hybrid learning, utilizing existing learning media such as recorded videos, discussion forums, and teacher feedback, can also enhance self-regulation. These learning media can help students understand, recognize their strengths and weaknesses, and improve their speaking skills. Applying this strategy can help students in overcoming this problem and boosting their self-efficacy.

CONCLUSION

The objective of this research is to know what factors and challenges influence students' self-efficacy in speaking during hybrid learning. Students' self-efficacy in speaking is influenced by some factors namely speaking motivation, learning, social environment, and role models. The more the students have those positive reinforcements, the higher the self-efficacy level. Intrinsic and extrinsic motivations maintain learning enthusiasm and build confidence. A supportive learning and social environment that lets the students experience opportunities for small group discussion and clear instructions plays a crucial role in significantly reducing speaking anxiety and fostering active participation in the class. Role model, meaning significant figures for students, provides vicarious experiences that inspire the students to enhance their speaking skills and build confidence through practical communication examples. On the other hand, the researchers identified some factors that inhibit students' self-efficacy in speaking, namely speaking anxiety, low confidence level, and low content mastery. These factors influence students' willingness to talk about their ideas in class. Speaking anxiety leads the students to experience fear of judgment and difficulty in communication effectiveness. Low confidence level leads the students to be passive learners. Students tend to stay silent, avoid answering questions, and avoid sharing ideas due to perceived skill limitations. Low content mastery creates a barrier for students to actively participate in class discussions. Students hesitate to express their ideas as they are afraid of making mistakes, which means proposing incorrect or incomplete answers.

Moreover, the researchers acknowledge the limitations of this study. The

sample size is limited to six participants. The setting also focuses on batch 2024 hybrid students at the English Education Master's Program of Sanata Dharma University. As a result, it may not reflect students' experiences from different disciplines or institutions. Future researchers are encouraged to address these limitations by expanding the sample size of the research and choosing participants from various disciplines or institutions. Also, a suggestion for future researchers to do longitudinal studies to delve deeper into students' self-efficacy in speaking. Last, the researchers hoped that this article could be beneficial for readers, especially for those who work in educational institutions such as lecturers, teachers, and policymakers. Hope that this will be insightful for them to conduct and make a better teaching and learning process for students. Despite the limitations, this study brings its significance in understanding an individual's experiences in depth. It enables the researchers to have a profound understanding of the topic by focusing on six students. This study contributes to educational psychology discussions on how Self-Regulation and Cognitive Theory operate in hybrid learning, a learning scenario raised significantly in response to the COVID-19 pandemic's challenges in the educational field. This study offers insights for educators to build an encouraging learning environment by providing information on environmental, psychological, and social factors that influence master's students' self-efficacy.

ACKNOWLEDGEMENTS

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