The Effectiveness of Mentoring Technique to Improve Self-Efficacy in English Language Learning of 7th to 9th-Grade Students with Visual Impairment at SLB A Yaat Klaten

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Abstract

This study aims at investigating the effectiveness of mentoring technique to improve self-efficacy in English language learning of 7th to 9th-grade students with visual impairment at SLB A Yaat Klaten. This study belongs to experimental research using a pre-experimental design with one group pretest-posttest. The subjects in this study include 7th to 9th-grade students with visual impairment at SLB A Yaat Klaten determined using a saturated sampling technique. The research instruments were questionnaires with 20 favorable statements and 20 unfavorable statements. The results of this study were analyzed using the Wilcoxon Sign Rank Test analysis, which yielded a Zcount of -2.160 with Asymp.Sig. (2-tailed) of 0.031, exemplifying a smaller value than the significance level (p< 0.05). The outcome indicates that the mentoring technique contributes positively to the improvement of self-efficacy of visually-impaired 7th to 9th-grade students of SLB A Yaat Klaten for the academic year 2018/2019.

Keywords: Mentoring Technique; Students with Visual Impairment; English Language Learning

1. Introduction

People with visual impairment experience several obstacles in their daily life, both in maintaining interaction and living their social life. Children with visual impairments encounter language barriers, particularly in obtaining and understanding concepts. In the early stage of language development, children with visual impairments experience the echolalia stage (imitating) like other children in general. However, after they reach one year old, they are only able to copy words without knowing the meanings of the words they say (Triwiaty and Assjari, 2017). These obstacles tend to make them feel inferior and insecure, compared to other children. However, this condition can be overcome by increasing their self-efficacy or beliefs arising from themselves (Widdjajatin and Hitipeuw, 2005; 12).

SLB A Yaat, which is situated in Klaten, is one of the formal educational institutions established specifically to educate children with visual impairment. One of the subjects that is considered difficult to understand is English. Most of the students in that school argue that the subject is complicated to master

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because of their low interest in learning English. Based on the results of interviews with respondents, researchers found a tendency for students to have low self-efficacy in learning English, which was marked by their reluctance to discuss and study material.

In children with visual impairment, the development of self-efficacy requires encouragement from the surrounding environment, such as the school environment and living environment, through mentoring, counseling, supervision, modeling, and other methods. The results of the study by Huriani and Malini (2006) also confirm that the implementation of the mentoring method can strengthen students' competence, self-confidence, self-esteem, and self-awareness.

Based on the abovementioned rationales, the researchers were triggered to research the effect of mentoring technique to improve self-efficacy in English language learning of 7th to 9th-grade students with visual impairment at SLB A Yaat Klaten for the academic year 2018/2019.

2. Research Method

This study is an experimental research using a pre-experimental design with one group pretest-posttest. The subjects in this study include 7th to 9th-grade students with visual impairment at SLB A Yaat Klaten selected using the saturated sampling technique. According to Hidayat (2017: 6), saturated sampling is a sampling technique when all members of the population are used as samples, which is often done when the population is relatively small, less than 30 people.

The data gathered in this study were incorporated to figure out the students' efficacy levels, by making use of closed-ended questionnaires. Content validity was applied to validate the data. Sukardi (2003: 123) theorizes that content validity is the extent to which a test appraises the coverage of the substance to be measured. This validity is generally determined through expert judgment. There is no mathematical formula to calculate it and no particular way to determine it with certainty. Content validity is often used in the assessment of learning outcomes with the main objective to determine the extent to which students master the lessons that have been delivered, and what psychological changes are found in these students after taking part in a particular learning process. This study took the advantage of inter-rater reliability, the classification of two objects with the same value (Gwet, 2014: 4). In other words, it is the degree of agreement among raters. The validated instruments were then tested on two subjects meeting the criteria as the research subjects. The inter-rater reliability test in this study used SPSS version 25.

3. Results and Discussion

A pretest was carried out on March 12, 2019, to investigate the level of students' self-efficacy in learning English before receiving treatment. The results of the pretest are presented in Table 1 and Diagram 1.

Table 1. The results of the pretest

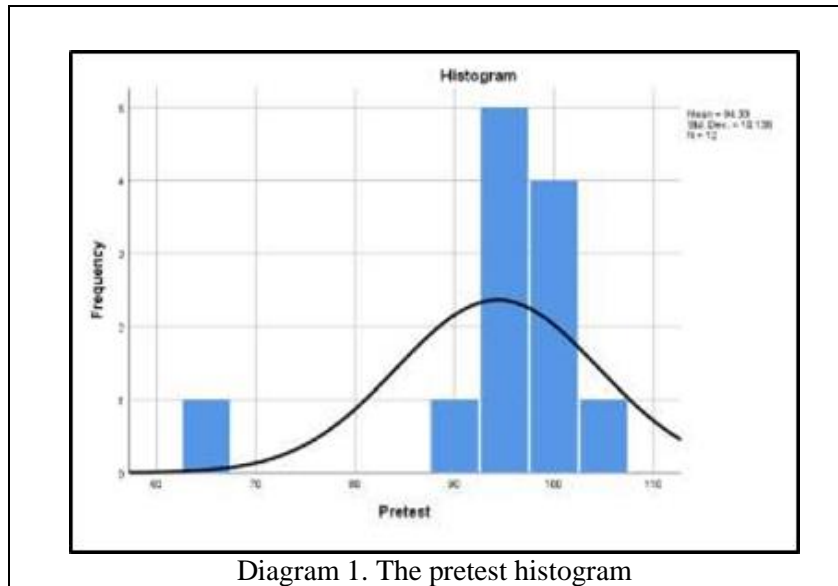| N Valid	12
Missing	0
Mean	103.50
Median	103.00
Mode	93
Std. Deviation	9.568
Maximum	92
Minimum	118

Diagram 1. The pretest histogram

The posttest conducted on March 22, 2019, was aimed to determine the students' self-efficacy level in learning English after receiving treatment with mentoring. The results of the posttest are demonstrated in Table 2 and Diagram 2.

Table 2. The results of the posttest

N Valid	12
Missing	0
Mean	94.33
Median	96.00
Mode	94
Std. Deviation	10.138
Maximum	65
Minimum	107

Diagram 2. The posttest histogram

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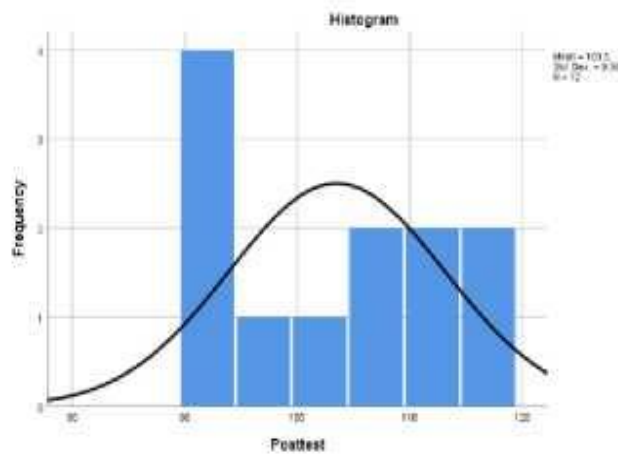
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The descriptions of the statistical data depict that the lowest pretest and posttest scores were 65 and 92, respectively, while the highest pretest and posttest scores were 107 and 118, respectively. The mean values of pretest and posttest scores were 94.33 and 103.50, correspondingly. The difference in the average value proves the difference in the values before and after treatment. The statistical data of pretest and posttest results are displayed in Table 3 and the histogram of the increase in the ability of students with visual impairment in learning English is presented in Diagram 3.

Table 3. Statistical data of pretest and posttest results

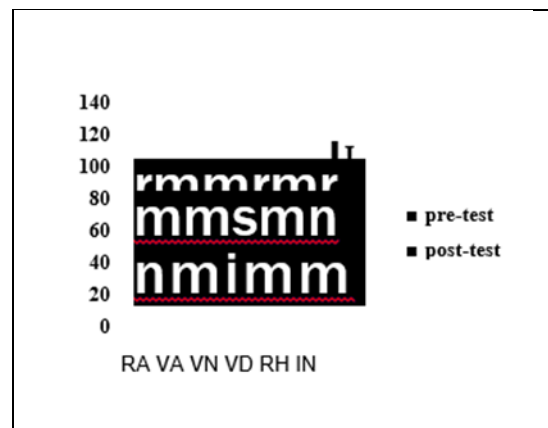|	N	Min	Max	Mean	Std. Dev
Pre	12	65	107	94.33	10.138
Post	12	92	118	103.50	9.568
Val N	12				

Diagram 3. Histogram of the statistical data of pretest and posttest results

A normality test is a measurement conducted to assess the data distribution in a group of data or variables, whether or not the data are normally distributed. This study used a normality test with the Kolmogorov Smirnov and Shapiro Wilk formulas.

	Kolmo-Smirnov[3]			Shapiro-Wilk		
	Stats	Df	Sig	Stats	Df	Sig
Pre	148	12	200*	939	12	189
Post	173	12	200*	902	12	171

*This is a lower bound of the true significance.
a. Lilliefors Significance Correction
Table 4. The results of normality tests

The results of the normality test using the Kolmogorov-Smirnov and Shapiro-Wilk test formulas demonstrate a pretest score of 0.189, exemplifying that the pretest data were normally distributed because the significance value obtained was greater than the specified significance level of 0.05. In line with that, the significance of the post-test value was 0.171; and therefore, the post-test data were considered normally distributed because the significance value was greater than the specified significance level.

The next stage was hypothesis testing using the Wilcoxon Signed Ranks Test analysis technique. The results of the hypothesis testing on the effectiveness of mentoring technique on the self-efficacy of 7th to 9th-grade students with visual impairment at SLB A Yaat Klaten for the academic year 2018/2019 are presented in Table 5.

Table 5. The results of hypothesis testing

Mean sum of			Rank	Ranks
Pre-	*Negative Ranks*	3[a]	3.83	11.50
Post-	*Positive Ranks*	9[b]	7.39	66.50
	Ties	0[c]		
	Total	12		
a.	*Posttest < Pretest*			
b.	*Posttest > Pretest*			
c.	*Posttest = Pretest*			

The results of data analysis with the Wilcoxon Signed Ranks Test depict that three subjects appeared to have negative ranks, indicated by a decrease in the results of the posttest. Meanwhile, nine subjects are categorized as having positive ranks, experiencing an increase in the results of posttest compared to those of pretest. The results also confirm that no subjects had the same scores (ties) in pretest and posttest. Table 5 also demonstrates the negative mean rank of 3.85 and the positive mean rank of 7.39. The positive sum of rank was 66.50, representing the average influence of the provided treatment.

After the pretest and posttest data rankings were determined, the test results were measured using the nonparametric Wilcoxon Signed Ranks Test analysis, resulting in Z_{count} with Asymp. Sig (2-tailed) or *p*-value. This study used a significance level of a = 0.05 or 5%.

Table 6. The results of statistical tests

Posttest-Pretest	
Z	-2.160[b]
Asymp. Sig. (2-	.031
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The statistical test of the pr-test and posttest scores yielded Z = -2.160 with Asymp. Sig. (2-tailed) = 0.031. The probability value in Z_{count} was then compared with the predetermined significance level of a = 0.05 and *p*-value of 0.031. The results of this calculation indicate a significant difference between the pretest and posttest scores with *a p*-value of 0.031, which is smaller than the significance level of 0.05. Thus, it can be concluded that the proposed hypothesis, the effectiveness of the mentoring technique in increasing the self-efficacy of 7th to 9th-grade students with visual impairment at SLB A Yaat Klaten for the academic year 2018/2019, is acceptable.

Conclusion

Based on the discussion on the results of this study, it can be concluded that mentoring technique is effective to improve the efficacy level of 7th to 9th-grade students with visual impairment at LB A Yaat Klaten for the academic year 2018/2019.

Recommendations

Researchers recommend several points for the improvement of further research. Grounded on the outcomes of this study, we propose theoretical and practical recommendations that include:

1. Theoretical recommendation

It is expected that further research can give insight into the field of education, particularly special education, regarding the mentoring techniques to increase visually impaired students' self-efficacy in learning English.

2. Practical recommendation

The practical recommendations are proposed to:

a. Students with visual impairment

Students with visual impairment are expected to maintain their high level of self-efficacy in learning English so that they can perform better in English class, as well as improve their motivation in learning other subjects.

b. Teachers

Teachers are expected to apply the mentoring technique figuring out a low level of self-efficacy in students when they are learning in class or doing activities outside the class. Teachers are also suggested to immediately encourage students to improve their self-efficacy gradually.

c. Parents

Parents are suggested to apply the mentoring technique when interacting with their children at home to maintain their self-efficacy and maintain their participation in maintaining learning motivation.

d. Researchers

It is recommended that other researchers conduct further studies to enhance the self-efficacy of visually impaired students' with various characteristics in learning English.

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