Pay It Forward Model in Foreign Language Learning to Increase Student’s Self Efficacy and Academic Motivation

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Abstract. The purpose of this study was to know the effectiveness of pay it forward model in foreign language learning to increase student’s self-efficacy and academic motivation. One of the advantages of this model that every student has a same role in the class, and the students will be involved in the learning process. It will trigger the academic motivation and self-efficacy of students, as one of the most important aspects which must be noticed to increase student’s academic and self-efficacy is they must feel being involved in the class actively. Data collection techniques consisted of scales and observation. The total of participants was 48 students (38 women and 10 men) of Makassar State University, Department of Foreign Language who have been studying in the third semester. All participants were given assent form to participate on this study. The data analysis technique used consisted of inferential statistic and descriptive statistic. Statistic inferential used was paired sample t test. The result of paired sample t-test analysis proved that the use of this model was effective in increasing student’s academic motivation and self-efficacy, as significant value of the both variable was lower than 0.05.

1. Introduction
The relationship between self-efficacy, academic motivation and academic achievement have always been a topic of interest in educational sciences. Intrinsically, self-efficacy is defined as beliefs to master new skills and task [1]. Self-efficacy has an important role in learning process. Some research show that self-efficacy influences academic motivation and academic achievement [2]. This finding is supported by another study which reported that there was a positive relationship between self-efficacy and academic achievement and that if students are trained to have higher self-efficacy, it will also increase their academic achievements [3]. The other studies show that that self-efficacy has a positive relation with the academic achievements [4,5,6]. When students consider learning activities as meaningful and relevant, this could help increase their intrinsic motivation [7]. Students who have high self-efficacy are more likely to make efforts to complete a task, and to persist longer in those efforts, than those with low self-efficacy [8,9,10].

Research findings have consistently shown that self-efficacy and learning outcome are related [11, 12, 13,14, 15]. Therefore, to increase the learning outcome of students, one of aspects which must be noticed meticulously is student’s self-efficacy, as lack of self-efficacy will give rise to negative effect to academic motivation and learning outcome of the students. Based on researcher’s observation,
plenty of students in foreign language learning especially in grammar learning are not motivated and some of them do not believe their ability to be able understanding the learning material. Another observation is some of students consider that they are not involved actively in the learning process, so it influences negatively academic motivation and self-efficacy of students, as the students consider that they do not have a role or responsibility in the learning process. The problem is pivotal to be overcome immediately, as it affects to the student’s learning outcome negatively.

To increase the student’s academic motivation and self-efficacy, there are some aspects which must be noticed, one of them is learning model used by lecture. The model should make students being involved actively in the learning process, and every student is supposed to have same responsibility in organizing learning process. Learning model proposed to increase the student’s academic motivation and self-efficacy is by using pay it forward model. The main focus of this model is how to involve students actively and remind them that they have important responsibility in the learning process. The use of this model will trigger self-efficacy and academic motivation, so the learning outcome of students can be also increased significantly.

2. Pay It Forward Model
This learning model was inspired by a film titled pay it forward. The film describes a child who has simple idea to change the world. The child considers that to change the world, he must invite plenty of people to do kindness. The way used by the child called pay it forward, as the main focus of this way is how to share kindness to the other people and the people will also share the same kindness to another person. This concept which inspires researcher to develop pay it forward model which can be implemented in foreign language learning. One of the advantages of this model that every student has a same role in the class, and the students will be involved in the learning process. It will trigger the academic motivation and self-efficacy of students, as one of the most important aspects which must be noticed to increase student’s academic and self-efficacy is they must feel being involved in the class actively [7].

There are some learning steps in the use of this model. 1) Lecture and students must choose a student who can be information center. 2) Lecture will explain learning material to the chosen student. 3) The student is responsible to explain to the 3 other students related the learning material, the number depends on the lecture or total of students in the class. It can be changed that every student is responsible to 2 or 4 students. 4) The next step is every student of the 3 students must explain to 3 other students, the process will be continued until all students getting the explanation. 5) the last step of this model is lecture can confirm to the last or middle students to explain learning material to ensure that explanation got by all students is right.

3. Research Method
This study used experiment approach where involved one class as experiment class. This study did not involve a control class. Lecture of the class used pay it forward model in foreign language learning during 4 meetings. The main data collection technique used on this study was using scale. There are 2 scales on this study which consisted of academic motivation and self-efficacy scale. The academic motivation scale used was developed by Vallerand which consist of 28 items [16] and self-efficacy scale used was developed by Schwarz and Jerusalem which consist of 10 items [17]. Before the scales was used, the both scales were tested to know the validity and reliability level. Validity test type used was corrected item-total correlation type, and reliability test type used was cronbach alpha type. Another data collection technique used was interview with the students. This technique was used to know response of students related the use of this model in foreign language learning.

This study was conducted in foreign language department, Makassar State University. The total of participants was 48 students (38 women and 10 men) who have studied in the third semester. All participants were given assent form to participate on this study, and all of them were willing to participate on this study. The data analysis technique used to answer research focus consisted of inferential statistic and descriptive statistic. Descriptive statistic aims to know the level of academic
motivation and self-efficacy level of students, and inferential statistic aims to compare pretest and post test data. Statistic inferential used was paired sample t test, and data categorization used on the descriptive statistics was developed by Azwar [18].

4. Results and Discussion

The scale used on this study consisted of academic motivation and self-efficacy scale. The scales passed validity and reliability test by using SPSS 20 software. The finding shows that the cronbach’s alpha value of academic motivation scale and self-efficacy scale is 0,915 and 0,816 respectively. Minimum standard value of cronbach’s alpha used is 0.6. It means that the scales fulfilled reliability value standard, as the cronbach’s alpha is more than 0,6. Another test is validity test. Based on the analysis result, it can be concluded that all items on the both scales are valid, as the value of Corrected Item-Total Correlation of every item is more than 0,25 which is validity standard value used generally. The normality test result shows that sig value of academic motivation and self-efficacy scale are 0,186 and 0,052 respectively. It means that data of the both scales fulfilled normality standard value, as sig value of the both scale is more than 0,05. Therefore, the data of the both scales can be further analyzed.

To know the academic motivation level of students, researcher used categorization developed by Azwar. The further information related pretest and post test data can be seen on the below table.

Table 1. Pre Test and Post Test Result of Academic Motivation Scale

| Academic Motivation Level | Categorization | Pre Test | | Post Test |
|---------------------------|----------------|---------|---------|
| X ≤ 70                    | Very Low       | 0       | 0%      | 0        | 0%      |
| 70 < X ≤ 98               | Low            | 0       | 0%      | 0        | 0%      |
| 98 < X ≤ 126              | Moderate       | 24      | 50%     | 1        | 2,09%   |
| 126 < X ≤ 154             | High           | 23      | 47,91%  | 26       | 54,16%  |
| X > 154                   | Very High      | 1       | 2,09%   | 21       | 43,75%  |
| **Total**                 |                | **48**  | **100%** | **48**   | **100%** |

Based on the pretest column, it can be concluded that the majority of students (24 students) have moderate academic motivation and the average of students generally is 127,77. The data was took before learning process using pay it forward model. After learning process during 4 meetings, the academic motivation of students increased. It was shown on the posttest column. On the post test result, the majority of students (26 students) have high academic motivation and the average of students generally is 155,33. Therefore, there is a significant increase of 27,56 between pretest and post test data.

Table 2. Pre Test and Post Test Result of Self Efficacy Scale

| Academic Motivation Level | Categorization | Pre Test | | Post Test |
|---------------------------|----------------|---------|---------|
| X ≤ 17,5                  | Very Low       | 0       | 0%      | 0        | 0%      |
| 17,5 < X ≤ 22,5           | Low            | 0       | 0%      | 0        | 0%      |
| 22,5 < X ≤ 27,5           | Moderate       | 24      | 50%     | 0        | %       |
| 27,5 < X ≤ 32,5           | High           | 21      | 43,75%  | 11       | 22,91%  |
| X > 32,5                  | Very High      | 3       | 6,25%   | 37       | 77,09%  |
| **Total**                 |                | **48**  | **100%** | **48**   | **100%** |

According to the data provided by table 2, self-efficacy of students increased after learning process. On the pretest column, it can be seen that the majority of students (24 students) have moderate self-efficacy and the average of student’s self-efficacy is 28,54. On the post test result, the majority of
The purpose of this study is to know the effectiveness of Pay it Forward model in foreign language learning process which aims to increase self-efficacy and academic motivation of students. By using SPSS 20 software, the pretest and posttest data are analyzed using paired sample t test technique. Generally, if significant value of variable is lower than 0.05, it means that this model can increase student’s academic motivation and self-efficacy. According to output of paired sample t test table, it can be seen that the significance value of the both variable is 0.00. It means that there is a significant increase on the academic and self-efficacy motivation of students, as significance value is lower than 0.05.

5. Conclusion
Based on the research result described on the previous part, it can be concluded that the use of pay it forward model in foreign language learning can increase academic motivation and self-efficacy of students significantly. It is supported by observation and interview result which show that students are motivated to learn by using this model, as all students are involved and they have a same role on the learning process. Therefore, pay it forward model can be used as one of choices to be implemented by lecture or teacher in foreign language learning. The results of this study should be considered preliminary. The study included a relatively small number of participants. The future research should involve more students and involve a control group to compare the experiment group. The next study should notice the learning outcome of students as additional variable. Based on the result of this study, this model can be implemented by teacher and lecture to conduct a class action research to overcome student’s problem related academic motivation and self-efficacy.

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