

The Relationship between Self-Efficacy and video Learning on the Students Listeny Comprehension Level A1

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Abstract

This study aims to examine the relationship between students' self-efficacy and the use of video-based learning in improving listening comprehension at the A1 level. Listening comprehension is considered one of the essential skills in learning a foreign language, particularly for beginner learners. Nevertheless, many students face challenges in understanding spoken language because of limited vocabulary and a lack of confidence. Self-efficacy, which refers to students' beliefs in their capability to successfully perform learning tasks, is an important factor that can influence their learning performance. In addition, video-based learning has increasingly been used as an effective instructional medium since it combines both visual and auditory elements that support the learning process. This study employed a quantitative correlational research design. The participants consisted of university students at the A1 level in the German Language Education program. The data were gathered using a self-efficacy questionnaire and a listening comprehension test. The findings revealed a positive correlation between students' self-efficacy and their listening comprehension achievement. Moreover, the implementation of video-based learning was found to support better listening performance among students. These results indicate that strengthening students' self-efficacy and integrating video-based learning into the teaching process can contribute to the improvement of listening comprehension at the beginner level.

Keywords: Self-Efficacy, Video-Based Learning, Listening Comprehension, A1 Level, German Language Learning



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INTRODUCTION

Self-efficacy is a key psychological factor that influences motivation, persistence, and performance in language learning. According to Albert Bandura (1977, 1997), self-efficacy refers to an individual's belief in their capability to organize and execute actions required to achieve specific goals. In the context of language learning, students with high self-efficacy are more likely to participate actively, take risks, and persist when facing difficulties. Furthermore, Dale H. Schunk (2012) emphasizes that self-efficacy affects students' choice of activities, effort, and resilience in learning processes. In line with this, Barry J. Zimmerman (2000) states that learners with strong self-efficacy tend to use more effective learning strategies and show better self-regulation. In foreign language learning, studies by Mills, Pajares, and Herron (2007) found that self-efficacy significantly predicts students' performance in listening and speaking tasks. More recent studies (e.g., Wang & Sun, 2021; Li, 2022; Zhang, 2023) also confirm that students with higher self-efficacy demonstrate better listening comprehension and greater persistence in completing language tasks. Video-based learning is an instructional approach that integrates audio and visual elements to enhance comprehension. According to Richard E. Mayer (2009), the Cognitive Theory of Multimedia Learning suggests that learners understand information more effectively when it is presented through both verbal and visual channels. This combination helps reduce cognitive load and improves information retention.

In addition, Lev Vygotsky (1978) highlights the importance of social context and interaction in learning, which can be supported through video by providing real-life

communication situations. Stephen Krashen (1985) also supports the use of comprehensible input, where visual context in videos helps learners better understand spoken language. Empirical studies further support the effectiveness of video-based learning. For example, Herron et al. (1995) found that video materials improve listening comprehension by providing contextual clues such as gestures and facial expressions. More recent studies (e.g., Chen, 2021; Putri, 2022; Rahman, 2023; Sari, 2024) show that video-based learning enhances students' motivation and listening performance, especially for beginner learners (A1 level), as it helps them connect spoken language with real-life situations.

Literature Review

This study employed a quantitative correlational research design to examine the relationship between students' self-efficacy and their listening comprehension without manipulating any variables. According to Creswell, correlational research is used to determine the strength and direction of relationships between variables. Therefore, this design is appropriate for investigating whether self-efficacy is significantly related to listening comprehension among A1-level students. The participants of this study were second-semester students of Universitas Negeri Medan who were at the A1 level of German proficiency. The participants were selected using purposive sampling, as they met the criteria of beginner-level learners who are still developing their listening skills. Data were collected using two instruments: Self-efficacy questionnaire. The data were collected through a questionnaire distributed via Google Forms. The questionnaire was developed based on Albert Bandura's theory of self-efficacy and used a Likert scale to measure students' confidence in completing listening tasks. The questionnaire can be accessed through the following link: [Pemanfaatan Media YouTube dalam Keterampilan Menyimak Bahasa Jerman](#) and [Kuesioner Kepercayaan Diri \(Self-Efficacy\) dalam Listening Bahasa Jerman](#).

Listening comprehension test The listening test was based on A1-level German materials. It was designed to measure students' ability to understand basic spoken German, including identifying main ideas, specific information, and simple vocabulary. Both instruments were validated prior to data collection to ensure their reliability and validity. The data were analyzed using the Pearson Product-Moment Correlation to determine the relationship between students' self-efficacy and their listening comprehension scores. This statistical analysis was chosen because it is appropriate for measuring the relationship between two quantitative variables. The level of significance used in this study was 0.05. If the p-value is less than 0.05, it indicates a significant relationship between the variables. The strength of the correlation was interpreted based on standard correlation coefficient guidelines (e.g., weak, moderate, or strong).

RESEARCH METHODS

This study used a quantitative correlational research design. This design is appropriate because the study aims to examine the relationship between students' self-efficacy and their listening comprehension without manipulating any variables. According to John W. Creswell, correlational research is used to identify the strength and direction of relationships between variables. Therefore, this design is suitable for determining whether self-efficacy is significantly related to listening comprehension among A1-level students. The participants of this study were university students at the A1 level of German proficiency, selected using purposive sampling, as they met the criteria of beginner-level learners who are still developing their listening skills. Data were collected using two instruments: a self-efficacy questionnaire and a listening comprehension test. The self-efficacy questionnaire was designed based on the theory of Albert Bandura and used a Likert scale to measure students' confidence in completing

listening tasks. The listening comprehension test was based on A1-level German materials and measured students' ability to understand basic spoken German, including identifying main ideas, specific information, and simple vocabulary. Both instruments were validated before use to ensure reliability and accuracy. The data were analyzed using Pearson Product-Moment Correlation to determine the relationship between self-efficacy and listening comprehension scores. This analysis was chosen because it is suitable for measuring the relationship between two quantitative variables. The level of significance used in this study was 0.05; if the significance value (p-value) is less than 0.05, it indicates that there is a significant relationship between the variables. The strength of the correlation was interpreted based on correlation coefficient guidelines, such as weak, moderate, or strong.

RESEARCH RESULTS AND DISCUSSION

The results of this study were obtained from two sources of data, namely the self-efficacy questionnaire and the listening test administered through YouTube media. Based on the questionnaire results, the majority of students demonstrated a high level of self-efficacy. A total of 22 out of 25 students (81.25%) indicated that they had strong confidence in their listening abilities, while 3 students (18.75%) showed a lower level of confidence. Furthermore, the results of the listening test revealed that all students achieved scores in the high category, with a score range between 19 and 20. This indicates that 25 out of 25 students (100%) demonstrated good listening comprehension of the material presented. In general, students were able to identify the main ideas as well as important details from the audio delivered through YouTube. Based on these findings, there is an observable tendency indicating a positive relationship between self-efficacy and students' listening ability. Students with higher levels of self-confidence tend to demonstrate better performance in understanding listening materials. This confidence enables students to stay focused, persist in facing difficulties, and actively process the information they hear. These findings are consistent with Bandura's theory, which emphasizes that self-efficacy plays a crucial role in influencing individuals' motivation and learning performance. In the context of language learning, students with high self-efficacy are more willing to face challenges in understanding a foreign language, particularly in listening skills. In addition, the use of YouTube as a learning medium contributes positively to students' listening comprehension. This medium integrates both audio and visual elements, which help students understand the context of the conversation more effectively. This is in line with Mayer's Cognitive Theory of Multimedia Learning, which states that the combination of visual and auditory information enhances learning comprehension. However, this study has a limitation, namely the lack of variation in students' listening scores, which tend to be homogeneous in the high category. This condition limits the ability to measure the strength of the relationship between variables through more advanced statistical analysis. Overall, the findings of this study indicate that self-efficacy plays an important role in supporting students' listening ability, and the use of YouTube as a learning medium can effectively enhance students' listening comprehension in learning German at the A1 level.

CONCLUSION

In conclusion, this study shows that the use of YouTube can support students' listening comprehension, especially for A1-level learners. The integration of audio and visual elements in video-based learning helps students understand spoken language more effectively and improves their overall listening ability. In addition, students' self-efficacy plays an important role in the learning process. Students who have higher confidence in their abilities tend to be more engaged and motivated in completing listening tasks. Therefore, it can be concluded that both YouTube as a learning medium and self-efficacy contribute positively to students' listening

comprehension. These findings highlight the importance of combining appropriate learning media with students' psychological factors to achieve better learning outcomes.

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