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The EFL Students' Perspectives on Library Modalities: Attitude and Correlation to Academic Achievement

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Abstract

The present study aimed to scrutinize the EFL students' perspectives on library in various modalities to mediate EFL learning and to know the correlation of the EFL students' attitudes to the EFL students' academic achievement. Hence, quantitative research with descriptive and correlational research designs were applied. 112 EFL students in an English Education Department (EED) at a public university in West Nusa Tenggara, Indonesia contributed their responses by filling out an online questionnaire containing questions to answer the research goals and sharing their GPA files. To analyze the data, descriptive and correlational statistical calculations through SPSS 24 version were done. The results showed that EFL students had positive perspectives toward library modalities which were reflected by their attitude to frequently visiting the library in various modalities. Moreover, the EFL students' positive belief about the correlation of their attitude with academic achievement was supported by statistical calculations and previous studies. However, further studies to confirm these research findings will be suggestible due to the limitations of this research. Hence, it is suggested to enhance the significance of the library in various modalities for academic purposes by increasing the visits.

Keywords: Academic Achievement, Attitude, EFL Students, Library Modalities

Introduction

Library, in nowadays education, has been established in various modalities. The conventional modality of a library, which is in the form of an offline or physical building library, has shifted due to the demand for technology development (Canbay, 2020; Sabiri, 2019) and the changes in the era (Dadhe & Dubey, 2020). The advent of technology raised the scientists' willingness to provide ways for academicians, researchers, and potential readers to access any reading materials from a boardless library. They invented ebooks and learning sources software in compact disc (CD), created a website-based library, and even actuated library applications in the form of a mobile phone-based library. Then, these advancements will provide more benefits to education if the students show a positive attitude and take benefit of it (Carstens et al., 2021). Moreover, the unconducive situation such as the Covid-19 pandemic had triggered initiatives to mediate offline learning into online learning, including helping the students approach the books or any reading resources from their home (Mathabela, 2021). Nevertheless, students who live in various learning contexts may possess different perspectives toward the library in various modalities that may also affect their learning achievement.

The students' perspectives on library modalities will lead to a certain attitude toward using or not using the library itself (Alokluk, 2020). If the students consider that the library modalities give them benefits and are fit for aiding their learning, they will be grateful to keep visiting the library. On the other hand, the students will be reluctant to visit the library if they think that the library will not provide any help to increase their comprehension or skill. In addition, the students'

economic and environmental conditions do not support them to access the library, which will worsen their perspective on the library as if it requires expensive technology. Despite this possible negative perspective, the students' positive perspectives should be inhibited to the students since the library in various modalities establishments were done to raise noble objectives (Baidoo et al., 2014). For example, the Indonesia national library has been established to support the realization of Indonesia's national dream to educate the people as mentioned in the opening of the 1945 constitution (UUD 45) and to increase the Indonesia people's literacy skills as mentioned in Indonesia Education and Culture Ministry 2021 programs. Moreover, reviewing some studies, the library contributes to the students' enhancement of learning achievement, including learning English in the EFL context (Cetin & Howard, 2015; Gbemi-Ogunleye, 2016). Indeed, the EFL teachers should promote the importance of library visits to escalate their students' English language learning achievement through motivation and instruction. Hopefully, the EFL students, later on, will be able to inhibit positive perspectives to direct themselves to be autonomous learners through visiting the library in various modalities. Therefore, knowing the EFL students' perspectives toward library modalities, especially in the middle-low economic EFL learning context will be beneficial for the responsible parties to decide policies.

Some studies have attempted to analyze the role of the library in students' learning in general (Castilo & Mallillin, 2016; Cetin & Howard, 2015; Fourie & Meyer, 2016; Gbemi-Ogunleye, 2016), but very few which specify their focus on EFL learning. Hanoun (2016) stated that the establishment of a Self Access Center (SAC) in a department in a university significantly increased students' interest and motivation to learn the English language independently. However, Hanoun's study focused only on EFL students' psychology and did not correlate them with academic achievement. Due to the dearth of existing literature analyzing the EFL students' perspectives on library modalities which are reflected by the EFL students' visit to the library and knowing its correlation to their academic achievement, therefore, the present research would like to scrutinize the following research problems:

1. What was the EFL students' perspectives and attitude on library in various modalities to mediate their EFL learning?
2. What was the correlation of the EFL students' attitude to the EFL students' academic achievement?

Methodology

Research Design and Setting

The present study applied a quantitative research approach with a combination of descriptive and correlational designs. Quantitative research analyzes the numerical data to comprehend the issue (Verboom et al., 2016). The setting of the research was an English Education Department (EED) at a public university in West Nusa Tenggara, Indonesia. The selection of the research setting was based on some criteria: 1) the university is located in the central part of Indonesia which according to the national economic level statistics, it is in the middle-low economic level (CNN Indonesia, 2021). This situation impacts the students' access to the existing library facilities in various modalities; 2) the university is situated in Lombok island where the infrastructure revitalization is still progressing due to the earthquake strike which destroyed many public facilities and the shift of students' learning activities from offline to online

during the pandemic situation (Subiantoro, 2018), and 3) the accessibility and feasibility principles that allowed the researchers to conduct the research in the proposed setting.

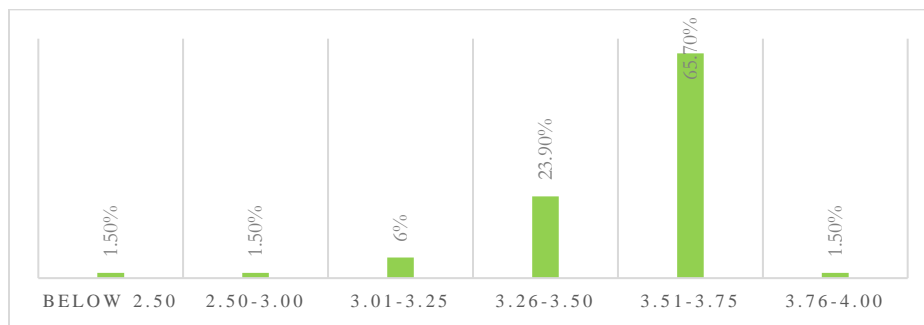
Participants

The participants of this study were 126 EFL students who were studying at an English Education Department in the Faculty of Education and Teachers Training, at a public university in West Nusa Tenggara, Indonesia. However, there were 37 male and 75 female students (112 students) who contributed their responses by filling out the questionnaire.

Instruments

The instruments used in the present research were the questionnaire and documentation. The questionnaire comprised ten questions about the students’ academic background and achievement as well as the EFL students’ preferences to use the library in various modalities. The documentation was done through collecting the EFL students’ GPA data as the representation of the students’ academic achievement. Then, the results of the documentation are presented in Figure 1.

Figure 1. The description of the EFL students’ academic achievement based on the obtained GPA



Due to the practicality of the correlational statistical calculation, the ranges of GPA and ranges of EFL students' library visits frequency were converted into scores as prescribed in Table 1.

Variables	Criteria	Conversion Scores
Ranges of GPA	Below 2.50	1
	2.50-3.00	2
	3.01-3.25	3
	3.26-3.50	4
	3.51-3.75	5
	3.76-4.00	6
Ranges of EFL Students' Visits to Library in Various Modalities	Never	1
	1-2 per year	2
	1-2 per month	3
	1-2 per week	4
	Every Course Day	5

Data collection procedure and analysis

To collect the data, the researchers administered the online questionnaire (link: <https://forms.gle/LmNWhrgmxxSiBsRi8>) to the students through WhatsApp and only 112

students gave their responses. The obtained data, was then, visualized into graphics which were presented in the findings.

To analyze the data, the researchers employed SPSS 24 version to do statistical calculations. During the analysis, the descriptive statistical analysis was conducted to obtain findings for answering the first research problem, which was about knowing the EFL students' perspectives on libraries in various modalities, including their preferences of libraries and their knowledge of libraries in various modalities. Then, the correlational analysis was done in two ways. First, correlating the students' perspectives on whether their attitudes about visiting the library had a correlation with their academic achievement. Second, the statistical analyses were also done to know the correlation between EFL students' attitudes as represented by their library visits frequency in various modalities and their academic achievements.

Findings

The present study aimed to scrutinize the EFL students' perspectives on using a library in various modalities and its relationship with their academic achievements. Hence, the findings of this study were presented following the mentioned objectives.

The EFL students' perspectives and attitude on library in various modalities to mediate their EFL learning

The first research problem intended to know the EFL students' cognitions of various modalities of the library to aid their EFL learning. To trigger their comprehension of the modalities of the library, the researchers provided a question to recall their experiences in acquiring knowledge of EFL. Related to this focus, the first questionnaire item asked about the students' preferences to visit the library in various modalities to aid their EFL learning. Then, the students' responses were illustrated in Figure 2.

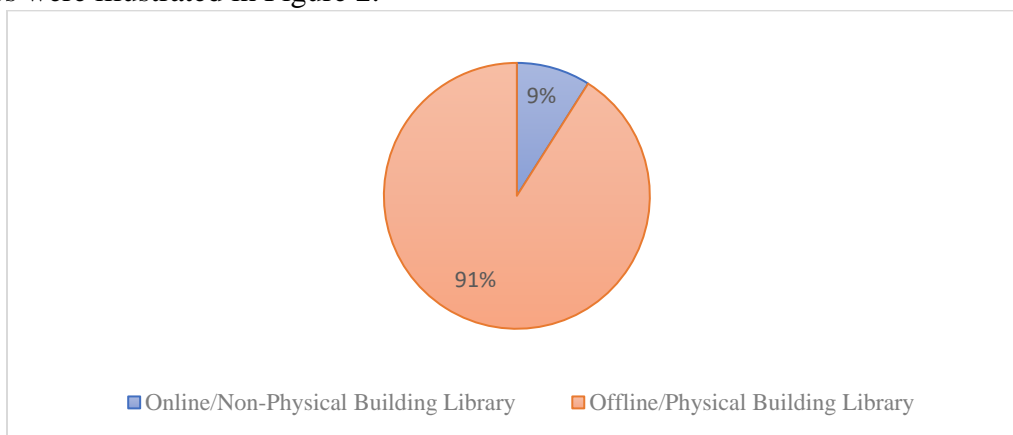


Figure 2. The EFL students' preferences to use a library

Figure 2 showed that though the students were in transition learning situations from online to offline, they admitted to prefer visiting offline or physical building libraries. There were 91% of students (102 students) considered the library in a real-life building met their preferences to aid their EFL learning. On the other hand, only 9% or 10 students said that online library could aid their EFL learning. Following, this first questionnaire question, the students were asked to mention any kinds of libraries that were accessible other than the offline or physical building library. The responses to this questionnaire items were presented in Table 2.

Table 2. The EFL students' knowledge of online/non-physical building library

No	Non-Physical/Building Library	Responses
1	Internet Archive	2
2	U Dictionary Application	3
3	ePerpus in universities	35
4	Online Magazine	8
5	Z-Library Application	19
6	Perpusnas (Indonesia National Library)	5
7	Ibiblio Application	2
8	Wikipedia	1
9	Wikibooks	6
10	CD-Room	2
11	Amazone	1
12	Perpusda (City Library)	1
13	Google Book	9
14	Google Scholar	10
15	No Idea	8
Total		112

Table 2 depicted the EFL students' knowledge of the kinds of online/non-physical building libraries that they can access. According to the data, ePerpus provided by any Indonesia universities (UIN Library, E-Library Erlangga, E-Library BSI, Menara Pengawal Library, E-Library UI, etc.) was the most recognizable by the students, with 35 responses. The second most popular non-physical library was Z-Library with 19 responses. This is an open-access library that is accessible through <https://z-lib.org/> and provides many books and articles for readers online. The third most used library was Google Scholar website with 10 responses. Google Scholar gives access to readers who search for published research articles.

Despite many EFL students knowing some examples of online/non-physical building libraries that they can access, some others (8 students) said that they did not have any idea about it. This response corresponded to these 8 students' answers to the first questionnaire item. They preferred to visit the offline/physical building library to aid their EFL learning. Scrutinizing the library modalities, according to the data presented in Figure 2 and Table 2, the modalities of the library could be depicted in Table 3.

Table 3. The Library Modalities Based on the EFL Students' Perspectives

No	Library Modalities
1	Online/Non-Physical Building Library
	Website/Internet-Based Library
	Internet Archive
	Online Magazine
	Perpusnas (Indonesia National Library)
	Perpusda (City Library)
	ePerpus in universities
	Wikipedia
	Wikibooks
	Amazone
	Google Book

		Google Scholar
	Applications/Mobile phone- Based Library	ULibrary Application Z-Library Application Ibiblio Application
	Digital Format Library	CD-Room
2	Offline/Physical Building Library	True Building Library: The library buildings in universities, schools, or public facilities

Table 3 describes that according to the EFL students in the present study research setting, the modalities of the library were categorized into four. The modalities were website/internet-based library, applications-based library, digital format library, and true building library. These findings showed that EFL students in this research setting had many ways to reach any academic resources through gadgets or technologies. However, their preference to find any references (see Figure 2) in the true building library was greater than in the non-physical building library. Therefore, this contradiction would be interesting to discuss.

The correlation of the EFL students' attitudes to the EFL students' academic achievement

The second research problem was to analyze the correlation of the EFL students' attitudes to their academic achievement. The EFL students' attitude data were obtained from the students' responses to the questionnaire item about their frequency to visit any library modalities. The data on the students' visit frequency to any library modalities is presented in Figure 3.

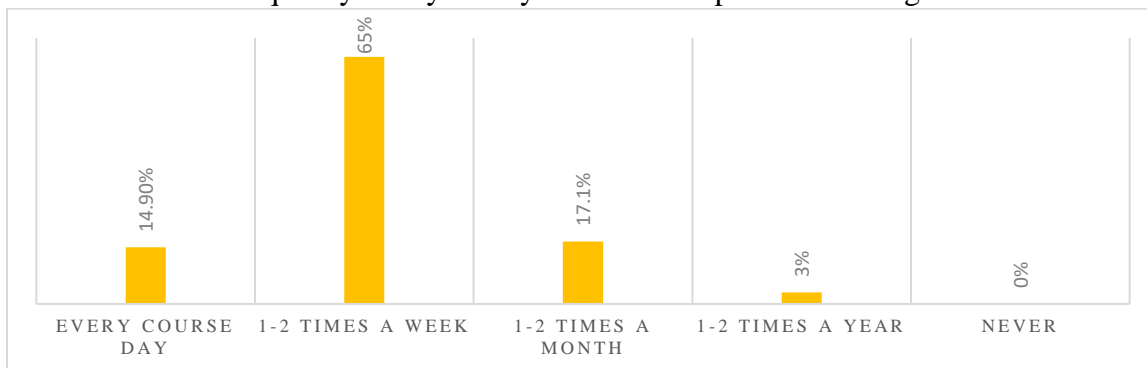


Figure 3. The students' visit frequency to any library modalities

Most of the students found themselves frequently visiting the library with the frequency of 1-2 times per week (see Figure 3). This fact shows that the students' attitude toward the library in various modalities was positive. The frequency indicated their consideration to think that visiting the library was important. This idea was supported by the 0% of students who stated 'never' visiting any library in various modalities.

Following the findings of the students' frequency to visit the library, as the representation of the EFL students' attitude, the researchers investigated the EFL students' perspectives on whether their EFL learning achievement was correlated to their attitude toward the library in various modalities. The students' responses said that visiting the library would help them to increase their reading skills but it was not really helpful for their listening skills (see Figure 4).

■ Reading ■ Writing ■ Listening ■ Speaking

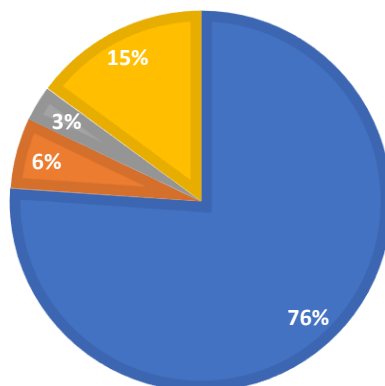


Figure 4. The students' perspectives on whether their attitudes toward visiting the library had a correlation with their academic achievement

Figure 4 depicts the students' belief that there was a correlation between their attitude in taking the benefit of a library in various modalities with their EFL learning. Therefore, to confirm this finding, the statistical calculation through SPSS 24 version was done to know if there was the correlation between the EFL students' attitude (represented by their visit frequency to the library) and their academic achievement (represented by the students' GPA). The correlational statistical calculation results are presented in Table 4.

Table 4. The correlation between EFL students' attitude and their academic achievement

		Attitude	Academic Achievement
Attitude	Pearson Correlation	1	.278**
	Sig. (2-tailed)		.003
	N	112	112
Academic Achievement	Pearson Correlation	.278**	1
	Sig. (2-tailed)	.003	
	N	112	112

** . Correlation is significant at the 0.01 level (2-tailed).

According to Table 4, it was clear that the EFL students' attitudes as represented by the students' frequency to visit the library had a correlation with their academic achievement (students' GPA). The Pearson correlation score was 0.278. To understand the strength level of this correlation score, the researchers adopted a table containing the correlation strength levels in Meghanathan's (2016) study (see Table 5).

Table 5. The table of Pearson correlation scores strength

Pearson Correlation Scores	Level
0.00 – 0.119	Very low
0.20 – 0.399	Low

0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.00	Very Strong

Note. The Pearson correlation scores guideline was adapted from Meghanathan (2016)

Based on Table 5, the correlation strength of the EFL students' attitudes as represented by the students' frequency to visit the library had a correlation with their academic achievement (students' GPA) was low. It was because the Pearson correlation score was 0.278 which was situated between 0.20-0.399 or at a low level.

Discussion

This study aimed to scrutinize the EFL students' perspectives on library modalities which were reflected in their attitude and their recognition of its impact on EFL academic achievement. Therefore, the discussions would also share ideas following these objectives.

The EFL students' perspectives and attitude on library in various modalities to mediate their EFL learning

A library plays a very important role in the development of various focus of sciences (Fourie & Meyer, 2016), including English as Foreign Language (EFL) learning (Hanoum, 2016). Library provides benefits to academicians by creating a convenient place to enjoy EFL resources, providing shelves to exhibit EFL works, opening space for conducting library research, serving a conducive place for academic discussion, and many more (Baidoo et al., 2014). Due to its importance, universities and governments have established library buildings for the public, though nowadays some shifts in academic resources storage buildings exist along with the development of technology.

Technology has been popularly incorporated into teaching and learning recently (Canbay, 2020; Sabiri, 2019), especially to mediate education during the pandemic and to accommodate the need for 21st-century education trends (Fatimah & Santiana, 2017). This new approach to education has introduced new forms of the library. EFL students nowadays can access EFL resources not only from the offline or physical building library but also from other means of technology to access, such as library applications on the students' mobile phones or website-based libraries through their laptops. In addition, students could also access EFL resources from the library stored in CD-Room such as Encharta library. Considering these findings, the access to information or academic resources was not limited only to the library in a physical building, but also in various modalities such as website/internet-based libraries, applications-based libraries, and digital format libraries (see Table 3).

According to the participants of this study, the EFL students should take the benefits of the technology sophistication which provided them with huge resources to aid their EFL learning. They could find many books from the Indonesia national library (Perpusnas) for free or get access to Scopus/WoS indexed journals from many universities' e-library (ePerpus). Some studies said that students' willingness to use this information access opportunity would help them to be autonomous learners and could increase their learning achievements. Being autonomous in learning is preferable since 21st-century education learning requires EFL students to be competitive globally through possessing both digital and information literacy (Fatimah & Santiana, 2017).

Therefore, the present study findings provided positive information since there were only 8 students from 112 admitting that they did not have an idea to mention examples of non-physical building libraries.

Despite many library modalities being mentioned by the students, surprisingly, most of them (91% or 102 students) considered that offline or physical building library still became their priority as a place to mine information and references. Students were reluctant to access the technology because of the influence of unaffordable facilities such as the price of the internet, unstable internet connection, the existence of gadgets, etc (Muslimin & Harintama, 2020; Octaberlina & Muslimin, 2020). This finding has a strong correlation with the Indonesian students reading habit trend that they prefer reading printed materials rather than ebook (Kharisma et al., 2021; Rahayu, 2020). Some research said that students found printed references were vision friendly and enabled them to make notes at any places close to the information they looked for (Macedo & Rubin, 2010; Tosun, 2014). Therefore, accommodating the limitation of ebook through better advancement of technology in the future could be an alternative to add the benefits of online or non-physical building libraries and students' reading interests.

The correlation of the EFL students' attitudes to the EFL students' academic achievement

The EFL students' knowledge of library modalities was correlated to their learning engagement or visit to the library (Ngo, 2021). The more the students know various modalities of the library the better their willingness to find alternatives to search for EFL references or resources. Then, considering when this research was done, the students who participated in the present study were indeed requested to experience online learning due to the amid Covid-19 pandemic. This condition created a challenge for students who stayed in many places around Indonesia to visit the physical building library. However, the good results of questionnaire administration to know their frequency of library visits were shown. There were 65% of students (72 students) stated that they visited the library 1-2 times a week. Also, 14.9% of students said that they accessed the library every course day (see Figure 3). Combining these two findings, there was 79.9% of EFL students actively visited the library in various modalities and only 20.1% or 22 students stated that they rarely visited the library. Henceforth, the present study unveils that the majority of the EFL students had portrayed the figure of autonomous learners in terms of searching references in the library (Gidding, 2015; Mynard, 2017). This fact reflected the EFL students' positive attitude toward the library in various modalities.

The students' positive perspective was also shown in their responses dealing with their attempts to enhance their EFL skills. According to them, they believed that their reading skill in EFL learning was mostly impacted by their frequent visit to the library (see Figure 4) (Nashihuddin, 2019). It could be understood that the main activity that EFL students did in the library was reading and they were not allowed to make noises including speaking aloud and turning on audio. Therefore, the students considered that their speaking and listening skills were less impacted by their activities in the library, similarly to their writing skills. Nevertheless, their overall EFL skills learning attainment were accumulated into GPA as the representative of their EFL learning achievement.

Scrutinizing the students' positive attitudes regarding the information mining from the library in various modalities, they considered that their EFL learning achievement was impacted.

According to a statistical calculation by correlating the EFL students' attitude and their academic achievement as represented by their GPA, the finding showed that there was a low correlation between them (see Table 4). This finding was supported by some previous studies (Cetin & Howard, 2015; Gbemi-Ogunleye, 2016). According to the literature, the low correlation score appeared due to not only the frequency of library visits that influenced EFL students' academic achievement, but also other factors such as frequency of EFL learning and practices, amount of EFL inputs, and many others. Hence, a further study that employs more variables affecting EFL academic achievement is suggested.

Conclusion

The present study aimed to analyze the EFL students' perspectives on libraries in various modalities to mediate their EFL learning. Also, to know the correlation of the EFL students' attitudes to the EFL students' academic achievement. Based on the findings and discussion, firstly, the EFL students' perspectives on libraries in various modalities were positive. It was proven by their enactment of self-directed EFL learning through visiting the library in various modalities. Their attitude to frequently accessing the EFL resources in the library reflected the characteristics of 21st-century academicians as being an autonomous learner. However, in this vast technology development, the EFL students kept their interest to seek information in offline or physical building libraries. Secondly, EFL students believed that their attitude toward library modalities correlated with their academic achievement, especially to enhance their reading skills. Similar to the result of statistical calculation, the EFL students showed to have a low correlation to academic achievement with Pearson correlation score of 0.278. These findings were supported by previous studies' results (Cetin & Howard, 2015; Gbemi-Ogunleye, 2016).

The present study employed limited number of participants, therefore, further investigation to scrutinize these findings would be essential conduct. The future study should involve more participants in a wider context and operate more variables to comprehend more benefits of library modalities. Finally, it is suggested to enhance the significance of the library in various modalities for academic purposes by increasing the visits.

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