

## **CHAPTER I INTRODUCTION**

### **1.1 Background of the Study**

Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching. In contrast, in-service teacher education provides learning opportunities for practicing teachers. After finishing the training, Pre-service teachers will be qualified as a teacher and gain a profession as a teacher. The teaching profession is a professional profession, where you are required to have special skills in teaching and cannot be done by just anyone. (Hamanik 2007:118)

There are quite a lot of demands that a teacher has and one of them is the need to have self-confidence to carry out their duties as an educator in order to carry out their work well. The self-confidence that a teacher must have is usually called self-efficacy. Bandura said on his book (Bandura 1997:31) Self-efficacy is a person's belief in their ability to organize and carry out a series of actions necessary to complete a particular task. Self-efficacy is different from aspirations (ideals), because ideals describe something ideal that should be (can be achieved), while self-efficacy describes an assessment of one's abilities

(Nuzulia 2010: 100) says that basically self-efficacy is the result of cognitive process in the form of decisions, beliefs or expectations about the extent to which an individual estimates his or her ability to carry out certain tasks or actions needed to achieve the desired results. Based on the understanding above, we realize that self-efficacy is very important in human life, because self-efficacy determines and influences many aspects of our lives, including the potential to handle stressors, to face new environments and work performance. To find out the level of self-efficacy in a person, it can be characterized by how much a person can solve the problems being faced. This statement is supported by the results of Jex and Bliese's research

(in Nuzulia 2010: 101) which found that self-efficacy also influences beliefs in achieving something and the way individuals overcome problems. A teacher who has low self-efficacy is found to be unable to show maximum performance, and is more susceptible to burnout symptoms, including experiencing emotional exhaustion (Brouwer and Tomic in Nuzulia, 2010: 101).

Research on self-efficacy is mostly correlational, comparative research, or testing hypotheses. Some of them are research from the Faculty of Psychology, Gunadarma University, Maharani in 2011 which examined the relationship between self-efficacy and burnout in teachers at State X Elementary School in Bogor City. The result is a negative relationship between self-efficacy and burnout, namely teachers who have high self-efficacy have low levels of burnout, this also applies vice versa.

The author raised this title, because the author wanted to know the level of self-efficacy beliefs held by pre-service teachers whose role as English teachers.

## **1.2 Rationale Research**

There are also some studies on the self-efficacy of future teachers. Previous research on future teachers' self-efficacy has focused on self-perception of teaching abilities, personal characteristics (Poulou, 2007), emotional and pedagogical support from prospective teachers, and preparation programs (Tschannen - Moran, Hoy & Woolfolk, 2007), and that internships and “on-the-job” teaching experiences (Faez & Valeo, 2012) contribute to educational effectiveness. There are many student teachers who lack confidence in their own teaching abilities. This refers not only to problems in teaching the subject, but also to external factors in teaching, such as the influence of the child's home environment. This may be due to external factors and the issue of disclosure of actual teaching experience. This means that

teacher training institutions offer more teaching experience, such as the length of the teaching internship and the subjects taught, opportunities to work with students, preferably in the classroom or through shadowing, and practical experience gained, such as interviews with teachers. A supportive community that addresses parental and administrative needs and provides encouragement and solutions to aspiring teachers, providing practical tips that could never be learned from lectures in a teacher training program (Liaw, 2009; Swanson, 2013). However, due to various reasons, including lack of cooperation between schools and universities, unfortunately future teachers can only gain such experience and knowledge when they actually start teaching as part of their teaching internship. Courses and activities in teacher education programs tend to focus on theories and methods of teaching and less on practical experiences that can directly impact future teacher effectiveness.

### **1.3 Research Questions and Objectives**

#### **1.3.1 Research Questions**

Based on the background of the study above, the writer formulates one research question, the question is:

How is pre-service teachers self-efficacy beliefs ?

#### **1.3.2 Research Objectives**

The objective of this study is to know of self-efficacy in pre-service teachers