

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the world of education, the determining factor in the success of education is the teacher (Széll, 2013). Teachers are the main key to forming a quality generation through their duties as educators. However, before they become professional teachers, they must first establish their identity. Student teachers who enrolled in teacher education programs will undergo various stages of training to practice their teaching skills. Designing their learning plans, teaching in small groups, and receiving feedback from the lecturer were all part of the process of teaching (Arsal, 2014). As a result, pre-service teachers must apply their knowledge in the real classroom in teaching practicum programs (Eğimli & Solhi, 2021). However, in undergoing the teaching practicum program, some pre-service teachers are not yet capable of teaching in a classroom setting (Dolgun & Caner, 2018; Starinne & Kurniawati, 2018), which is related to their low self-efficacy (Dolgun & Caner, 2018).

According to Megawati & Astutik (2018), teaching practicum may weaken pre-service teachers' self-efficacy due to a lack of teaching experience and preparation and in the strategies that should be used when teaching (Nugroho, 2017). Another study found that pre-service teachers cannot communicate in English properly (Sevimel & Subasi, 2018). They appear worried about making a mistake and getting called off by their supervisor (Merç, 2015). This all make their self-efficacy decrease (Sarfo et al., 2015). As a result, teacher education programs must give more opportunities for pre-service teachers to practice for mastery and receive feedback in order to boost their self-efficacy in the classroom (Tschannen-Moran et al., 1998).

Teachers' self-efficacy is an important topic to explore because it has a considerable impact on both teacher and student learning outcomes (Kostić-Bobanović, 2020). Teachers' self-efficacy beliefs have also been identified as an important component of their professional competence (Blomeke, 2014), because their efficacy beliefs will heavily influence their future work as teachers (Balci et al., 2019). In addition, the level of self-efficacy belief is beneficial in enhancing motivation and attaining success (Yilmaz et al., 2016). Other studies believe that pre-service teachers with moderate to high self-efficacy are more motivated and innovative in their teaching (Moradkhani et al., 2017). They also believe they can achieve difficult goals, will work hard to attain them and have less dread when completing a task (Clark & Newberry, 2019).

Teachers' self-efficacy has grown in importance in school psychology research (Barni et al., 2018) due to its effects on teaching effectiveness, instructional practices, and student academic success (Klassen & Tze, 2014; Butt et al., 2012), teachers' behavior (Kurosh et al., 2011; Schwartz, 2015), students' engagement (Pas et al., 2012), and student motivation (Hicks, 2012; Woolfolk & Hoy, 1990). An individual's self-efficacy beliefs are thought to be developed from four basic sources (Bandura, 1977; Hendricks, 2016). Some study suggests that mastery experience, vicarious experience, verbal persuasion, and psychological and affective states all have an impact on teachers' self-efficacy (Bandura, 1997; Akman, 2021; Balci et al., 2019).

Several research have looked into teachers' self-efficacy beliefs in the Indonesian setting. Indahyanti (2016) studied the impact of EFL teachers' self-efficacy on their teaching. According to the study, teachers who have a high self-efficacy level are more likely to be creative and innovative in their classroom management. Similarly, Lailiah and Cahyono (2017) conducted a case study to explore EFL teachers' self-efficacy in incorporating technology. It was discovered that EFL teachers with high

self-efficacy were capable of organizing technology in language instruction to fulfill teaching objectives. Moreover, Megawati and Astutik (2018) studied pre-service EFL teachers' classroom self-efficacy. The findings showed that pre-service teachers exhibited a high level of self-efficacy in their teaching abilities, lesson design and implementation, assessments, and classroom management.

Despite numerous research on self-efficacy, there have been few studies on the self-efficacy of pre-service EFL teachers during teaching practicum, particularly in an Indonesian context. As a result, the present study aims to look for EFL pre-service teachers' levels of self-efficacy in three sections (i.e., classroom management, instructional strategies, and student engagement) during their teaching practicum experiences, which is underrepresented in the previous study conducted by Megawati and Astutik (2019).

1.2 Rational Research

Teacher self-efficacy is a teacher's belief in their ability to influence teaching and learning (Clark & Newberry, 2019). Besides that, self-efficacy cannot be separated from the existence of sources that influence it. As Nugroho (2017) emphasizes, several different sources for each individual which can influence the high and low self-efficacy. Luangpipat (2017) investigated levels and sources of self-efficacy of foreign language learners in different stages (related to the time learners spend learning a language). The findings of this study reveal that levels of self-efficacy fluctuate.

Based on that research, the writer is interested in researching the level of self-efficacy in pre-service EFL teachers, especially during their teaching practicum experience. The pre-service teachers in this study are students from an English study program at a university in Cirebon. The writer applied a quantitative method with a survey design. Quantitative

research methods collect numerical data and analyze it using mathematical procedures such as statistics to explain an issue or phenomenon (Aliaga & Gunderson, 2002).

1.3 Urgency of the Research

According to research, great self-efficacy in a teacher is a beneficial attribute worth pursuing (Pitkäniemi & Martikainen, 2020). It is connected to teaching process aspects in many ways (Goddard & Kim, 2018; Lee et al., 2017; Perera et al., 2019). Teachers' feelings of self-efficacy are also a potent predictor of their classroom performance (Velthuis et al., 2013). Furthermore, high teacher self-efficacy beliefs boost teaching quality directly (Tas et al., 2021). Furthermore, teaching efficacy affects teachers' teaching processes and the reasons for their decisions in their actual classroom teaching situations (Kurosh et al., 2020).

According to Bandura (1995), ineffective teachers harm the educational environment, damaging students' self-efficacy and cognitive development since they have poor self-efficacy in teaching. Additionally, they are terrified of tough jobs that they consider dangerous, reducing their dedication to the objectives they set for themselves (Bandura, 1994; Deneroff, 2016). Due to this, the current study is urgent because failure to do it will influence the dullness of pre-service teachers' teaching abilities. According to Hoang & Wyatt (2020), if pre-service teachers are unable to support student learning due to information received from others or their instincts, it will have an effect on a very actual danger to the pre-service teacher, including such as leaving a job due to despair before actually beginning (Pfitzner-Eden, 2016; Tschannen-Moran & Woolfolk Hoy, 2007). As a result, self-efficacy beliefs in teachers must be nurtured from the start, particularly in EFL pre-service teacher education (Hoang & Wyatt, 2020).

1.4 Research Question and Objectives

1.4.1 Research Question

- (1) What is self-efficacy level among EFL pre-service teachers during their teaching practicum?

1.4.2 Objective

Based on the formulation of the problem described above, the research objectives to know is:

- (1) To identify the self-efficacy level among EFL pre-service teachers during their teaching practicum.

1.5 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Self-efficacy Beliefs

An individual's belief in the ability to do something, produce something, organize, and also implement actions in order to achieve specific goals.

2. Pre-service Teacher

Also known as teacher candidates, this term is used to describe student teachers who are enrolled in a teacher education program and working toward teacher certification.

3. Teaching Practicum

An independent practical activity carried out by students of the educational study program, by applying knowledge and skills about education that have previously been learned during college into teaching practice in schools directly during the period of time that has been determined by the university institution.