

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of introduction to the paper. It covers the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study and significance of the study.

#### **1.1 Background of the study**

The issue of the importance of self efficacy has been widely discussed both in ESL and EFL context. The study in ESL context come from Yeo et al. (2008) who found that experience really influences the perception of teacher efficacy for teachers in the main tasks of teaching, class management, and student engagement because teaching mastery and teaching effectiveness can usually develop within a few years in teaching practice. In EFL context, Pre-service English teachers' sense of self-efficacy found decreased at the first observation after school observation due to the first real experience with the complexity of the teaching profession and school, and increased after teaching practices where they get direct benefits in teaching and improved results in getting restored their teaching efficacy (Yüksel, 2014). To this extent there seems to be a tendency of pessimism when pre-service teachers are face real teaching practice.

This premise is proven by the case that pre-service teachers in Indonesia were also found to have difficulty in the carrying out classroom activities. As the study found by Megawati & Astutik (2018) that investigated pre-service English

teachers' self-efficacy during the teaching practicum in several school in East Java. The result indicated that pre-service teachers' self efficacy was quite high in the term of teaching skill, constructing and applying lesson plan, assessment, and classroom management. However, some of them claim they have moderate until low efficacy in teaching. Some studies focus on differences in self-efficacy between pre-service and in service teachers (Dolgun, 2018; Cankaya, 2018). Dolgun (2018) found that pre-service teacher has high self efficacy than in-service teacher. Both of in-service and pre-service teachers showed lower self-efficacy if they had to deal with difficult student especially and motivated students to participate in learning and improve their understanding of learning. Teachers who have a low sense of efficacy in student engagement will be able to end up with poor student behavior as well as learning, such as some of them may ignore lessons, make noise or even other things that can affect class conduciveness. On the other hand, the study showed disimilarities with Çankaya (2018) who found that teachers have more efficacy than student teacher, teachers who have more experience in classroom practice will have more efficacy about class management. Thus, indicated as a pre-service teacher who has limited experience it is certainly difficult to decide about each action in managing the class.

Ghasemboland & Hashim (2013) and Sarfo et al (2015) found that pre-service teachers feel least confidence in instructional strategies. Pre-service teacher sometimes difficult when giving instructions using English and does not rule out the possibility of students not understanding the purpose of the instructions given. Both of pre-service teachers and students sometimes do not

have good ability to speak in English. That is why misunderstandings in teaching are more common in EFL classes.

The study of sense of self-efficacy are common conducted in quantitative. However, most of the study used inferential method (Atay, 2007; Bakar et al, 2012; Çankaya , 2018; Demirel 2017; Dolgun, 2018; Gashemboland and Hashim, 2018; Nugroho, 2017; Sarfo et al, 2015; Shaukat, 2012). Based on the previous studies, the descriptive study about this issue are a little rare. Thus, the researcher conduct the study in descriptive method to pre-service teacher who are finished or currently running an internship program.

## **1.2 Formulation of the Problem**

How is the profile of pre-service English teachers' sense of efficacy in teaching in a department of English language education of a university in English as a foreign language context in quantitative point of view?

## **1.3 Objectives of the Study**

The aim of the study is to identify the profile of pre-service English teachers' sense of efficacy in teaching in a department of English language education of a university in English as a foreign language context?

## **3.2 Significance of the study**

This study will contribute on theoretical, empirical and practical ground. On theoretical discussion, this study will introduce the readers on the concept of sense of self efficacy. Meanwhile, on empirical discourse, this study will provide

empirical insight on preservice English teachers' sense of self efficacy in teaching English as a Foreign Language. For practitioners, especially pre-service English teachers who will become in-service English teachers, this study will help them to identify aspects of sense of self efficacy in teaching English as a foreign language that they need to prepare for their teaching practice.