

CHAPTER II

LITERATURE REVIEW

This chapter explains about the theories of this study. It covers the theories of Pre-service Teachers' sense of Self-efficacy and Pre-service Teachers' Sense of Self-Efficacy in EFL context.

2.1 Pre-service Teachers' Sense of Self-efficacy

The issue of self efficacy has become interesting topic in psychological and education. The term of self efficacy in psychological context was first introduced by Albert Bandura in his "Social Cognitive Theory". According to Bandura (1994) self-efficacy is defined as a person's belief in their ability to produce a level of performance designed that affects activities that affect their lives. People who has high self efficacy considers difficult conditions as challenges not as something to be avoided. Bandura (1994) added that self-efficacy determine what people feel, how they think, how they motivate themselves and how they will behave. Meanwhile, in education context, teacher efficacy has been defined as how the confidence of a teacher believes he can give effect to their students (Dembo & Gibson, 1985). It can be said that having a sense of self-efficacy is one of the important things to realize for a teacher because it can influence success learning in the classroom.

Demirel (2017) stated that as a teacher, it is not enough just to have academic competence to teach, teachers must also have self efficacy beliefs to

deal with situations that might be faced as a teacher. It means sense of self efficacy also needed for pre-service teacher who has limited experience with the real situation at school that maybe will make them difficult to handle any student behavior that they might encounter. In a study conducted by Arsal (2014) found that microteaching experience had a positive impact in increasing the self-efficacy of pre-service teachers. Furthermore, Ghonsooly and Ganizadeh (2013) suggests Teachers' self regulation have a correlation with their teaching experience tending to increase over time and with the teaching year. Thus indicated the experience of teaching is very important in giving a direct effect on teacher efficacy as their professional development. The involvement of pre-service teachers in all school activities will facilitate them in practicing everything they have learned before.

2.2 Pre-service Teachers' Sense of Self-Efficacy in EFL context

The particular of teaching task in the classroom classified into student engagement, instructional strategies, and classroom management in Teacher Self Efficacy Scale by Tschannen-Moran & Woolfolk Hoy (Tschannen-Moran & Woolfolk Hoy, 2001). In teaching, these three dimensions are very important. Teacher with a higher sense of self efficacy will be directly proportional to his success in carrying out the teaching task and created positive classroom environment. In the previous studies related to Teacher Self Efficacy Scale (TSES) was implemented. Based on Atay (2007) the study was about beginning teacher efficacy that to analyze the changes in the efficacy of pre-teachers during the student's ongoing period and the factors that might contribute to these

changes. The respondents of this study were 78 pre-service teachers (PTs) (52 females and 26 males) at the Department of English Language Teaching in Istanbul, Turkey. This study combined quantitative and qualitative techniques. To collect the quantitative data, the adapted version of TSES Tschannen-Moran and Hoy (2001) was used to obtain the quantitative data. There are 22 pre-service teacher included in focus-group discussions to clarified the data. The result of this study show that the efficacy score of instructional strategy decreased significantly at the end of the practicum stage. Meanwhile the classroom management and students engagement scored increased. All of the mean value show a high level of efficacy.

The second study based on Bakar, Mohamed, & Zakaria (2012). The study aimed to assess student teachers' efficacy in one of the teacher training institutions in Malaysia. The respondents was 675 final-year teacher education students. A descriptive correlation research method was used to this study. The adaptation version TSES developed by Tschannen-Moran and Hoy (2001) was use to gain the data. Accordingly, for the first aimed to assess pre-service teachers' perception of their sense of efficacy the result reported that the pre-service teacher are confidently handle the classroom teaching tasks. Their confidence level for each sub-scale was almost similar, student engagement; instructional strategy and classroom management. Furthermore, there is a significant correlation between teacher's sense of efficacy and academic performance; Male students were more efficacious than female students; Respondents who had planned to join the teaching force will be more efficacious

than those who did not have a plan; Respondents who aspire to get a postgraduate degree are significantly more effective than those who are satisfied with their bachelor's degree.

The next study from Çankaya (2018), aimed to explore self efficacy beliefs between practicing teacher and students teacher. The respondents was of 35 practicing teachers and 17 student teachers who are majoring English language teaching (ELT) departments from three different universities. This is quatitative study using TSES by Tschannen-Moran and Woolfolk's (2001) which has been translated into Turkish by Çapa, Çakiroglu, and Sarikaya (2005) as the questionnaire. The result found that teachers showed more efficacious about classroom management, student teachers considered themselves as the most efficacious about instructional concerns. Additionally, both teachers and student teachers were considered has low efficcay about "Efficacy Engagement".

In Indonesian context, study using TSES also conducted by Nugroho (2017) that investigate the correlation between English proficiency and self efficacy among pre-service. The respondent were 9 male and 56 female students at English Department of State University of Surabaya. The result found that pre-service have low efficacy in engaging their student and using effective instructional stategies in their classroom and they are more efficacious in classroom management. This study also found some factor that influenced their confidence in teaching: anxiety to stand in front of their student, personal conditions, personal proficiency in teaching and learning process and school facilities.

Those studies above are relevant to this study because all of the researches aims is to identify self efficacy beliefs of pre-service EFL teacher. Those researches are relevant with this study, thus studies can be use as references.

2.3 Theoretical Framework

In general, this study contains about self efficacy beliefs of pre-service EFL teacher. Meanwhile this research use the questionnaire Teachers Sense of Teacher Efficacy Scale (TSES) originally developed by Tschannen-Moran and Hoy (2001) and modified into Bakar et al. (2012)

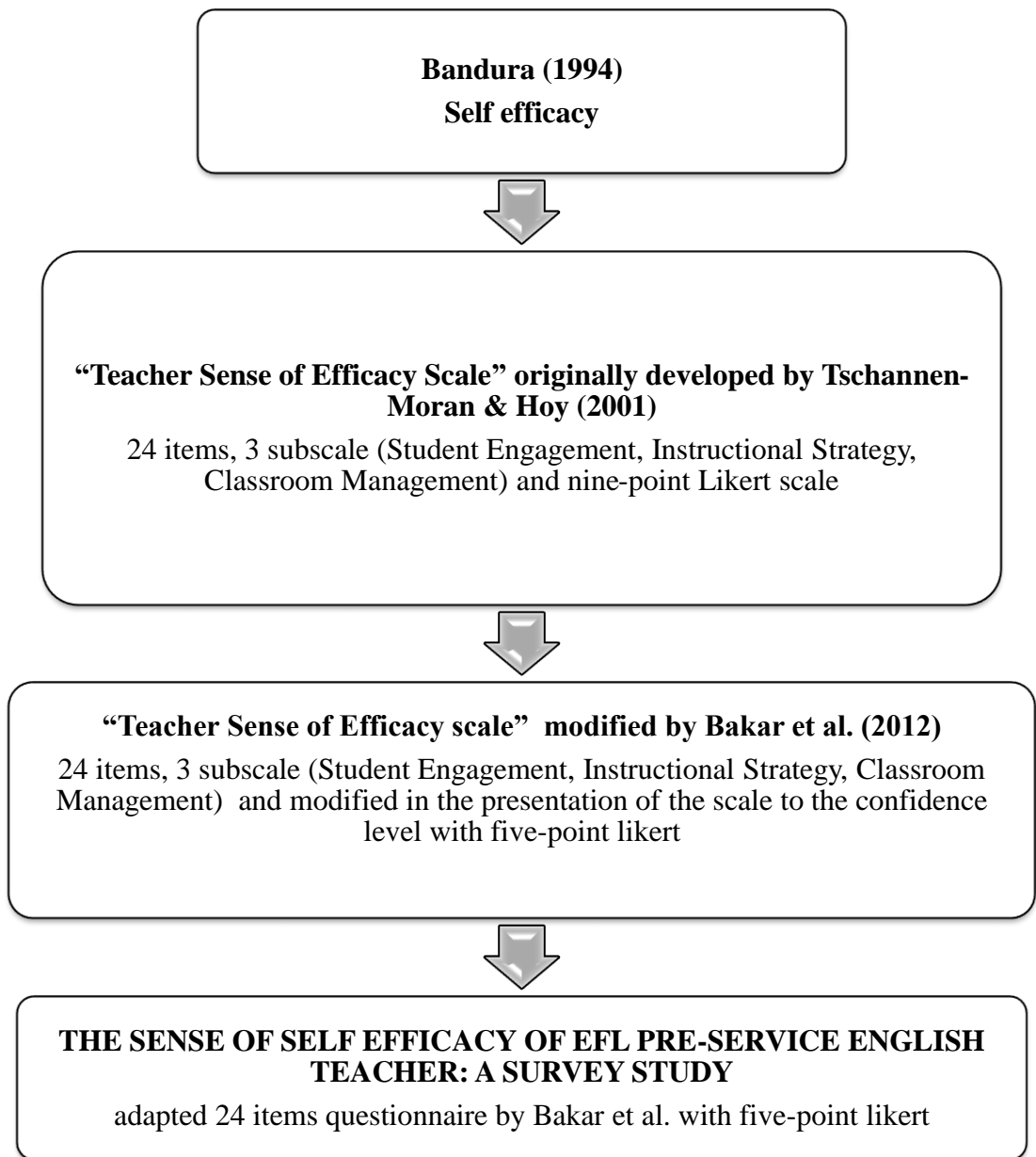


Figure 1. Theoretical Framework