

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings and discussion of the data collected that had been researched. The researcher tries to describe the result of A survey of Pre-service English Teachers' Sense of Self Efficacy in English as a Foreign Language (EFL) in the Department of English Language Education Universitas Islam Indonesia in detail.

#### 4.1 Research Findings

The characteristics of general respondents shown in the table below:

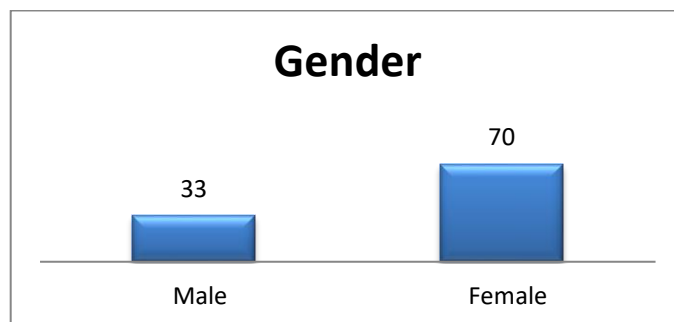


Figure 1. Chart of Gender

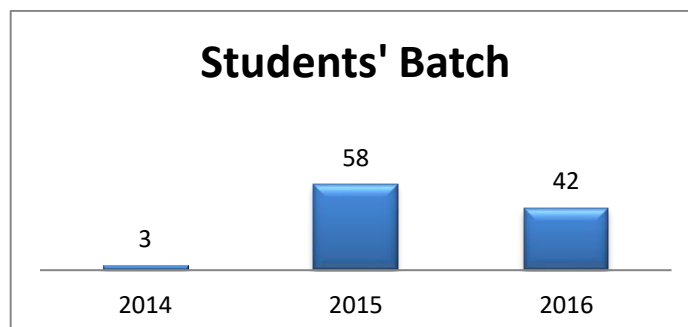


Figure 2. Chart of Students' Batch

From the table shown above, 103 data from the total respondents involved in this study. From the results of the questionnaire, the respondents dominated by female with 70 respondents from the total of respondents and then followed by male with 33 participants from the total of respondents that submitted the questionnaire. From the table also found that 3 respondents came from batch 2014; 58 respondents came from batch 2015; and 42 came from batch 2016.

Based on the data obtained by distributing questionnaire and descriptive analysis statistical as tools to calculate the data through spss and Ms. Excel. The data can be describe into the figure below:

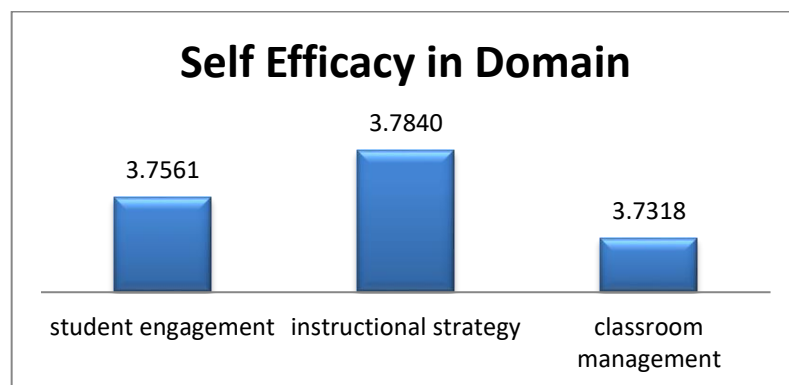


Figure 3. Chart of self efficacy in Domain

According the data shown above, there are three domains of sense of self-efficacy of pre-service teacher based on Bakar et al. (2012) such as: student engagement, instructional strategy, and classroom management. Sense of efficacy for instructional strategy has the highest value (M= 3,7840) than the other and the lowest value was sense of efficacy for classroom management with value (M= 3,7318)

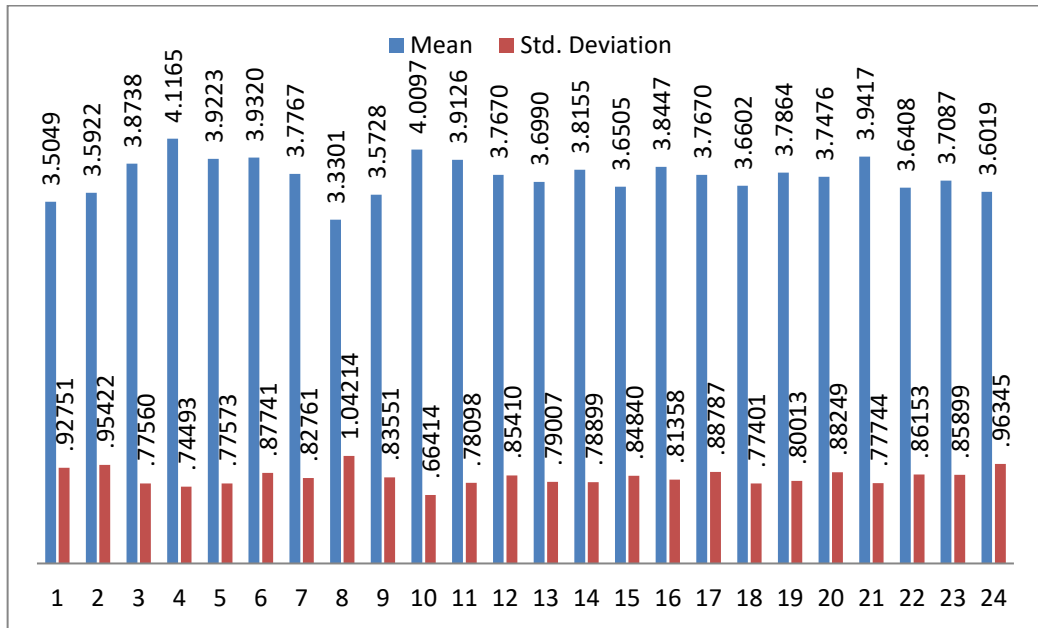


Figure 4. Result of the Questionnaire

According to the data obtained from 103 students, as the findings show, the highest mean value was found in item number 4 (How confident are you to get students to believe they can do well in school work?) and the lowest mean value in item number 8 (How confident are you to assist families in helping their children do well in school?)

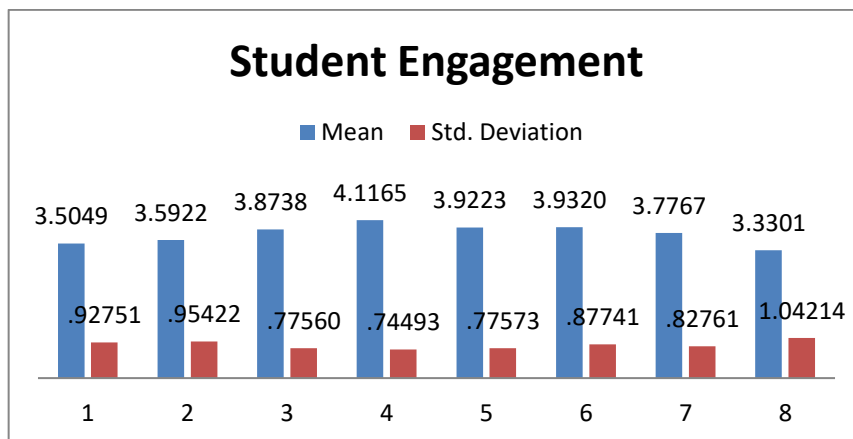


Figure 5. Chart of Student Engagement

Based on the chart above, the result of student engagement subscale found that the highest score is item number (4) How confident are you to get students to believe they can do well in school work ? with mean value 4,1 and standard deviation 0,74. While item number (8) How confident are you to assist families in helping their children do well in school? With mean value 3,3 and standard deviation 1,04 is the lowest score.

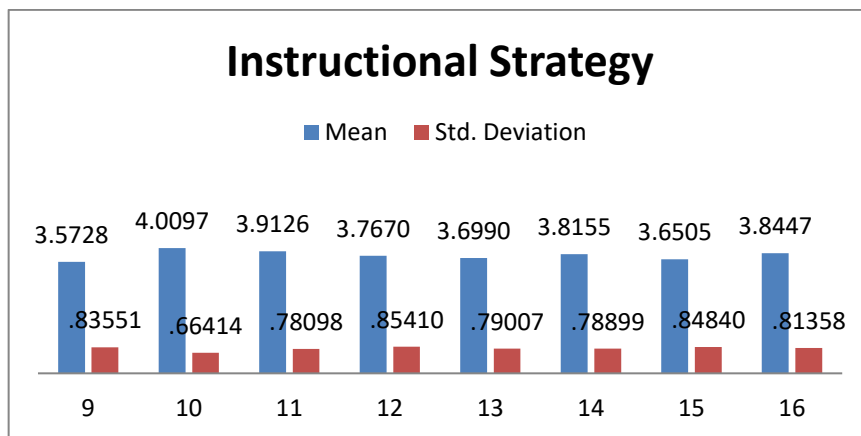


Figure 6. Chart of Instructional Strategy

According the data shown on the chart, the findings of subscale instructional strategy found that item number (10) How confident are you to gauge student comprehension of what you have taught? With mean value 4,00 and standart deviation 0,66 is the highest score. However the lowest is item number (9) How confident are you to respond to difficult questions from your students? with mean value 3,57 and standard deviation 0,84.

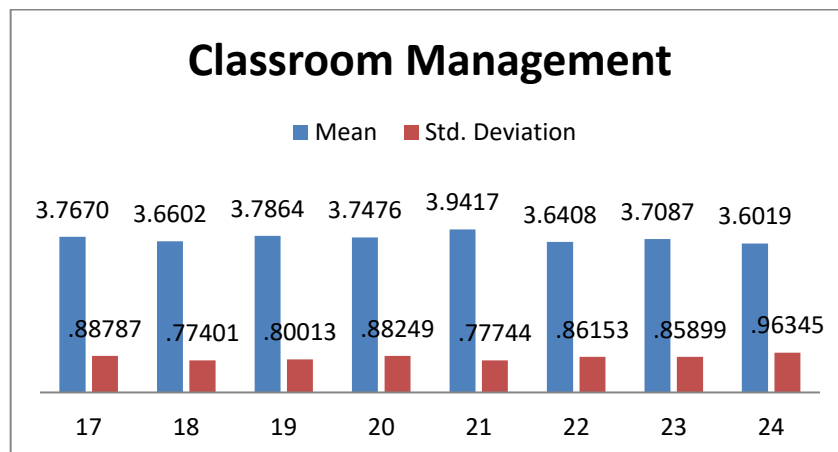


Figure 7. Chart of Classroom Management

Based on the result of subscale classroom management item (21) How confident are you to establish a classroom management system with each group of student? With mean value 3,94 and standart deviation 0,77 is the highest score. While, the lowest is item (24) How confident are you to respond to defiant student? With mean value 3,60 and standard deviation 0,96.

#### 4.2 Discussion

Based on the overall data that collected through the questionnaire TSES. The results show that pre-service English teacher are more efficacious about instructional strategy with mean value 3,7840 from the overall sense of efficacy. Then, followed by student engagement efficacy with mean value 3,7561 and the last is classroom management with mean value 3,7318. According to Atay (2007) the value of as equal to or less than 2.7 was set as a lowest level of efficacy while a high level of efficacy was set as equal to or greater than 3.8. It can be concluded that in this research, the value of each subscale is in the medium level.

This research has similarity with some previous study. The study from Çankaya (2018) that aimed to explore self efficacy beliefs between practicing teacher and students teacher. The participants was the English language teacher and student teacher that in English Language Teaching (ELT) department. The study found that teachers more efficacious than student teacher. However students teacher have more efficacious about instructional strategy that similar with this study, and both of the teacher and student teacher has the low value at efficacy engagement.

Atay (2007) aimed to find out the effects of the teaching practicum on the self-efficacy beliefs of Turkish pre-service teachers in English Language Teaching (ELT) department. In that study there are pre-test and post-test to find the factor that might be contribute. The result show that classroom management reported as the lowest efficacy which is similar with this study even different in the highest efficacy of pre-service teachers. In that study also reported efficacy for instructional strategies was significant decrease in the practices while efficacy for classroom management and student engagement showed significant increase from before.

The study from Bakar et al. (2012) in their study found that Malaysian pre-service teacher has higher sense of efficacy. The score of each item show high value and most of them only has slight different value. This study also has similarity on the lowest efficacy with this study which is classroom management. It could be concluded that most of pre-service teacher have low efficacy of classroom management, while in the study from Çankaya (2018) found that

practicing teacher more efficacious on it. It related to the different experience both of them, the teacher has more experience than the student teacher. As that Bandura (1997) said that there are four sources of self efficacy beliefs: Enactive mastery experience; Vicarious experience; Verbal persuasion and Phsycological states. Thus, that the student teacher still lack of experience than the teacher.

The last is the study from Nugroho (2017) that investigate the correlation between English profieciency and self efficacy among pre-service found that the opposite results with this study. In his study classroom management was the highest efficacy while in the present study become the lowest efficacy and for instructional strategy was the loswest efficacy, however in this study become the highest efficacy.