

THE SENSE OF SELF EFFICACY OF EFL PRE-SERVICE ENGLISH

TEACHER: A SURVEY STUDY

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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THE SENSE OF SELF EFFICACY OF EFL PRE-SERVICE ENGLISH
TEACHER: A SURVEY STUDY

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should

Yogyakarta, 6th September 2019

The Writer,



DEVINA EKA SAFITRI

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MOTTO

"Time is like a sword, if you don't use it to cut, it will cut you (crush you)"

(H.R. Muslim)

DEDICATION

Gratefully and thankfully, I dedicated this thesis to:

Myself, my beloved parents, younger sister, family and all of my friends who
always support me

ACKNOWLEDGEMENT

Alhamdulillahirobbil‘alamin, all praises due to Allah SWT, who has given us life filled with challenges in a bundle of beautiful results and grateful blessings. In this chance, the Author enables to finishes this thesis as a partial fulfilment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education.

On behalf of the author, this thesis could not be finished without the support of many people. Therefore, the researcher would like to thank you for having parents like Sukino and Sulistyawati who always support and pray for me. Moreover, the resercher would like to express the highest gratitude and appreciation to my beloved thesis supervisor Intan Pradita, S.S., M.Hum who have been very helpful, kind and patient in giving me advice, guidance, and her valuable time to guide the researcher complete this thesis. A great appreciation will also go to all of my lecturers at Department of English Language Education of English Islamic University of Indonesia who has given me really meaningful knowledge.

Last but not least the researcher believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions, recommendations are compulsory for further improvements. Finally, the author expects this thesis can be beneficial for the readers.

Yogyakarta, 6th September 2019

Devina Eka Safitri

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**THE SENSE OF SELF EFFICACY OF EFL PRE-SERVICE ENGLISH
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ABSTRACT

The purpose of this study is to describe the profile of pre-service teachers' sense of self-efficacy in EFL context. This issue is necessary to discuss due to the importance of self-efficacy in teaching for pre-service teacher. Teacher Sense of Efficacy Scale (TSES) was used as instrument in this study. There were 103 respondents participated in this study. 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. Based on the three mean values, it indicates that the students' sense of efficacy is in medium level.

Keyword: Sense of Self-Efficacy, Instructional Strategies, Classroom Management and Student engagement.

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.

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)

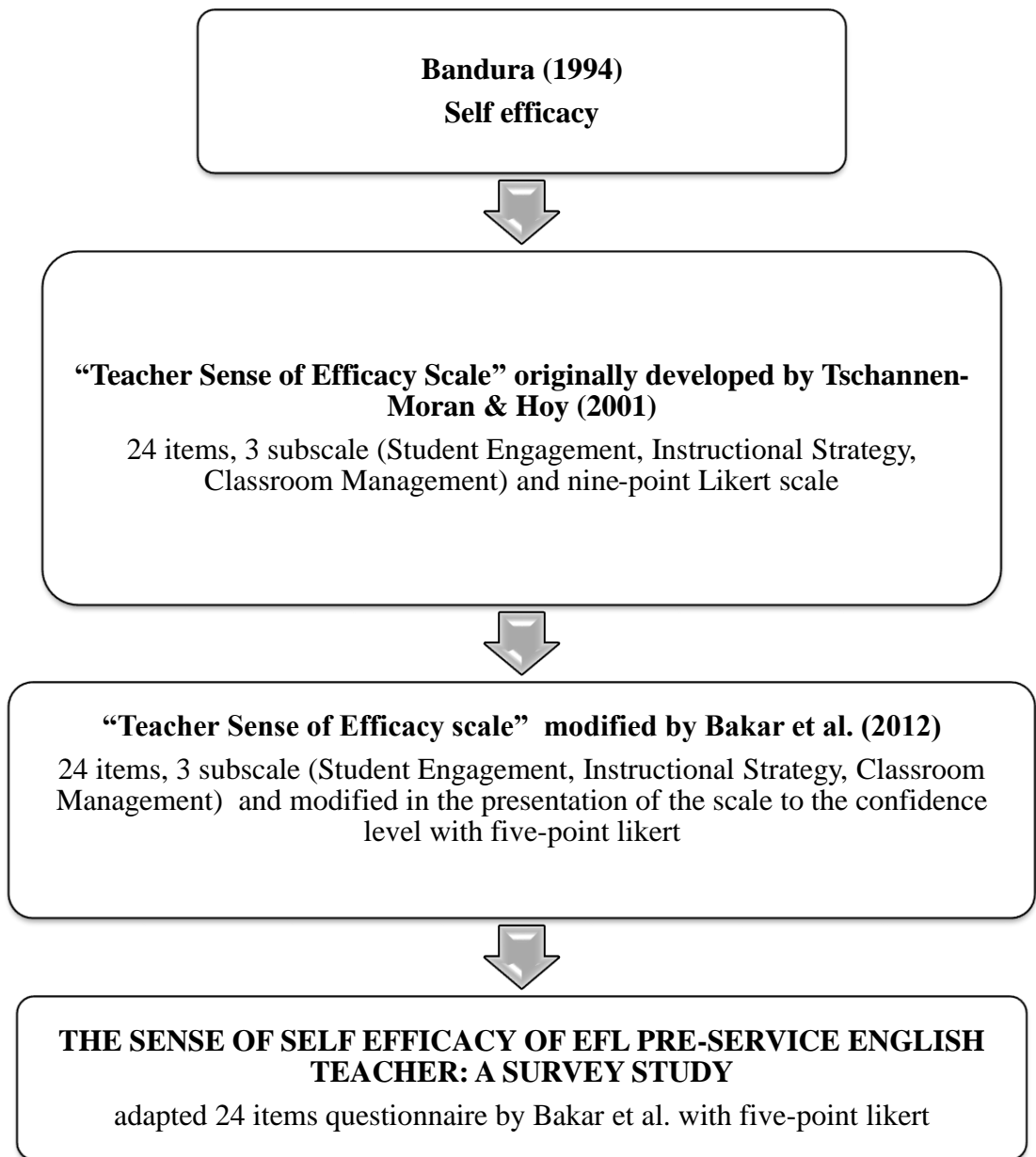


Figure 1. Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter explains the methodology of the study. It covers the research design, respondents, and data collection techniques.

3.1 Research Design

This study was designed to find the sense of self efficacy pre-service teacher in Department of English Language Education Universitas Islam Indonesia. This present study is using quantitative research. This research specifically uses survey research. According to Creswell (2014), a survey design provides a description of the current situation, mental outlook, or opinions of a population by looking at the sample of the population. The variables can be measured by the instrument and the data can be analyzed using statistical procedures. In this study, the researchers aims to describe current situation of pre-service English teachers who have experienced their teaching internship program for one month.

3.2 Population and Sample

The total population of this study is 125 pre-service English teachers Islamic University of Indonesia who have experienced their teaching internship program (or Program Praktek Lapangan/ PPL). The schools they teach include secondary school, senior high schools and vocational high school. In determining

the sample, the researcher used the table from Cohen, Manion and Morrison (2007)

Table 1. Table of Cohen and Morrison

Population	Confidence level 90 per cent			Confidence level 95 per cent			Confidence level 99 per cent		
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
30	27	28	29	28	29	29	29	29	30
50	42	45	47	44	46	48	46	48	49
75	59	64	68	63	67	70	67	70	72
100	73	81	88	79	86	91	87	91	95
120	83	94	104	91	100	108	102	108	113
150	97	111	125	108	120	132	122	131	139
200	115	136	158	132	150	168	154	168	180
250	130	157	188	151	176	203	182	201	220
300	143	176	215	168	200	234	207	233	258
350	153	192	239	183	221	264	229	262	294
400	162	206	262	196	240	291	250	289	329
450	170	219	282	207	257	317	268	314	362
500	176	230	301	217	273	340	285	337	393
600	187	249	335	234	300	384	315	380	453
650	192	257	350	241	312	404	328	400	481
700	196	265	364	248	323	423	341	418	507
800	203	278	389	260	343	457	363	452	558
900	209	289	411	269	360	468	382	482	605
1,000	214	298	431	278	375	516	399	509	648
1,100	218	307	448	285	388	542	414	534	689
1,200	222	314	464	291	400	565	427	556	727
1,300	225	321	478	297	411	586	439	577	762
1,400	228	326	491	301	420	606	450	596	796
1,500	230	331	503	306	429	624	460	613	827
2,000	240	351	549	322	462	696	498	683	959
2,500	246	364	581	333	484	749	524	733	1,061
5,000	258	392	657	357	536	879	586	859	1,347
7,500	263	403	687	365	556	934	610	911	1,480
10,000	265	408	703	370	566	964	622	939	1,556
20,000	269	417	729	377	583	1,013	642	986	1,688
30,000	270	419	738	379	588	1,030	649	1,002	1,737
40,000	270	421	742	381	591	1,039	653	1,011	1,762
50,000	271	422	745	381	593	1,045	655	1,016	1,778
100,000	272	424	751	383	597	1,056	659	1,026	1,810
150,000	272	424	752	383	598	1,060	661	1,030	1,821
200,000	272	424	753	383	598	1,061	661	1,031	1,826
250,000	272	425	754	384	599	1,063	662	1,033	1,830
500,000	272	425	755	384	600	1,065	663	1,035	1,837
1,000,000	272	425	756	384	600	1,066	663	1,036	1,840

Based on the table above, the researcher used data from the total population which consisted of 125 students. The researcher used 99% of confidence level and 0,1 margin of error. It showed that 102 students must be involve in this study.

3.3 Data Collecting Technique and Research Instrument

This sub chapter explains data collecting techniques which are instrument, validity and reliability.

3.3.1 Instrument

In this part, the researcher explains about the instrument to collect the data which is used to find the results of the study. In the survey research, the research instrument used was a questionnaire. According to Creswell (2012) questionnaire is a form that contains questions and basic personal information that is designed to be completed by respondents. This research focuses on survey and questionnaire using Google form as online media. The respondents need to filling out the questionnaire in online.

The study used Teachers' Sense of Efficacy Scale (TSES) questionnaire developed by Tschannen Moran & Hoy (2001) adapted by Bakar et al. (2012). The questionnaire was modified in the presentation of the scale, from nine-point likert into five-point Likert scale: 1. Not at all confident (*sama sekali tidak percaya diri*); 2. Slightly Confident (*sedikit percaya diri*); 3. Somewhat Confident (*agak percaya diri*); 4. Confident (*percaya diri*); and 5. very confident (*sangat percaya diri*) that indicate the level of pre-service teacher confidence of their teaching activities. There are 24 items of questions that consisting of three subscales: Student engagement (item 1-8); Instructional strategy (item 9-16); and Classroom management (item 17-24). The researcher adapted the questionnaire into Bahasa Indonesia by the professional translator, after that to make sure there

are no language that difficult to understand, the researcher did peer review from some students and checked to the supervisor for final validation.

Table 2. Questionnaire

Category	Question	Scale				
SE	How confident are you to get through to the most difficult students	1	2	3	4	5
SE	How confident are you to help students think critically	1	2	3	4	5
SE	How confident are you to motivate students who show low interest in school work	1	2	3	4	5
SE	How confident are you to get students to believe they can do well in school work	1	2	3	4	5
SE	How confident are you to help your students value learning	1	2	3	4	5
SE	How confident are you to foster student creativity	1	2	3	4	5
SE	How confident are you to improve the understanding of a student who is failing	1	2	3	4	5
SE	How confident are you to assist families in helping their children do well in school	1	2	3	4	5
IS	How confident are you to respond to difficult questions from your students	1	2	3	4	5
IS	How confident are you to gauge student comprehension of what you have taught	1	2	3	4	5
IS	How confident are you to craft good question for your students	1	2	3	4	5
IS	How confident are you to adjust your lessons to the proper level for individual student	1	2	3	4	5
IS	How confident are you to use a variety of assessment strategies	1	2	3	4	5
IS	How confident are you to provide an alternative explanation or an example	1	2	3	4	5

	when students are confused					
IS	How confident are you to implement alternative strategies in your classroom	1	2	3	4	5
IS	How confident are you to provide appropriate challenges for very capable students	1	2	3	4	5
IS	How confident are you to control disruptive behaviour in the classroom	1	2	3	4	5
CM	How confident are you to make your expectations clear about student behavior	1	2	3	4	5
CM	How confident are you to establish routines to keep activities running smoothly	1	2	3	4	5
CM	How confident are you to get children to follow classroom rules	1	2	3	4	5
CM	How confident are you to establish a classroom management system with each group of student	1	2	3	4	5
CM	How confident are you to calm a student who is disruptive and noisy	1	2	3	4	5
CM	How confident are you to keep few problem students from ruining an entire lesson	1	2	3	4	5
CM	How confident are you to respond to defiant student	1	2	3	4	5

NOTE: SE= Student Engagement

IS= Instructional Strategy

CM= Classroom Management

The survey form were distributed to research respondents through google form. The time to fill out the questionnaire is estimated to be around 10-15 minutes. It is including to fill the respondents' profile. Afterward, the researcher direct the students to read the questions choose a five-point Likert scale which indicates their confidence.

3.3.2 Validity

Validity is defined as the extent to which an instrument measures what it is intended to be measured (Kimberlin & Winterstein, 2008). It means that the validity related to the "accuracy" of measuring instruments, with a valid instrument will will produce valid data as well. Construct validity of this questionnaire gained from the previous study by (Tschannen-Moran & Woolfolk Hoy, 2001) that comparing the two-item Rand measure (Armor *et al.*, 1976) and the Hoy and Woolfolk (1993) 10-item adaptation of the Gibson and Dembo (1984) Teacher Efficacy Scale (TES) to find the correlaltion between the new constructed measures and the other measure of teacher sense of self efficacy. The result found that there was positive correlation and indicated that the questionnaire could be considered reasonably valid and reliable to use.

However, the researcher also calculate the validity each question. To facilitate the calculation of the validity can use SPSS, if the r count is greather than r table, the difference is significant. Thus, the instrument is valid. The validation each statement show in the table below

Table 3. Validation each statement

<u>Question</u>	<u>r count</u>	<u>R table</u>	<u>judgement</u>
Q1	0,741	0,1937	Valid
Q2	0,649	0,1937	Valid
Q3	0,712	0,1937	Valid
Q4	0,654	0,1937	Valid
Q5	0,622	0,1937	Valid
Q6	0,569	0,1937	Valid
Q7	0,650	0,1937	Valid
Q8	0,586	0,1937	Valid
Q9	0,639	0,1937	Valid

Q10	0,549	0,1937	Valid
Q11	0,649	0,1937	Valid
Q12	0,617	0,1937	Valid
Q13	0,630	0,1937	Valid
Q14	0,608	0,1937	Valid
Q15	0,709	0,1937	Valid
Q16	0,630	0,1937	Valid
Q17	0,663	0,1937	Valid
Q18	0,629	0,1937	Valid
Q19	0,706	0,1937	Valid
Q20	0,746	0,1937	Valid
Q21	0,668	0,1937	Valid
Q22	0,718	0,1937	Valid
Q23	0,633	0,1937	Valid
Q24	0,535	0,1937	Valid

3.2.3 Reliability

According to Cohen, Manion, & Morrison (2007) reliability means the consistency of the instrument, the instrument indicated reliable if the instrument carried out the similar group respondents and similar context will produce the same result (constant). It means the questionnaire will produce the same data even used more than once. Based on Bakar et al. (2012), the overall reliability was found 0.94. For each subscale the reliability for efficacy in student engagement was 0.83; efficacy in instructional strategies was 0.87 and efficacy in classroom management was 0.90. However, after translated into Bahasa Indonesia the Cronbach's Alpha was found 0,938. Thus, the score indicate this questionnaire is reliable to use.

Case Processing Summary

		N	%
Cases	Valid	103	100,0
	Excluded ^a	0	,0
	Total	103	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,938	,939	24

3.2.4 Data Indicator

According to Atay (2007) the data of self efficacy measure for instructional strategies, classroom management and student engagement will be categorised into the lowest and the highest score efficacy subscale, 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.

3.4 Steps of Data Analysis Technique

The researcher took same appropriate steps with this research.

- The first step was review of literature about the questionnaire.
- The Teachers' Sense of Efficacy Scale (TSES) adapted by Bakar et al. (2012) as the instrument and translated into Bahasa Indonesia.

- Checked one by one item in questionnaire to make sure that is was easy to understand the meaning.
- Using the Google form web for the data collection. Afterward, the researcher simply links created from Google form into tinyurl.com.
- Shared the link of 24 items questionnaire to students in English Language Education Department.
- Download the result of the questionnaire from google form and used Microsoft Excel to analyze the data into statistical package.
- Used SPSS to analyze data the researcher determines the Standard Deviation (SD) and Mean

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:

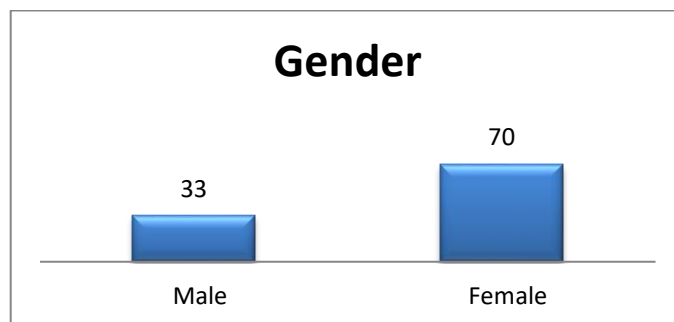


Figure 1. Chart of Gender

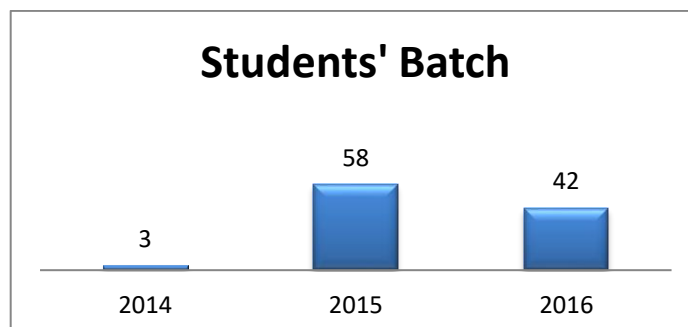


Figure 2. Chart of Students' Batch

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:

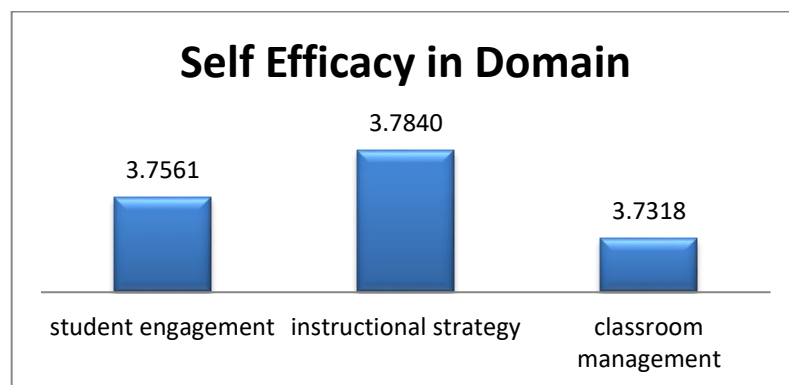


Figure 3. Chart of self efficacy in Domain

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)

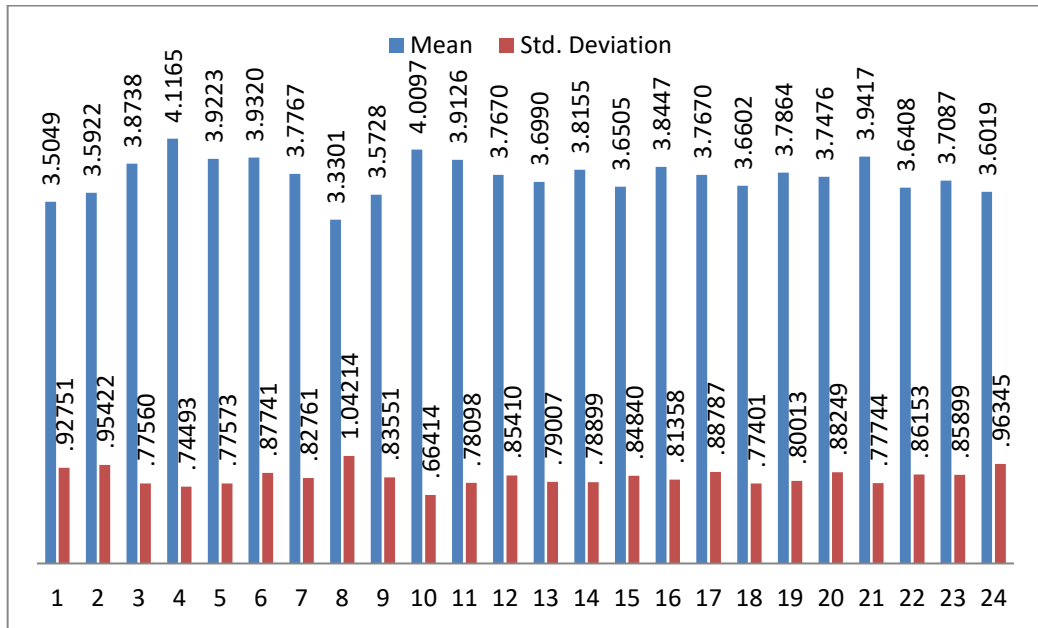


Figure 4. Result of the Questionnaire

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?)

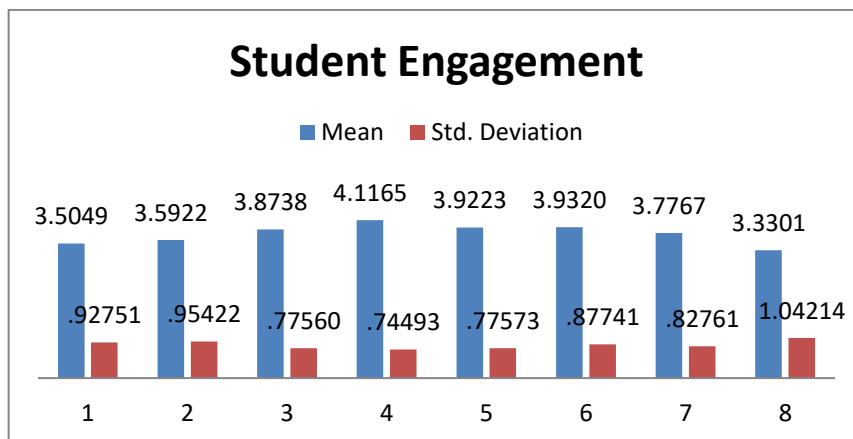


Figure 5. Chart of Student Engagement

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.

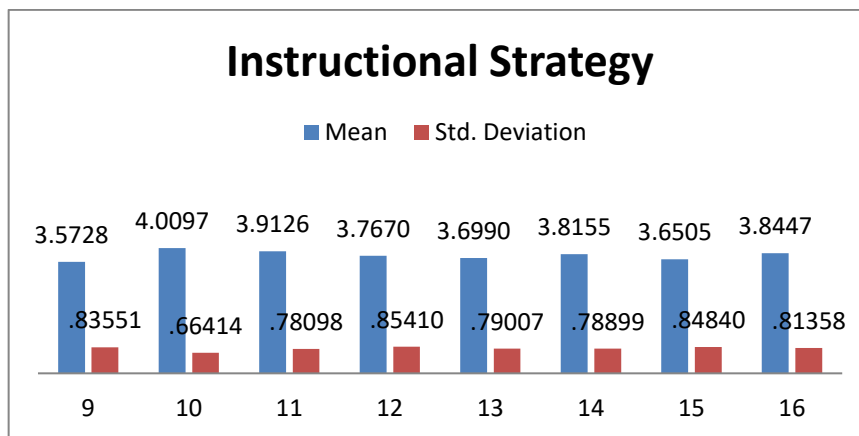


Figure 6. Chart of Instructional Strategy

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.

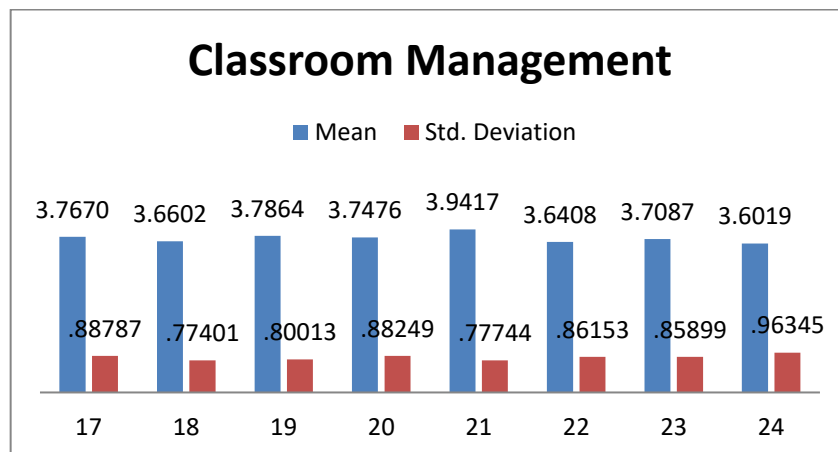


Figure 7. Chart of Classroom Management

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.

CHAPTER V

CONCLUSION

This study was aim to describe the profile of pre-service teachers' sense of self-efficacy of Department of English Language Education Universitas Islam Indonesia. The researcher found 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. Based on the third mean value, it indicated in medium level. It means the pre-service teacher have good sense of efficacy in teaching. Moreover, the finding has implications the institution has provided a curriculum that suits the needs of pre-service teachers as their provision in carrying out the internship program, and the supervisor has provided appropriate guidance for them. The limitation of this study on the students who finished their internship program last year and students who are ongoing internship program. For further study, the respondent of the study is better student who are experienced the internship program at least no more than 3 months. Additionally, more investigation is needed on the lowest efficacy of classroom management.

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APPENDICES

Appendix 1. TSES (Teacher Sense of Efficacy Scale) by Bakar et al. (2012)

- (1) Not Confident at All
- (2) Slightly Confident
- (3) Somewhat Confident
- (4) Confident
- (5) Very Confident

No.	Question	Scale				
1	How confident are you to get through to the most difficult students	1	2	3	4	5
2	How confident are you to help students think critically	1	2	3	4	5
3	How confident are you to motivate students who show low interest in school work	1	2	3	4	5
4	How confident are you to get students to believe they can do well in school work	1	2	3	4	5
5	How confident are you to help your students value learning	1	2	3	4	5
6	How confident are you to foster student creativity	1	2	3	4	5
7	How confident are you to improve the understanding of a student who is failing	1	2	3	4	5
8	How confident are you to assist families in helping their children do well in school	1	2	3	4	5
9	How confident are you to respond to difficult questions from your students	1	2	3	4	5
10	How confident are you to gauge student comprehension of what you have taught	1	2	3	4	5
11	How confident are you to craft good question for your students	1	2	3	4	5
12	How confident are you to adjust your lessons to the	1	2	3	4	5

	proper level for individual student					
13	How confident are you to use a variety of assessment strategies	1	2	3	4	5
14	How confident are you to provide an alternative explanation or an example when students are confused	1	2	3	4	5
15	How confident are you to implement alternative strategies in your classroom	1	2	3	4	5
16	How confident are you to provide appropriate challenges for very capable students	1	2	3	4	5
17	How confident are you to control disruptive behaviour in the classroom	1	2	3	4	5
18	How confident are you to make your expectations clear about student behavior	1	2	3	4	5
19	How confident are you to establish routines to keep activities running smoothly	1	2	3	4	5
20	How confident are you to get children to follow classroom rules	1	2	3	4	5
21	How confident are you to establish a classroom management system with each group of student	1	2	3	4	5
22	How confident are you to calm a student who is disruptive and noisy	1	2	3	4	5
23	How confident are you to keep few problem students from ruining an entire lesson	1	2	3	4	5
24	How confident are you to respond to defiant student	1	2	3	4	5

Appendix 1. TSES (Teacher Sense of Efficacy Scale) by Bakar et al. (2012) in

Bahasa

(1) sama sekali tidak percaya diri

(2) sedikit percaya diri

(3) agak percaya diri

(4) Percaya diri

(5) sangat percaya diri

No.	Pertanyaan	Skala				
1	Seberapa besar tingkat kepercayaan diri Anda untuk menangani siswa yang paling sulit?	1	2	3	4	5
2	Seberapa besar tingkat percaya diri Anda dalam membantu siswa untuk berpikir kritis?	1	2	3	4	5
3	Seberapa besar tingkat kepercayaan diri Anda dalam memotivasi siswa yang menunjukkan minat rendah pada tugas sekolah?	1	2	3	4	5
4	Seberapa besar tingkat kepercayaan diri Anda untuk membuat siswa percaya bahwa mereka dapat melakukan tugas sekolah dengan baik?	1	2	3	4	5
5	Seberapa besar tingkat kepercayaan diri Anda dalam membantu siswa Anda menghargai pembelajaran?	1	2	3	4	5
6	Seberapa besar tingkat kepercayaan diri Anda dalam menumbuhkan kreativitas siswa?	1	2	3	4	5
7	Seberapa besar tingkat kepercayaan diri Anda dalam meningkatkan pemahaman	1	2	3	4	5

	siswa yang kurang berhasil?					
8	Seberapa besar tingkat kepercayaan diri Anda dalam mendampingi keluarga supaya dapat membantu anak-anak mereka berprestasi di sekolah?	1	2	3	4	5
9	Seberapa besar tingkat kepercayaan diri Anda dalam menjawab pertanyaan-pertanyaan sulit dari siswa Anda?	1	2	3	4	5
10	Seberapa besar tingkat kepercayaan diri Anda untuk mengukur pemahaman siswa tentang apa yang telah Anda ajarkan?	1	2	3	4	5
11	Seberapa besar tingkat kepercayaan diri Anda dalam membuat pertanyaan yang baik untuk siswa Anda?	1	2	3	4	5
12	Seberapa besar tingkat kepercayaan diri Anda untuk menyesuaikan pelajaran dengan level setiap siswa?	1	2	3	4	5
13	Seberapa besar tingkat kepercayaan diri Anda dalam menerapkan berbagai strategi penilaian?	1	2	3	4	5
14	Seberapa besar tingkat kepercayaan diri Anda dalam memberikan penjelasan alternatif atau contoh ketika siswa bingung?	1	2	3	4	5
15	Seberapa besar tingkat kepercayaan diri Anda dalam menerapkan strategi alternatif di kelas Anda?	1	2	3	4	5
16	Seberapa besar tingkat kepercayaan diri Anda dalam memberikan tugas yang sesuai untuk siswa yang sangat cakap?	1	2	3	4	5
17	Seberapa besar tingkat kepercayaan diri Anda dalam mengendalikan perilaku siswa yang mengganggu di kelas?	1	2	3	4	5

18	Seberapa besar tingkat kepercayaan diri Anda untuk menyampaikan ekspektasi Anda terhadap perilaku siswa?	1	2	3	4	5
19	Seberapa besar tingkat kepercayaan diri Anda dalam membangun rutinitas agar kegiatan pembelajaran berjalan dengan lancar?	1	2	3	4	5
20	Seberapa besar tingkat kepercayaan diri Anda untuk membuat anak-anak mengikuti aturan kelas?	1	2	3	4	5
21	Seberapa besar tingkat kepercayaan diri Anda untuk membangun sistem manajemen kelas dengan setiap kelompok siswa?	1	2	3	4	5
22	Seberapa besar tingkat kepercayaan diri Anda dalam menangani seorang siswa yang mengganggu dan membuat kegaduhan?	1	2	3	4	5
23	Seberapa besar tingkat kepercayaan diri Anda dapat menjaga beberapa siswa yang bermasalah agar tidak mengacaukan seluruh kegiatan pembelajaran?	1	2	3	4	5
24	Seberapa besar tingkat kepercayaan diri Anda dalam menanggapi siswa yang anomali (tidak biasa) ?	1	2	3	4	5