

**EFL PRE-SERVICE TEACHER'S SELF EFFICACY DURING TEACHING
PRACTICE EXPERIENCES: 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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STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, June 5th 2021



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MOTTO

There's no need to insist on explaining who you are, because the people who like you don't need that, and those who hate you don't believe it.

(Ali bin Abi Thalib)



DEDICATIONS

Gratefully and thankfully, I dedicated this thesis to:

1. Myself who have struggled to complete this thesis,
2. My beloved mother: Efni Sugiarti, my beloved father: Alex Haryato, my sister and my brother who always support me.



ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, all praises due to Allah SWT, who has given his blessings and gifts to all of us and also does not forget to remember our prophet Muhammad SAW. I really thank Allah SWT for giving strength, patience and also health so that I am able to complete this thesis. And do not forget to also thank my parents Efni Sugiarti who always supported me during my journey working on my thesis and I am fully dedicated to this thesis to my late father in heaven: Alex Haryanto, who always loved me. This thesis will not be completed without the help of my thesis supervisor who is very patient and kind, Miss Rizki farani S. Pd,M.Pd, who always provides suggestions and support to complete the thesis. And also I really thank all the lecturers of English Language Education at the Islamic University of Indonesia who have provided a lot of knowledge and useful for my life and world of work, and last for friends who have helped in the process of making this thesis and friends who are always supporting me.

Finally, I really believe that there are many deficiencies in the writing of this thesis, although I really hope this can be useful for the English language education department, especially in the field experience practical program later, therefore I would appreciate criticism and suggestions to further improve this thesis.

Yogyakarta, June 5th 2021



Aqilla Tiara Sella

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EFL PRE-SERVICE TEACHER'S SELF EFFICACY DURING TEACHING PRACTICE EXPERIENCES: A SURVEY STUDY

ABSTRACT

The purpose of this study was to map the self-efficacy of pre-service EFL teachers at a private university in Yogyakarta when they carried out practical teaching experiences. The research method used is a survey study using a questionnaire as the main data. The instrument used in this study is the Teacher Self Efficacy Scale by (Tschannen-Moran and Hoy, 2001) modified by (Bakar, 2012) The contents of the TSES survey are attention, student engagement, instructional strategies, and classroom management. The population of this study were EFL pre-service teachers from the English Department of Education class 2017, there were 81 students who took part in this survey. The data were analyzed using descriptive statistical techniques to see the highest and lowest EFL preservice teachers' self-efficacy. The results showed that the average value of efficacy in student engagement was (M: 3.82) which means that pre-service teachers during teaching practice in schools are able to assist students in achieving good academic activities and in the classroom management domain also get an average score. (M: 3.82) This result shows that pre-service teachers are very competence in managing the class and making the class conducive during teaching practice, while the instructional strategy domain produces an average score (M: 3.77) where in this domain, the level of The self-efficacy of pre-service teachers is classified as medium high, where in this domain pre-service teachers are able to make appropriate learning methods for students but are just not familiar with the situation of teaching online during their teaching practice. But overall in this study, education teachers Pre-service English in 2017 has high self-efficacy in teaching.

Keyword: *Classroom Management, Instructional Strategy, Pre-service Teacher, Self-Efficacy, Student Engagement*

CHAPTER 1

INTRODUCTION

It contains several sub-chapters, namely: Background, identification of the problem, formulation of the problem, objective of the study and the last significance of the study.

1.1. Background of the Study

Pre-service teachers experience some processes of training to practice their teaching skills. The processes involved designing their learning plans, teaching in small groups, and getting feedback from lecturer (Arsal, 2014). As a result, pre-service teachers were expected to implement their knowledge from the training when they have the opportunity to practice their teaching at school. However, not all pre-service teachers are ready to teach at school due to lack of self-efficacy (Caner, 2018). Some studies have shown that self-efficacy of pre-service teachers may decrease due to lack of experience and readiness to teach (Megawati, 2018). They are not able to use English well during teaching practice (Sevimel & Subasi, 2018). They are also afraid of making mistakes when they teach English and being told by the supervisor (Merç, 2015). As a consequence, their self-efficacy was ultimately decreased (Sarfo, Amankwah, Sam, & Konin, 2015).

In fact, EFL pre-service teachers lack confidence in the ability to teach English and also what methods should be applied when teaching (Nugroho, 2017), it is very

important for pre-service teachers if they have gained good experience (Clark & Newberry, 2019). Other studies believe that if the teacher's efficacy is high it will have a positive impact on their careers as English teachers (Balci, Şanal, & Durak, 2019). In this study, researchers would like to map the self-efficacy of English pre-service teachers in one of the private universities in Yogyakarta. It is important to identify their self-efficacy as references for them to increase their professionalism as pre-service teachers. If they are able to evaluate their self-efficacy, they can manage to train themselves to be a better teacher in the future.

1.2. Identification of the Problem

Pre-service teachers have low self-efficacy, because some pre-service teachers are not confident, less able to speak English, lack of teaching experience, and there is also a fear of making mistakes when teaching, where self-efficacy is an important thing that every teacher must have, because it will have an impact on the success of teachers in delivering learning to students.

1.3. Formulation of the Problem

Regarding the issues mentioned above, this study tried to answer the following questions: What is the profile of EFL pre-service teacher self-efficacy during teaching practice experiences?

1.4. Objective of the Study

Based on the formulation above, the writer decides the objective of the study to map EFL pre-service teacher self-efficacy during teaching practice experiences.

1.5. Significance of the Study

The results of this study are expected to provide benefits for pre-service teachers of English education. There are 2 impacts, namely: empirical and practical impacts. Based on empirical insight, it is hoped that this research can be useful for pre-service teachers to gain knowledge about self-efficacy as an EFL teacher. and practical insights, it is hoped that this research can provide an overview for pre-service teachers to find out what skills and habits to improve self-efficacy before becoming an in-service teacher, thus that later as a provision for pre-service teachers who are ready and have good self-efficacy in the future.

CHAPTER II

LITERATURE REVIEW

This chapter discusses previous analyzes related to research on EFL Pre-service Teachers' Self Efficacy During Teaching Practice Experiences, which are sourced from journals and books.

2.1. Pre-service Teacher's Self-efficacy

In determining the level of self-efficacy of pre-service teachers, there are 3 classifications, namely student engagement, classroom management and also instructional strategy (Tschannen-Moran & Hoy, 2001). These 3 things are very important that the teacher must master when teaching students to achieve teaching goals, the first aspect of student engagement is important because teachers who have achieved high self-efficacy are able to bring students to achieve academic goals and even get achievements, and secondly, classroom management, this aspect of management is a very important aspect when teachers want to teach because teacher behavior affects the classroom atmosphere, and the last one is this instructional strategy which is also an important aspect in teacher self-efficacy because teachers who have good self-efficacy can determine creativity in making learning methods for students (Tschannen-Moran & Hoy, 2001). This is also what makes Tschannen-Moran & Hoy (2001) make these 3 dimensions a variable in the instrument, because these 3 aspects are a reference for how good teachers teach.

There are also previous studies related to TSES (Teacher sense of Self-efficacy) using the instrument by (Tschannen-Moran & Hoy, 2001) with a 9 Likert scale. First from Pendergast & Keogh (2011) research in Australia on pre-service teachers, it was found that the domain of student engagement was the lowest level of self-efficacy at 6.78, then classroom management at 6.96, and instructional strategy at 6.93. of 279 pre-service teachers when they have done teaching practice.

the second research from Çapa, Çakiroğlu, & Sarıkaya (2005) In this research using an instrument from (Tschannen-Moran & Hoy, 2001) and has been translated into Turkish, found the results of a higher level of teacher efficacy in the field of instructional strategy and they have less self-efficacy in the field of student engagement. This means that both of these studies have a lack of self-efficacy in the field of student engagement.

Then there is also research that uses the instrument from Tschannen-Moran & Hoy (2001) but this instrument was modified to 5 Likert scales to make it simpler to adapt to the conditions of pre-service teachers. First from Poulou (2007) in his research in Greece with 198 respondents, revealed that pre-service teachers feel themselves to have high self-efficacy when involving students in learning activities compared to classroom management and setting instructional strategies during teaching, and then (Bakar, 2012) also in his research in Malaysia modified the instrument with the results showing the pre-service teacher self-efficacy level of 679 teacher students showed they had good self-efficacy in classroom management and their level of self-efficacy from

each dimension was almost the same between instructional strategy , student engagement and also classroom management. Another study from Thailand (Pandee, Jantarach, Chalong, Chukaeo, & Sitthitunyagum, 2017) using the same instrument, consisting of 26 pre-service teachers, showed that student engagement and instructional strategy results had the same high level of efficacy while self-efficacy in the classroom management field is the lowest efficacy scale. It can be seen from various studies that this means that the level of self-efficacy of a person can vary, depending on the situation and experience they experience.

2.2. EFL Pre-service Teacher's Self-efficacy

Self-efficacy research has been known in the world of psychology and education. This topic is important since everyone has different levels of self-efficacy. The most powerful way to increase self-efficacy is experience (Bandura, 1994). A study shows that the self-efficacy and teacher achievement is closely related, the self-efficacy of each teacher is different (Bakar, 2012). It means that each individual teacher has a different self-efficacy. Self-efficacy can be improved by obtaining some internal and external factors such as experiences, beliefs, social persuasion and positive mood (Bandura, 1997) The positive relationship of these several factors are very influential in increasing one's self-efficacy. One of the best strategies to increase self-efficacy for pre-service teachers are teaching experiences with sufficient support or positive appreciation from the environment (Starinne, 2019). They can obtain teaching experiences through training and practices in a real school environment. Phatudi,

Joubert, and Harris (2015) suggest that when pedagogical knowledge is linked to the application of student teaching strategies, and is implemented in an authentic way, it will increase the self-efficacy of pre-service teachers.

In terms of pre-service teachers in EFL context, they usually experience lack of confidence in using English and lack of readiness in responding to students' questions (Gan, Liu, & Yang, 2020). Liaw (2017) reveals that suburbs of Taiwan found that the teachers in Suburbs of Taiwan are very prepared to face various situations of students because they have lot of experiences that make them have high self-efficacy, because teachers who have high self-efficacy are able to improve the learning situations better (Kostić-Bobanović, 2020). Another research found that the efficacy of pre-service teachers when teaching English is very low but it can be improved if it is prepared during lecture and done repeatedly (Yough, 2019). Thus, when pre service teacher was placed in school there was a lot of provision for teaching. As well as self-assessment and peer assessment methods during the lecture period are very effective in increasing the efficacy of pre-service teachers (Sahin-Taskin, 2018). One of them is in the microteaching course, because in microteaching the pre-service teacher will provide feedback to each other to reflect on their teaching experience (Mikulec & Hamann, 2020).

Further, when teaching literacy pre-service teachers also have shortcomings. It was found that pre-service teachers had low self-efficacy when delivering grammar and spelling material, reading fluency and also teaching writing (Helfrich & Clark,

2016). Some of the teachers are less communicative and do not make students the center when teaching. Thus, it is very important to increase self-efficacy in pre-service teachers in order to make English lessons more communicative and interactive for students (Choi & Lee, 2018). In line with research in Turkey, it was found that of the 3 efficacy domains studied, the pre-service teachers in the study were less in the domain of student engagement (Çankaya, 2018). It is very important for pre-service teachers to practice building this engagement because later it can affect the self-efficacy of pre-service teachers.

On the other hand, differences in goals and teaching English during practice in institutions and also teaching directly in schools can make teacher self-efficacy decrease which causes teacher learning practices to be not optimal (Khanshan & Yousefi, 2020). As well as pre-service teachers when practicing on campus and directly going to school will feel the difference when teaching. Thus, Teacher self-efficacy is the most important factor in teaching students who have different language backgrounds and habits (Krüger, 2019). All of the above studies discuss the self-efficacy of pre-service teachers. In line with this study, which discusses the self-efficacy of EFL pre-service teachers. Thus, it can be as references for this study.

2.3. Theoretical Framework

In essence, this study wants to map the EFL Pre-service Teacher Self Efficacy During Teaching Practice Experiences, therefore this study uses a questionnaire from Teachers Sense of Teacher Efficacy Scale (TSES) by Tschannen-Moran and Hoy

(2001) and modified by Bakar (2012). Thus his instrument is also in accordance with the context of the pre-service teacher EFL research in this study. Bakar (2012) modified the instrument from 9 Likert scales to 5 Likert scales and also changed the questions to be simpler, because in (Bakar, 2012) research it was aimed at adjusting pre-service teachers while in (Tschannen-Moran & Hoy, 2001) research the instrument was intended for teachers. This is the instrument:

Bandura (1994)
Self- Efficacy



Teachers Sense of Teacher Efficacy Scale (TSES) by Tschannen-Moran and Hoy (2001)
24 items, 3 sub scale (Student Engagement, Instructional Strategy, Classroom Management) and **nine-point Likert scale**



Teacher Sense of Efficacy scale (TSES) modified by Bakar (2012)
24 items, 3 sub scale (Student Engagement, Instructional Strategy,
Classroom Management) and **five-point likert scale**



EFL Pre-service Teacher's Self Efficacy
During Teaching Practice Experiences: Survey Study

CHAPTER III

RESEARCH DESIGN

In the research design below, there are 4 discussions including: research design, population and sample, data collecting technique, and data analysis technique.

3.1. Research Design

This research is a quantitative study in the design of surveys. Creswell (2012) managing questionnaires distributed to research samples to identify characteristics, behavior, opinions, attitudes of a population. Researchers chose this design because it focuses on mapping pre- service teacher self-efficacy in general. The data will describe the scale of self-efficacy of pre-service teachers.

3.2. Population and Sample

3.2.1. Population

The population of this study were 81 EFL pre-service teacher from English language education students in one of Islamic universities in Yogyakarta. They had one-month teaching practice in several schools in Yogyakarta. The teaching practice will be held online due to coronavirus outbreak.

3.2.2. Sample

In determining the sample, the researcher used random sampling, where the Subjects in a population who have the same characteristics are combined into

one, which is taken randomly (Cohen, Manion, & Morrison, 2018). In accordance with this study which has a clear objective, namely to find a self-efficacy scale from EFL pre-service teachers during the teaching experience of 81 pre-service English teachers.

3.3. Data Collecting Technique

The following describes the data collection instruments and also the results of the validity and reliability of the research.

3.3.1. Instrument

The instrument in this research is Teacher Sense of Teacher Efficacy Scale (TSES) by Tschannen-Moran and Hoy (2001) which has domain (Student Engagement, Instructional Strategy, Classroom Management) and nine-point Likert scale and modified by Bakar (2012). Although the context of the instrument used by (Bakar, 2012) for ESL pre-service teacher is precisely in Malaysia, the instrument modified by (Bakar, 2012) can be used in this study because it has similarities in the context of data collection, namely both taking data on pre-service teachers who in fact still learning in teaching, and also in this study the instrument will be changed into Bahasa, and tested for validation and reliability. The scale on this instrument was changed from 9 Likert scale to 5 Likert scale: (1) Not Confident at All (2) Slightly Confident (3) Somewhat Confident (4) Confident (5) Very Confident. There are 24 questions consisting of: Student Engagement (question 1-8), Instructional Strategy (question 9-16) and

Classroom Management (question 17-24), to make it suitable for pre-service teachers.

Table 1. Questionnaire

Category	Questions	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 when students are confused?	1	2	3	4	5
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
CM	How confident are you to control disruptive	1	2	3	4	5

	behavior in the classroom?					
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 students?	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 a few problem students from ruining an entire lesson?	1	2	3	4	5
CM	How confident are you to respond to a defiant student?	1	2	3	4	5

3.3.2. Validity

Arikunto (2013) validity is the level of authenticity and validity of an instrument, the higher the validity, the better the instrument and vice versa. In this study, researchers used content validity with the instrument of consultation with the supervisor. By sending the instrument to the supervisor and asking whether the instrument used is suitable for this research. then when the validity has been found, the instrument will be converted into Bahasa Indonesia. After that, the Bahasa Indonesia will be checked again by the supervisor. Until the validity of the questionnaire is proven.

To calculate the validity value, the researcher calculates with SPSS and to see whether the data is valid or not by comparing the r count must be greater than the r table (validity scores are in appendix number 2)

3.3.3. Reliability

Reliability of this instrument based on Bakar (2012) overall 0,94. There are efficacy in student engagement 0.83, for efficacy in instructional strategies 0.87 and for efficacy in classroom management 0.90. Instruments in this study have been converted into Indonesian and tested reliability, the result as intended in the table in the appendix have Cronbach alpha 0,95. Therefore, this questionnaire is very reliable to use. (Reliability scores are in appendix number 3)

3.4.Data Analysis Technique

3.4.1. Data Indicator

In determining the measurement of pre-service teacher self-efficacy for student engagement, classroom management and instructional strategy, it can be said to have This study aims to see the self-efficacy scale of pre-service teachers in general. The data were analyzed by mapping the highest and the lowest average among these 3 subscales (student engagement, instructional strategy, classroom management).

3.4.2. Steps of Data Analysis Technique

The data were analyzed by using Microsoft Excel which involved the following steps:

1. Determining thesis topic and instrument related to self-efficacy for pre- service teacher,
2. Translating instrument Teacher self-efficacy scale (TSES) modified by Bakar (2012) into Bahasa Indonesia,
3. Spreading the questionnaire to 81 Pre- service teachers.
4. From the results of the questioner data download / copy paste from Google Form to Excel
5. Find the mean of all items using formula = average (value 1: final value), then pull right to get the mean of all values.
6. Find the deviation of all items by using the formula = stdev (value1: final value), then pull right to get the results of the other items.
7. Conclude the result based on data analysis.

CHAPTER IV

RESEARCH FINDING AND DI SCUSSION

This chapter describes all the findings obtained from the questionnaires Teacher Sense of Teacher Efficacy Scale (TSES), which has been filled in by all participants in this survey research.

4.1. Research Finding

The chart below shows the general characteristics of the respondents:

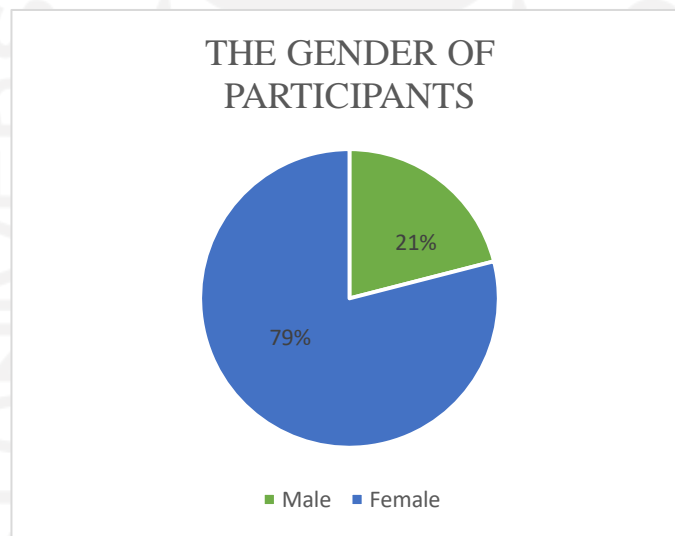


Figure 1. The Gender of the Participants

From Figure 1 above are the results of the acquisition of 81 respondents from batch 2017 who have filled out the questionnaire, which is dominated by 64 (79%) female respondents, then only 17 (21%) male respondents.

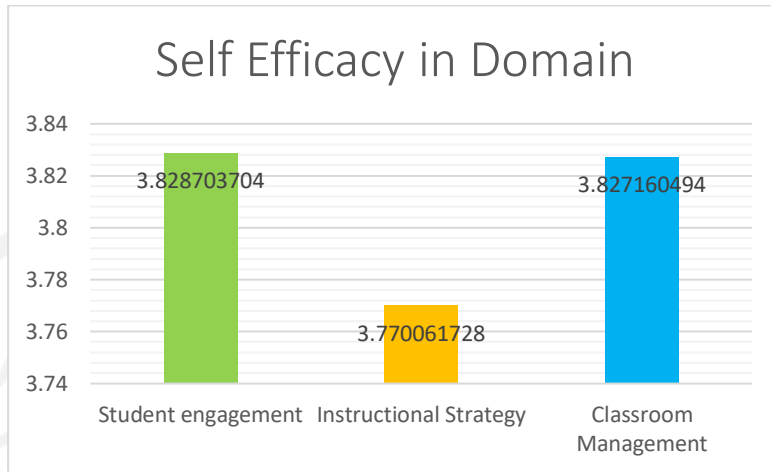


Figure 2. The chart of self-efficacy domain

Based on the data, it was found that the highest domain is student engagement (M= 3.82), then the second highest is classroom management (M= 3.82), and the medium domain is the instructional strategy (M= 3.77).



Figure 3. The Mean and Standard deviation of the entire questionnaire

Based on Figure 3, question number 4 (How confident are you to get students to believe they can do well in school work? (M = 4.06, SD = 0.82) and 5 (How confident are you to help your students value learning? With a mean value (M = 4.06, SD = 0.81) have the same and highest mean score. Meanwhile, the lowest average in the chart above is question number 1: How confident are you to get through to the most difficult students? with a mean value (M = 3.50, SD = 0.92).

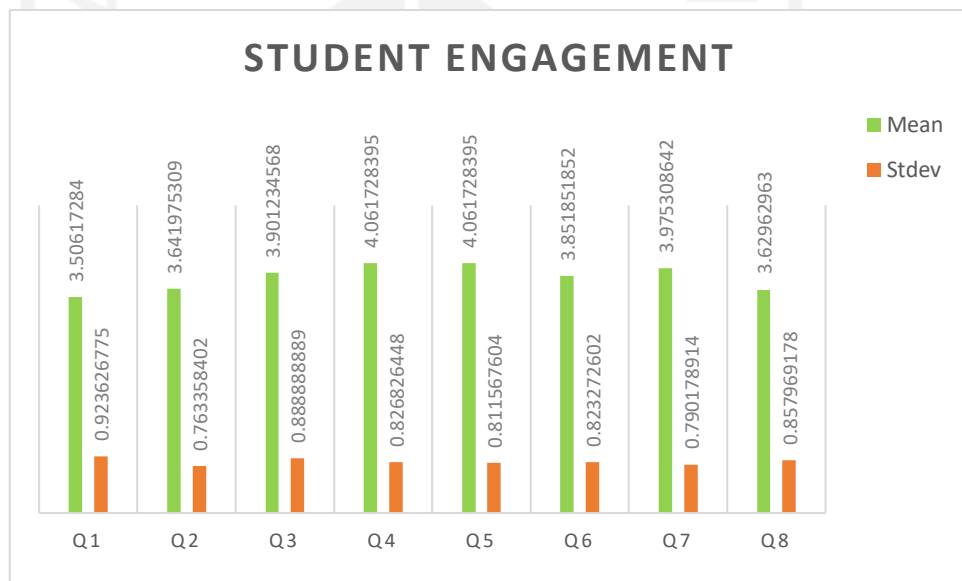


Figure 4. Chart of Student Engagements Domain

In terms of data in every domain, figure 4 shows the result of domain student engagement. In this domain, it shows that question number 4 (How confident are you to get students to believe they can do well in schoolwork? Have a mean score (M = 4.06, SD = 0.82) and question number 5 (How confident are you to help your students value learning? With a mean value (M = 4.06, SD = 0.81), placed the highest mean

score, while the lowest mean score is question number 1 (How confident are you to get through to the most difficult students? The mean value obtained is (M = 3.50, SD = 0.92).

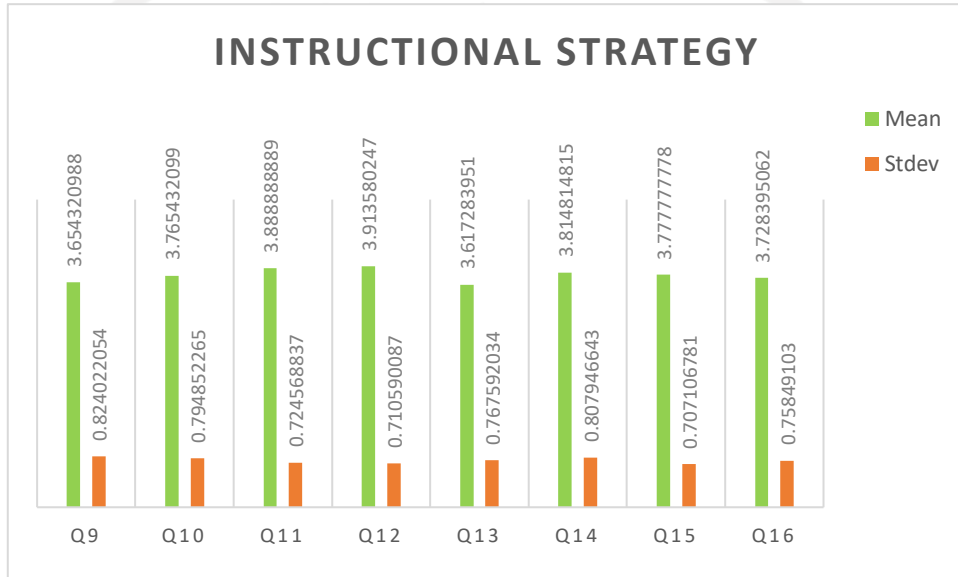


Figure 5. Chart of Instructional Strategies Domain

The data of figure 5 is the chart of domain instructional strategy which has question number 11 (How confident are you to craft good questions for your students? (M = 3.88, SD = 0.72) as the highest mean score and question number 9 (How confident are you to respond to difficult questions from your students? (M = 3.65, SD = 0.82) as the lowest mean score.

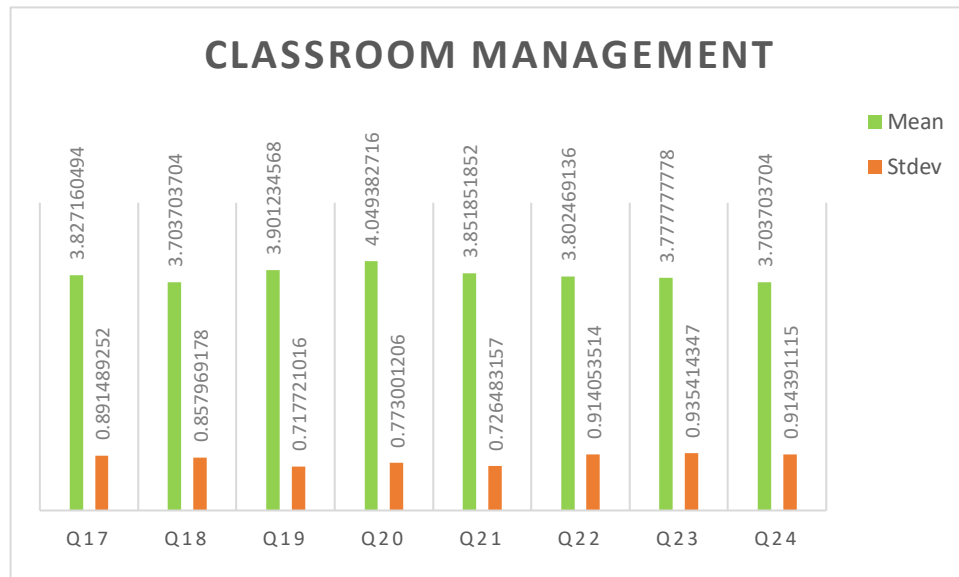


Figure 6. Chart of Classroom Managements Domain

The last domain, classroom management shows that question number 20 (How confident are you to get children to follow classroom rules? (M = 4.04, SD = 0.77) has the highest mean value meanwhile the questions number 18 (How confident are you to make your expectations clear about student behavior? The mean value is (M = 3.70, SD = 0.85) and 24 (How confident are you to respond to a defiant student? Which also has a mean value (M = 3.70, SD = 0.91).

4.2. Discussion

After analyzing the findings, it was revealed that the EFL pre-service teacher had the highest level of self-efficacy in the domain of student engagement (M: 3.82), which means that during the teaching practice the pre-service teacher was able to bring students to be able to participate in learning activities well in achieving academic activities, and in the domain of classroom management, the average score is also fairly

high (M:3.82), judging from the average value obtained, it means that during the teaching practice the pre-service teacher also does not experience difficulties in managing the class, making the class more efficient and conducive to maximizing learning. while in the domain of instructional strategies classified as medium high, the average value obtained is (M:3.77), which means that pre-service teachers during the practice of teaching a sense of self-efficacy in the field of instructional strategy are appropriate for student learning, only in this study during the practice of teaching pre-service teachers have to teach online due to the Covid-19 situation, therefore pre-service teachers are less familiar with teaching in a state like this. However, referring to (Atay, 2007) self-efficacy is low if the score is less or equal to 2.7 and self-efficacy is said to be high if the score is equal to or greater than 3.8, looking at their respective overall scores. It can be said that the self-efficacy level of pre-service teachers as many as 81 participants had high self-efficacy scores.

The findings of this data are the same as (Pendergast & Keogh, 2011) where in his research taken from 76 respondents the average score on the learning strategy was (M: 6.93) then the average value of class management was (M: 6, 96) and the average domain of student engagement (M: 6.78) which means that in this study, teacher efficacy is also high. Another study from (Bakar, 2012) in his research produced a high average efficacy score, namely: student involvement with an average score (M: 4.01) then classroom management with a grade value (M: 4.00) and finally learning strategies (M: 4.00) too. Furthermore, research from (Atay, 2007) also shows the average efficacy

value of the research of 78 pre-service teachers has high efficacy where the student involvement area has a value value (M: 4.29), the average value of learning strategies (M: 3, 80), and classroom management (M: 3.90). This means that the pre-service teachers in this study as well as in previous studies have good teaching experience when they practice teaching.

And the last is research from (Çankaya, 2018), in his research the level of efficacy of pre-service teachers has moderate self-efficacy which has an average value (M:3.69) in the realm of classroom management, then learning strategies (M:3.75) and the last is student engagement (M:3.61). The results of the study (Çankaya, 2018) are slightly different from this study, and may be due to differences in experience. As (Bandura, 1997) states that self-efficacy involves both internal and external factors, there is always the possibility for some change to occur. Therefore, to increase one's self-efficacy, one must go through a long experience process before having high self-efficacy readiness.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter will explain the conclusions of the research results and also provide recommendations for future research.

5.1. Conclusion

The main purpose of this study was to map the self-efficacy profile of pre-service teachers who followed the practice of field experience at school for one month, which was carried out quantitatively by distributing questionnaires to students of English education class in 2017 as many as 81 respondents. In this study, there are 3 aspects of pre-service teacher self-efficacy that will be sought, namely: Student engagement, learning strategies and classroom management. From the results of this study, it can be seen that the student engagement domain has an average value (M: 3.82), meaning that pre-service teachers are able to bring students to achieve student academic goals, and the classroom management domain is also the best domain that has an average score. (M:3.82) the value in this domain indicates that pre-service teachers are able to condition the classroom atmosphere during learning, while the instructional strategy domain has an average value (M:3.77) which means that in this domain pre-service teachers have medium high self-efficacy in the process of making methods appropriate learning for students during teaching practice, it's just that pre-service teachers are not familiar with the situation of teaching online. However, overall

pre-service English education teachers for the 2017 class have a high level of self-efficacy in teaching. This cannot be separated from the debriefing provided by the English education study program before pre-service teachers practice teaching in schools, as well as supervising teachers who greatly guide pre-service teachers during the teaching practice process in schools.

5.2. Recommendation

After knowing the results of the above research, EFL pre-service teachers need to improve their ability in designing instructional strategies. English Language Education could support this effort by providing additional training to students during their study. By conducting several simulations, it is expected that the students have sufficient readiness to conduct teaching practice.

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Appendix 1. The translated version of TSES (Teacher Sense of Efficacy Scale)

- (1) sama sekali tidak percaya diri
- (2) sedikit percaya diri
- (3) agak percaya diri
- (4) Percaya diri
- (5) sangat percaya diri

Table 2. Questionares

Kategori menjawab	Pertanyaan	Skala				
		1	2	3	4	5
SE	Seberapa yakin Anda dapat mengatasi siswa yang paling sulit ?	1	2	3	4	5
SE	Seberapa yakin Anda membantu siswa berpikir kritis?	1	2	3	4	5
SE	Seberapa yakin Anda untuk memotivasi siswa yang menunjukkan minat rendah di sekolah work ?	1	2	3	4	5
SE	Seberapa yakin Anda membuat siswa percaya bahwa mereka dapat mengerjakan tugas sekolah dengan baik ?	1	2	3	4	5
SE	Seberapa yakin Anda membantu siswa menghargai pembelajaran ?	1	2	3	4	5
SE	Seberapa yakin Anda untuk Menumbuhkan kreativitas siswa ?	1	2	3	4	5
SE	Seberapa yakin Anda untuk meningkatkan pemahaman siswa yang gagal ?	1	2	3	4	5
SE	Seberapa yakin Anda membantu keluarga	1	2	3	4	5

	dalam membantu anak-anak mereka berprestasi di sekolah ?					
IS	Seberapa yakin Anda untuk menanggapi pertanyaan sulit dari siswa Anda ?	1	2	3	4	5
IS	Seberapa yakin Anda untuk mengukur pemahaman siswa tentang apa yang telah Anda ajarkan ?	1	2	3	4	5
IS	Seberapa yakin Anda untuk menyusun pertanyaan yang baik untuk siswa Anda ?	1	2	3	4	5
IS	Seberapa yakin Anda menyesuaikan pelajaran dengan pr tingkat operasi untuk individu siswa ?	1	2	3	4	5
IS	Seberapa yakin Anda menggunakan berbagai strategi penilaian ?	1	2	3	4	5
IS	Seberapa yakin Anda memberikan penjelasan alternatif atau contoh ketika siswa bingung ?	1	2	3	4	5
IS	Seberapa yakin Anda menerapkan strategi alternatif di kelas ?	1	2	3	4	5
IS	Seberapa yakin Anda memberikan tantangan yang sesuai untuk siswa berkemampuan ?	1	2	3	4	5
CM	Seberapa yakin Anda mengontrol perilaku mengganggu di kelas ?	1	2	3	4	5
CM	Seberapa yakin Anda untuk menjelaskan ekspektasi Anda tentang perilaku siswa ?	1	2	3	4	5

CM	Seberapa yakin Anda dalam menetapkan rutinitas agar aktivitas berjalan lancar ?	1	2	3	4	5
CM	Seberapa yakin Anda untuk membuat anak mengikuti aturan kelas ?	1	2	3	4	5
CM	Seberapa yakin Anda membangun sistem manajemen kelas dengan setiap kelompok siswa ?	1	2	3	4	5
CM	Seberapa yakin Anda menenangkan siswa yang mengganggu dan berisik ?	1	2	3	4	5
CM	Seberapa yakin Anda terhadap pertahankan sedikit siswa masalah ts dari merusak seluruh pelajaran ?	1	2	3	4	5
CM	Seberapa yakin Anda menanggapi siswa yang menantang ?	1	2	3	4	5

Appendix 2. Validity Scores

Question	r count	r table	Judgements
Q1	0.65646	0.2159	VALID
Q2	0.567622	0.2159	VALID
Q3	0.653118	0.2159	VALID
Q4	0.750244	0.2159	VALID
Q5	0.63867	0.2159	VALID
Q6	0.759314	0.2159	VALID
Q7	0.707995	0.2159	VALID
Q8	0.74191	0.2159	VALID
Q9	0.65246	0.2159	VALID
Q10	0.683152	0.2159	VALID
Q11	0.626866	0.2159	VALID

Q12	0.772928	0.2159	VALID
Q13	0.683056	0.2159	VALID
Q14	0.735064	0.2159	VALID
Q15	0.756532	0.2159	VALID
Q16	0.724858	0.2159	VALID
Q17	0.759881	0.2159	VALID
Q18	0.792551	0.2159	VALID
Q19	0.759697	0.2159	VALID
Q20	0.762834	0.2159	VALID
Q21	0.78384	0.2159	VALID
Q22	0.73802	0.2159	VALID
Q23	0.763395	0.2159	VALID
Q24	0.785542	0.2159	VALID

Appendix 3. Reliability Scores

Case Processing Summary			
		N	%
Cases	Valid	81	100.0
	Excluded ^a	0	.0
	Total	81	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.959	24

Appendix 4. Research permit



FAKULTAS
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Tanggal : 31 Mei 2021
Nomor : 1442/Dek/70/DURT/V/2021
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Psikologi & Ilmu Sosial Budaya UII

Yogyakarta.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Aqilla Tiara Sella
Nomor Induk Mahasiswa : 17322033
Program Studi : Program studi Pendidikan Bahasa Inggris
Pembimbing Skripsi : Rizki Farani S.Pd., M.Pd
Judul Skripsi :

"EFL Pre-service Teachers' Self Efficacy During Teaching Practice Experiences: A Survey Study."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dosen Pembimbing Skripsi

Rizki Farani S.Pd., M.Pd

Appendix 5. Completion of research



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SURAT KETERANGAN

1478/Dek/70/Div.Um&RT/VI/2021

Pimpinan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia menerangkan bahwa:

Nama : Aqilla Tiara Sella
No. Mahasiswa : 17322033
Program Studi : Pendidikan Bahasa Inggris

Telah melakukan penelitian pada tanggal 02 Desember sampai 02 Juni 2021 di Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia guna penyelesaian skripsi dengan judul "*EFL Pre-service Teachers' Self Efficacy During Teaching Practice Experiences: A Survey Study.*"

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 03 Juni 2021

Dekan,

Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

