

EFL PRE-SERVICE TEACHER'S CLASSROOM MANAGEMENT SELF-EFFICACY: A SURVEY STUDY

A Thesis

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



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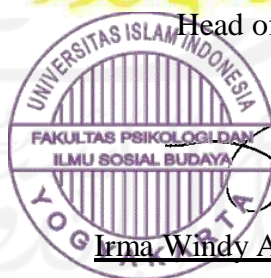


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STATEMENT OF WORK'S ORIGINALITY

This thesis was written entirely by me. I swear clearly that this thesis contains no other people's work, some copied statements, and some cited sources without quote except in the references or quotations.

Yogyakarta, 31 July 2022

The Author,

A handwritten signature in black ink is written over a yellow 10,000 Indonesian postage stamp. The stamp features a portrait of a man and the text '10000', 'METRAL', and 'PEMPEL'. Below the stamp, the number '4970001X832781177' is printed.

Singgih Prasetyo Djatmoko

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MOTTO

"If you don't go after what you want, you'll never have it. And if you don't ask, the answer is always no. Also if you don't step forward, you're always in the same place." - Nora Roberts

If you're afraid to fail, then you're probably going to fail - Kobe Bryant

After all, greatness is not for everybody. - Kobe Bryant



DEDICATION

I dedicate this thesis to anyone who supports me, helps me, and encourages me and prays for me in making this thesis. Especially my family and my lecturers. Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for being me at all times.



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EFL Pre-service teacher's classroom management self efficacy: A survey study

Abstract

Classroom management is one of many critical skills that pre-service teachers, have in reaching the educational goals of their students. Self-efficacy or confidence in conducting classroom management for pre-service teachers, therefore, is also important. This research aims to identify EFL pre-service teachers' classroom management self-efficacy. Although there has been a lot of research on classroom management, there have been limited studies conducted under the topic of classroom management self-efficacy for EFL pre-service teachers. To fill this void a survey study which is quantitative in nature. There were 97 respondents in this study from English Educational Department batch 2018 at private university in Yogyakarta, Indonesia. The data in this research were collected by questionnaire adapted from Cetin (2013) which consist of 15 items and were divided into two dimensions: 1) Classroom Management Self-Efficacy, and 2) Results Expectation. To analyze the data, the researcher used descriptive statistics analysis with SPSS and Microsoft Excel as the tools. This study find that the EFL pre-service teachers believe that they can manage the class effectively and believe that their students' success in lessons are directly relate with teachers' effective classroom management. The Classroom Management Self-efficacy aspect obtained a slightly higher score with $M=2.88$ while Result Expectation aspect got the lowest one with $M=2.82$. This finding confirms the previous study from Cetin (2013) who also found that Classroom Management Self-efficacy has a greater mean score than Result Expectation dimension.

Keywords: *classroom management, pre-service teacher's self-efficacy, CMSE*

CHAPTER I INTRODUCTION

1.1 Background to the Study

Pre-service teachers' classroom management self-efficacy is very relevant in order to gain an understanding of their preparations for the teaching profession, specifically classroom management (Sivri & Balci, 2015). This study is necessary because pre-service teachers' will have teaching practice, there is why they need well prepare. Self-efficacy in general is defined as an individual's conviction in their capacity to perform the activities required to complete certain tasks in givensettings (Bandura 1986). Classroom management is one of many critical skills and duties that instructors have inreaching the educational goals of their students (Brophy, 1988). According to Sivri and Balci (2015), teaching self-efficacy as a broad notion is insufficient; rather, task- specific self-efficacy must be taught. The specific self-efficacy here means the classroom management self-efficacy.

For the pre-service teachers, classroom management is needed when starting to teach students in the classroom so that they remain conducive and pay attention when the teacher explains lessons. Students in the English Education department who will later become teachers are trained and prepared to have organized classroom management and handle problems with discipline. Several studies have been conducted in terms of classroom management self-efficacy. The earlier study is from O'Neill and Stephenson (2011) who reviewed several instruments for measuring classroom management self efficacy for pre-service teachers. Classroom management for pre-service teachers has been aknowledge in the past. Then, four years later, Sivri (2015) investigated the pre-service teacher's classroom management self-efficacy beliefs. In one study, Aliakbari and Bozorgmanesh (2015) explain that in terms of classroom management strategies and students' performance, the case of EFL classroom teachers of all types often try to keep their classrooms free from disruption. Then, the recent research conducted by Hepburn, Beamish, and Alston-Knox (2020), indicates that many teachers use predominantly reactive practices, aimed at controlling student behavior.

Although there has been a lot of research on classroom management, to the best of the author's knowledge, there have been limited studies conducted under the topic of classroom management self-efficacy for EFL pre-service teachers such as Broophy (2006), Sivri and Balci (2015). Therefore, the present study which explores EFL pre-service teachers' self efficacy about classroom management is urgently needed.

1.2. IDENTIFICATION OF THE PROBLEM

Based on the preliminary interview with the pre-service teachers that have conducted teaching practicum, several challenges during the practicum were found. It comes with some phenomena that occurred in the classroom when the pre-service teacher was teaching the student. Classroom management problems occurred during the practicum, such as students were not active during learning and students did not understand the lesson when asked by the teacher because they did not pay attention properly and when an online class pre-service teacher had a technical problem such as an error in display of learning media, unclear sound, damaged devices, and unstable internet network. There is limited research on self-efficacy for pre-service teachers, and too much for teachers. So that the preparation for self-efficacy for pre-service teachers is very limited, especially regarding classroom management self-efficacy for pre-service teachers. Another problem is the supervisors are difficult to reach when pre-service teachers have carried out consultations regarding lesson plans. Next, it is a limited teaching time so that less is available for the management of the student's grade for more emphasis on material explanation and also the difficulty of using classroom management theories that pre-service teachers have learned when trying to use it while teaching in the classroom.

1.3. LIMITATION OF THE PROBLEM

Based on the problems identified above, the researcher focuses on identifying pre-service teacher's self-efficacy about classroom management, such as dealing with the behavior of students who are not active during learning. Additionally, this study is quantitative research with a survey study in which the data were collected by using questionnaires.

1.4. FORMULATION OF THE PROBLEM

Based on the problem of this research of this present study, the researcher wants to find out pre-service teacher self-efficacy about classroom management. Therefore, based on the identification of this research attempts to answer the following question: How is EFL pre-service teachers' classroom management self efficacy?

1.5. OBJECTIVES OF THE STUDY

This study aims to describe the EFL pre-service classroom management self efficacy.

1.6. SIGNIFICANCES OF THE STUDY

Practically, the results of this study will bring benefits for these groups of people:

1. For pre-service teachers

The results of this study can be a reflection of classroom management for pre-service teachers. The pre-service teacher can reflect on how they teach students using good classroom management and make the classroom management experience when the pre-service teacher becomes a teacher.

2. For English lecturers

Researchers hope that the results of this study can motivate teachers to provide more classroom management experience to pre-service teachers and this research can be an advantage for teachers to train and recall classroom management experiences that were taken during professional school.

3. For other researchers

This study will be valuable since the pre-service teacher or other researcher will understand how to successfully handle classroom management in order to have a good learning process.

CHAPTER II

LITERATURE REVIEW

This chapter presents an overview of related and relevant studies from this research. This chapter also contains an overview of relevant studies and a theoretical framework to make this research more understandable.

2.1. Classroom Management

Brophy (2006) defined the management of classrooms as all teacher activities aimed at creating and maintaining a learning environment. In respect to his own classroom management knowledge, Brophy's similar characteristics and terminology may be helpful.

According to Mitchell et al. (2017), eight classroom management practices summarized as follow: (a) physical layout; (b) expectations; (c) routines; (d) particular praises for the behaviour; (e) active oversight; (f) responses opportunities; (g) behavior reminders; and (h) consistent response. Physical layout relates to how the classroom is organized to make it ideally suitable for learning, while expectations and routines include school regulations and procedures. Competency-specific praise is the technique of providing pupils with positive descriptive feedback when showing required behavior, while active surveillance characterizes the teachers' movements and their knowledge of what happens in schools.

Every component is an important component of the complete course management process, although teachers will highlight different models by numerous aspects, such as their philosophical convictions, educational environments, and personalities of their pupils.

2.2. Pre-service Teacher's Classroom Management Self-efficacy

Self-efficacy is defined as an individual's conviction in their capacity to perform the activities required to complete certain tasks in given settings Bandura (1986). The relevance of self-efficacy in pre-service teacher education has also been recognized, and low self-efficacy for classroom management has been related to a high rate of attrition among early career teachers (Simonsen et al. 2014). The idea of self-efficacy is defined as beliefs and judgements in one's ability to plan and execute the courses of action necessary to achieve certain goals, and it is regarded to be a contributing component in human functioning (Zimmerman, 1995; Bandura, 1997). According to Bandura, one's ideas of self-efficacy have an impact on the development of their actions (1997). The idea of self-efficacy, which reflects one's own beliefs in one's capacity to do anticipated behaviors in a given setting, impacts one's behavior choices when executing a task (Pajares, 1996). Furthermore, in relation to self-efficacy, how someone sees his or herself is affected by some factors, such as: 1) mastery experiences, which shows the direct markers of capabilities, and (2) vicarious experiences, when seeing other people do the same thing, (3) verbal persuasion in which others can influence individuals to believe in their own skills, and (4) physiological arousal signaling one's sensitivity to dysfunction (Bandura, 1997).

Classroom management self-efficacy is a significant aspect of instructors' overall self-efficacy. Historically, research has mainly depended on evaluating teacher confidence in general, with little regard for the fact that self-efficacy varies for distinct abilities and sub-areas of teaching. Martin et al. (1999) demonstrated the importance of self-efficacy in classroom management by explaining that teachers' reactions to misbehaved students are influenced by teachers beliefs about their competences in dealing with misbehaviors and the causes of disruptive student behaviors. Their findings also revealed that instructors who were less confident in their classroom management abilities tended to utilize ineffective management approaches and frequently send kids to other school staff. In this context, self-efficacy in classroom management could be described as instructors' belief in their competence to plan and carry out the tasks required to keep the classroom running smoothly (Brouwers & Tomics, 2000).

2.3. Classroom Management Self-efficacy

One of the most widely-used techniques to measure pre-service teacher's classroom management self efficacy is by using questionnaires. Cetin (2013) has employed Classroom Management Self Efficacy (CMSE) questionnaires to investigate self-efficacy of pre-service teacher classroom management. This questionnaire has 15 items that examine the clearer understanding of constructs having important implications for the classroom. Furthermore, the Classroom Management Self Efficacy appears to be a timely and useful tool for research on this important topic.

The present study employs Cetin (2013) CMSE since the main focus is on investigating classroom management self efficacy. whereas those from Slater and Main (2020) was intended to investigate the validation of a pre-service teacher self efficacy scale.

2.4. Review of Relevant Studies

As a study that has been used previously, the relevant study consists of several articles that discuss this research, such as Cetin (2013) who conducted a study about classroom management self-efficacy. This research was conducted at one university in Turki.

Slater and Main (2020) conducted a study on "A measure of classroom management: validation of a pre-service teacher self-efficacy scale at the University in Australia. This research was attended by 138 students

According to Sivri and Balci (2015), pre-service teachers' classroom management self efficacy beliefs were assessed at Turki University. During the 2014-2015 academic year, 531 senior (fourth grade) pre-service teachers studied in the Department of Primary Education at the University of Turki. As previously said, the purpose of this research is to build and maintain suitable conditions for learning by creating necessary arrangements of physical and other resources (işman, 1999). Similarly, self-efficacy in classroom management is defined as a teacher's confidence in his or her ability to organize students around instructional goals, maintain classroom order, and retain students' engagement and attention (Emmer & Hickman, 1991).

There are several studies on pre-service teacher's classroom management self efficacy such as Cetin (2013) research on Novice Teacher' management self efficacy beliefs. Finally, and perhaps most importantly, what is the nature of the relationship between the pre-service teacher approach to classroom control and student success, stress, achievement, or persistence in school. There is little doubt that pre-service teachers face a wide range of experiences in the classroom. Their self efficacy about this experience, and the way they approach it, work together to create a unique and individual style of classroom management. A clearer understanding of constructs has important implications for the classroom.



2.5. Theoretical Framework

The purpose of this study was to determine the pre-service teacher's classroom management self efficacy. The extent to which pre-service teachers are consistent with themselves regarding their approach to self efficacy. This research refers to the theory self-efficacy in classroom management could be described as instructors' belief in their competence to plan and carry out the tasks required to keep the classroom running smoothly by (Brouwers & Tomics, 2000).

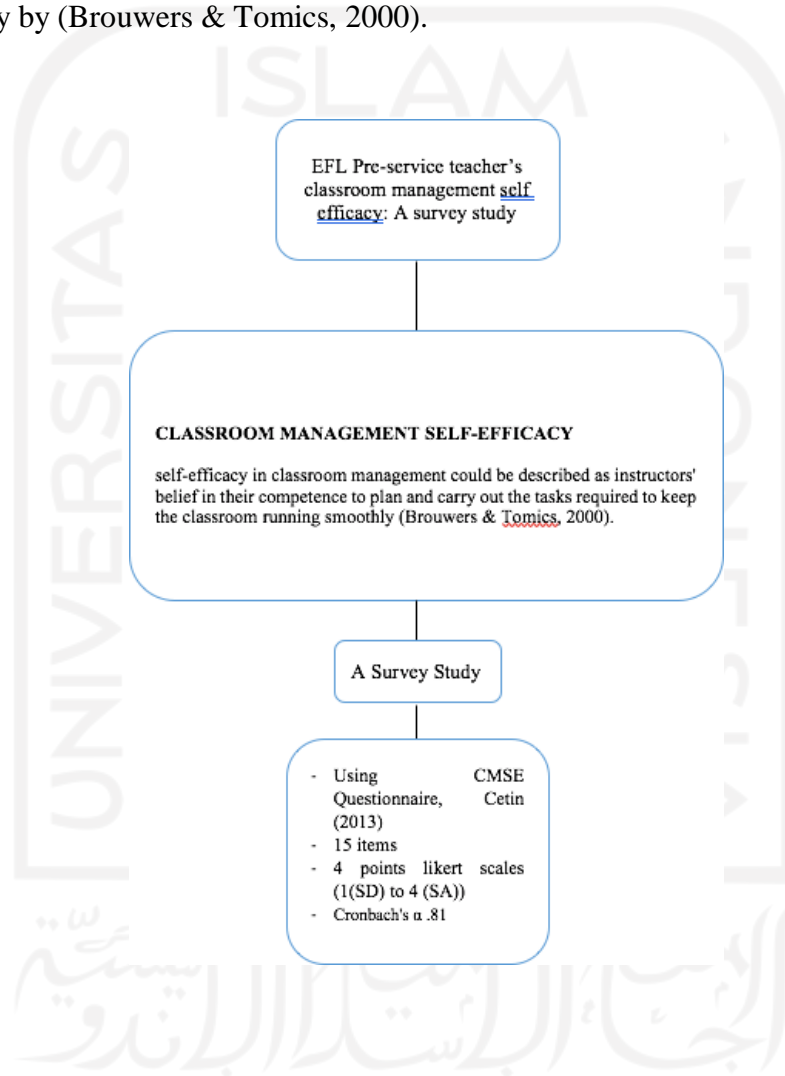


Figure 2. 1 Theoretical framework of Classroom Management Self-Efficacy (CMSE)

CHAPTER III

RESEARCH METHODOLOGY

This section examines the exploration strategy that contains research design, data preparation, research participant, data collecting technique, and data analysis.

3.1. RESEARCH DESIGN

This study aims to determine the classroom management self-efficacy among EFL pre-service English teachers at a private university in Indonesia. This present study employs quantitative research methods. A quantitative method is one in which the investigatory mainly uses constructivist research design (i.e., relativity thinking, reduction to specific variables and theories and questionnaires, use of measurement and observation, and the test of theories), employs investigation methods such as surveys and experiments, and collects data on predetermined instruments that produce quantitative method: postpositive information statements, an experimental technique of inquiry, and pre- and post-test measurements of attitudes (Cresswell, 2014).

Survey research designs are a collection of research techniques in which researchers investigate a sample or the full population of individuals in order to characterize the population's attitudes, views, beliefs, perceptions, behaviors, or attributes .

3.2. POPULATION AND SAMPLE

The population covers English Language Education students or pre-service English teachers at a private university in Yogyakarta, Indonesia who have attended reflective peer microteaching classes and the Field Experience Practice Program (PPL/*Praktik Pengalaman Lapangan*). The population is 128 students. This study used convenience sampling which belongs to non-probability sampling and Slovin's Formula to calculate the total sample from the population. The Slovin's formula is shown below.

$$n = \frac{N}{1+Ne^2}$$

Explanation :

n = Number of Sample

N = Population

e = Error rate (5% = 0,05)

The researcher utilized Slovin's method with a 5% error rate to calculate the number of samples to be used. The estimated amount for this study is 128, and the estimates results from the aforementioned computation are as follows:

$$n = \frac{128}{1+(128)(0,05^2)}$$

$$n = \frac{128}{1,32}$$

$$n = 96,969 \text{ or } 97 \text{ students}$$

The numbers of samples in this study were 97 participants.

3.3. DATA COLLECTION TECHNIQUE

The data for this study were collected by questionnaires. In this study, the researcher utilized a questionnaire for Classroom Management Self-efficacy. The questionnaire was based on Cetin (2013). Participation in this research study is entirely voluntary, and the instrument was delivered via an online Google Form questionnaire.

SPSS (Statistical Package for the Social Sciences) and Microsoft Excel were used by researchers in this study to handle and evaluate research data. The analysis took the form of descriptive statistics, such as calculating the mean score, standard deviation, and frequency distributions.

The data were collected from an online questionnaire using Google form. This online questionnaire is proven to improve efficiency, and more responses and shorter data collecting times (Mertler, 2002). To collect the data from the respondents, the researcher employed the Classroom Management Self Efficacy (CMSE) questionnaire from Cetin (2013). The fit statistics indicate that the items measure a single construct, confirming the construct validity of the measure in conjunction with the face and content validity established during the development process. Furthermore, from the

results reported by Cetin (2013), the reliability for the items shows Cronbach's alpha .81 denoting measurement reliability and correctness. This questionnaire used Likert scale to gather the responses from the participants ranging from 1 as strongly disagree (SD) to 4 as strongly agree (SA).

The instrument consists of two constructs, i.e. classroom management self-efficacy and result expectation, and 15 items.

Table 3. 1 Blueprint of Classroom Management Self Efficacy Items

No	Constructs	Number of items	Item number	Source
1	Classroom Management Self Efficacy	8	1,2,3,4,5,6,7,8	Cetin (2013)
2	Result expectation	7	9,10,11,12,13,14,15	Cetin (2013)

3.4. DATA ANALYSIS TECHNIQUE

The 15-item questionnaire developed by Cetin (2013) was used in this study. Meanwhile, SPSS (Statistical Package for the Social Sciences) has been used to analyze EFL Pre-service teacher's classroom management self efficacy data. The analyses include descriptive statistics to find the frequency, mean score, and percentage, including the reliability score.

Validity and Reliability of the Instrument

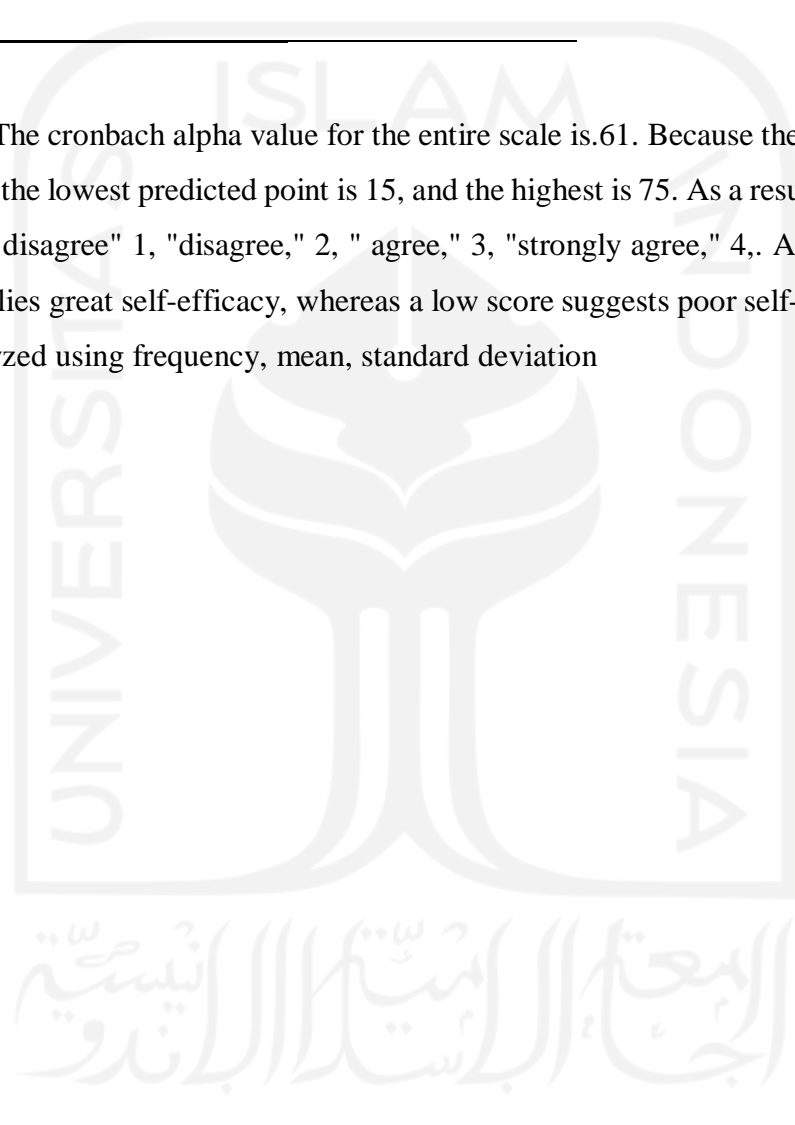
The researcher conducted the content validity through the expert judgement. Before attempting to adjust the questionnaire to the present study requirements, the researcher conducted a content validity process using expert judgement with supervisors. Furthermore, for the reliability test, the researcher employed the statistical

measurement by using Cronbach's Alpha. The result of this calculation shows that Cronbach's Alpha is .610 which means acceptable value by Taber (2017).

Table 3. 2 The result of reliability test

Cronbach's Alpha	N of Items
.610	15

The cronbach alpha value for the entire scale is.61. Because there are 15 items on the scale, the lowest predicted point is 15, and the highest is 75. As a result, the scale reads: "strongly disagree" 1, "disagree," 2, "agree," 3, "strongly agree," 4,. A high score on the scale implies great self-efficacy, whereas a low score suggests poor self-efficacy. The data was analyzed using frequency, mean, standard deviation



CHAPTER IV

FINDINGS AND DISCUSSIONS

This section includes the study's findings, which include research findings, demographic information from respondents, and discussion, all of which were supposed to alleviate the study's concerns. The researchers attempted to report the outcomes of this study by evaluating questionnaire data filled out by students at a private university in Yogyakarta's English Education Department. It also details the item-by-item descriptive analysis, which would have been represented by charts and figures.

4.1. FINDINGS

Based on the survey completed at the English Education Department of a private university in Yogyakarta, the following table depicts the demographics of study participants. The participants' data will be shown below.

4.1.1 The Result of Respondent Demographic Information

The data have been collected from 97 students that agreed and voluntarily joined this study. The participants were divided into two groups of genders and asked them to fill out and submit questionnaires. The questionnaire consists of 15 questions that assessed classroom management self efficacy and result expectations. Descriptive statistics show that 75,5% or 74 participants were dominated by females. Then, 24,5% or 24 responses were male students.

Table 4.1.1 The percentage of gender and frequency response

Gender	Frequency	Percentage	Classroom Management Experiences
Male	24	24,5%	100%
Female	74	75,5%	100%

4.1.2 Overall Classroom Management Self-Efficacy

The graph below shows that the results of the participants have a slight difference between management self-efficacy and result expectations. There is a very small difference between class management self-efficacy ($M=2.88$) and expected outcomes ($M=2.82$). However, though the difference is very small, the first dimension, i.e. classroom management self-efficacy is still the highest one.

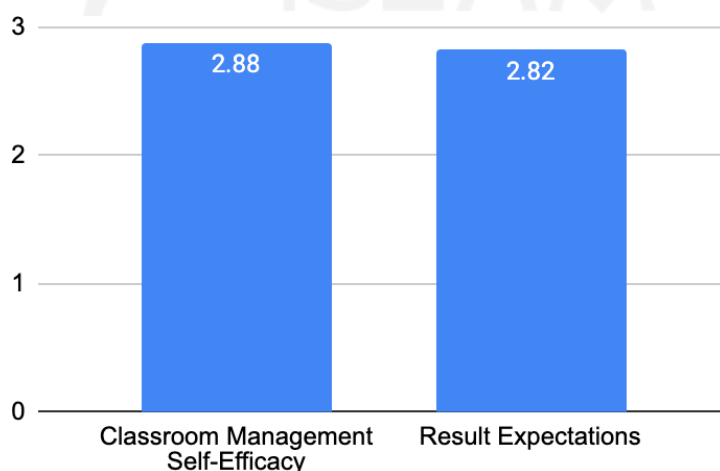


Figure 4.1. Overall Classroom Management Self-Efficacy

4.1.3. Classroom Management Self-Efficacy

The first construct is classroom management self-efficacy. It is about how to handle classroom management effectively and express the idea of classroom management which consists of 8 items. The following table shows the results of classroom management self-efficacy among the EFL pre-service teachers.

Table 4. 2 Classroom Management Self-Efficacy

No	Statements	N	Mean	Std. Deviation
1.	I know what I should do in an effective classroom management	98	3.37	.581

3.	I can easily handle negative things (e.g. inappropriate behaviour from the students) in the classroom	98	3.00	.626
8.	I can contribute logically in solving my friends' problems on classroom management.	98	2.98	.703
5.	If there is an opportunity, I would like to teach continuously even after the teaching practicum.	98	2.96	.798
7.	I can express my ideas on classroom management in every place.	98	2.88	.828
6.	I am very anxious about being confronted with the students in the classroom.	98	2.78	.925
2.	I have no idea on what I will do for the unwanted situations that can occur in the classroom.	98	2.53	.840

Table 4.2 on classroom management self-efficacy shows that participants chose they know what they should do for effective management class ($M=3.37$ and $SD=.581$) and the respondents know how to handle negative things in the classroom ($M=3.00$ and $SD=.626$). Then, the lowest score was anxious about being confronted with the students ($M=2.78$ and $SD=.925$) and the respondent had no idea on what they will do for the unwanted situations ($M=2.53$ and $SD=.840$). These two statements got the lowest scores since the respondents mostly chose to disagree with the statements. Therefore, it can be concluded that they disagree that they were anxious, and they disagree that they did not have any idea on what to do for the unwanted situations.

4.1.4. Result Expectations

The second construct is result expectation. It is about students lessons succes in classroom management and between students and teachers, It has 7 items. The following table shows the results of Results Expectation among the EFL pre-service teachers.

Table 4. 3 Result Expectations

No	Statements	N	Mean	Std.Deviation
2.	Students' success in lessons are directly related with teachers' effective classroom management.	98	3.42	.640
7.	Later when I become a teacher or a lecturer, I believe that I acquire much effective experiences on classroom management.	98	3.28	.685
6.	I wonder how much I have necessary skills in classroom management.	98	3.15	.632
4.	The less complaints about class, the less unsuccessfulness of teacher is in classroom management.	98	2.76	.897
5.	I definitely think that I don't have any problems in classroom management while teaching.	98	2.41	.883
3.	I don't like being assessed on how I manage the class.	98	2.38	.868
1.	No matter how much I force myself to do, I don't think I can manage the class effectively.	98	2.37	.924

The result expectations section shows that student's success in lessons are directly related with teacher's effective classroom management ($M=3.41$ and $SD=.640$) and they believe that they acquire much effective experiences on classroom management ($M=3.28$ and $SD=.685$). The lowest part of the result of expectations is they do not like being assessed on how to manage the class ($M=2.38$ and $SD=.868$) and they do not think they can manage the class effectively how much they force themselves ($M=2.37$ and $SD=.924$). These two statements got the lowest mean scores as the majority of the respondents chose to disagree with these statements. This means that the respondents agree to be assessed on how they manage the classroom, and they believe that they could manage class effectively.

4.2. DISCUSSIONS

4.2.1. Overall result of classroom management self-efficacy

According to the statistics, the difference between the two dimensions in the questionnaire is quite low, yet the Classroom Management Self-efficacy aspect obtained a slightly higher score with $M=2.88$ while Result Expectation aspect got the lowest one with $M=2.82$. This finding confirms the previous study from Cetin (2013) who also found that Classroom Management Self-efficacy has a greater mean score than Result Expectation dimension. Based on the demographic data, all the participants have got classroom management subject and they have accomplished teaching internship at school for real practicum.

4.2.2. Classroom Management Self-Efficacy

Based on the findings, the highest result of the classroom management self-efficacy dimension statement is “I know what I should do in an effective classroom management”. This means the participants know what they do in an effective way when they are teaching in the classroom. This finding confirms the previous study from Tok and Tok (2016) who describe that the highest mean score gained from the participants was from the statement that they know what they should do in an effective classroom management. Then, the lowest score is “I have no idea on what I will do for the unwanted situations that can occur in the classroom”, for this statement, most of the respondents chose to disagree. Therefore, we can conclude that the participants know what to do when there is an unwanted situation in their class. This finding is also in line with Tok and Tok (2016) who found that the same statement got the second lowest mean score from their study. From these findings, the participants in this study have a high level of classroom management self-efficacy. The most possible reasons for this might be because most of the respondents have enough experience in teaching.

4.2.3. Result Expectation

The statement from the Result Expectation dimension which got the highest mean score was “Students' success in lessons are directly related with teachers' effective classroom management”. This finding confirms the studies from Griffith (2002) and Wong and Watkins (1998) stating that pupils do better academically in a well-managed classroom setting. This might be related to their own experience. The participants have experience in a field teaching program, attended a microteaching class and language classroom management course then they have enough experience to make effective classroom management.

The lowest mean score from this dimension is “No matter how much I force myself to do, I don't think I can manage the class effectively”. This statement got the lowest score since mostly the participants chose ‘2’ or ‘disagree’ to this statement. Then it can be concluded that these participants believed that they could manage the class effectively. Interestingly, this finding has different results from Tok and Tok (2016) stating that the lowest mean score for Result expectation dimension is ‘I wonder how much I have necessary skills on classroom management’. This could happen due to participants in this present study having enough experiences about classroom management considering several courses requiring them to practice managing classrooms and the teaching practicum itself.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the research summary based on the findings and discussion. Furthermore, there is a recommendation for additional study, particularly on teaching practices for young EFL learners.

5.1. Conclusion

The participants already know what they should do in unpredictable classroom situations, and they were not anxious when dealing with difficult students. Most of the participants in this study have already passed Reflective Peer Microteaching courses and have conducted field teaching experience in semester 6. Previously, in semester 4, these pre-service teachers also passed the Language Classroom Management course in which they practiced how to manage the classroom with their peers pretending to be their students.

5.2. Suggestions

By considering the finding and the discussion of this research, it reveals some suggestions for the English teacher's, pre-service teachers and further researchers. First for the pre-service teachers, the student in class has different strengths, talents, and creative ability. As a result, prospective instructors must know what students require based on their differences, as well as be able to give new methods of teaching, more inventive strategies, which may increase their talents and contribute to their ideas about relevant teaching. As a result, pre-service teachers should employ suitable teaching practices to assist their students in

becoming successful language learners.



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APPENDICES

Appendix 1. 1 CMSE Questionnaire

Assalamu'alaikum wr wb.

Hi, I'm Singgih Prasetyo Djatmoko, a student of English Educational Program Batch 2017 at the Universitas Islam Indonesia. I am doing Research on "*EFL Pre-service teacher's classroom management self efficacy: A survey study*". Therefore, I do need your help to complete this questionnaire as one of the tools used in this research. There are no right or wrong answers. Just make sure your answers best represent.

The criteria that i need :

- English Educational Students UII Batch 2018
- Have attended a microteaching class
- Have followed the field teaching practice program

If you are the criteria please help me to fill out this questionnaire, Please note that any information from this questionnaire will remain confidential. Thank you for your participation.

Wassalamu'alaikum wr wb

If you any questions or problems please let me know and you can hit me up on:

Whatsapp : 081391511420

Email : 17322099@students.uii.ac.id

singgihp@yahoo.com

Regards,

Singgih Prasetyo

Part A

Name :

Gender :

Age :

Part B

SD= Strongly Disagree

D= Disagree

A=Agree

SA=Strongly Agree

No	Statement	SD	D	A	SA
1.	I know what I should do in an effective classroom management.				
2.	I have no idea on what I will do for the unwanted situations that can occur in the classroom.				
3.	I can easily handle negative things (e.g. inappropriate behaviour from the students) in the classroom.				
4.	I wish there are two teachers in every lesson, so that it is easier for me to manage the class.				
5.	If there is an opportunity, I would like to teach continuously even after the teaching practicum.				

6.	I am very anxious about being confronted with the students in the classroom.				
7.	I can express my ideas on classroom management in every place.				
8.	I can contribute logically in solving my friends' problems on classroom management.				
9.	No matter how much I force myself to do, I don't think I can manage the class effectively.				
10.	Students' success in lessons are directly related with teachers' effective classroom management.				
11.	I don't like being assessed on how I manage the class.				
12.	The less complaints about class, the less unsuccessfulness of teacher on classroom management.				
13.	I definitely think that I don't have any problems in classroom management while teaching.				
14.	I wonder how much I have necessary skills on classroom management.				
15.	Later when I become a teacher or a lecturer, I believe that I acquire much effective experiences on classroom management.				



