

## Abstract

Self-efficacy is individuals' behavior toward their competencies, especially skills and performance to obtain certain outcomes. Level of self-efficacy is an important characteristic of teachers and it is strongly related to success in teaching. Pre-service teachers who have good self-efficacy believe in their capabilities as educators. This study aims at knowing the self-efficacy level of pre-service teachers in joining teaching practicum. Teaching practicum is a required program for pre-service teachers to apply their knowledge in the real environment. This study used survey design under quantitative research. The sampling technique in this study was cluster random sampling. The data of this study were gathered from pre-service teachers at the English Education Department of Universitas Muhammadiyah Yogyakarta joining teaching practicum in the school. The total sample of this study was 152 pre-service teachers from batch 2014 and 2015. This study used questionnaires as the instrument. The data, then, were analyzed using descriptive statistic in SPSS 17.0. The findings of this research showed that the total of mean value was 3.08. It means that students' level of self-efficacy was in high category of self-efficacy level. There were four categories in questionnaire. Using knowledge and skill in teaching categories (mean = 3.16) and Challenges categories (mean= 3.27) belonged to high level of self-efficacy, and classroom management categories (mean=2.93) and psychological factors categories (mean= 2.97) belonged to average level of self-efficacy. The pre-service teachers believed in their capabilities so they could use professional knowledge and skills well during teaching in the classroom and pre-service teachers support the students both instructionally and emotionally in the classroom.

*Keywords:* Self-efficacy, teaching practicum.