Chapter One

Introduction

In this chapter, the researcher explains background of the study, identification of the problem, limitation of the problem, research question, purpose of the study, significance of the study, and the outline of the study.

Background of the Study

Self-efficacy has an important role in achieving goals since it influences not only people's behaviors but also "people's thoughts and feelings" (Dinter, Dochy, & Segers, 2011, p. 96). In brief, self-efficacy affects people's belief in their capabilities to accomplish certain tasks. "Self-efficacy is defined as people's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives." (Bandura, 1994, p. 2). Young and Kline (1996) also stated that "self-efficacy is a belief that one 'has what it takes' to successfully perform a behavior in a situation – specific context" (p. 2). Therefore, self-efficacy is an individual's belief about ability to succeed the performance in a certain situation which can influence their lives.

Self-efficacy touches people's life about how many efforts they spend for certain tasks, how people build motivation for themselves, and how people control their stress and depression. Besides, self-efficacy exists and has roles in many life aspects such as a musical performance examination (McCormick & Mcpherson, 2003), divergent effects of job control (Schaubroeck & Merritt, 1997), academic motivation (Schunk, 1991), and an educational context (Gavora, 2010; Dinter, Dochy, & Segers, 2009; Pajares, 1996).

Self-efficacy has a role in an educational context, especially in the classroom context. Clayton (2011) noted that self-efficacy affects new teachers' management and knowledge in the classroom. The teachers' self-efficacy also influences their motivation in teaching. Teachers' self-efficacy is important to raise teachers' motivation and to create effectiveness in the classroom (Gurvitch & Metzler, 2009; Pendergast, Garvish & Keogh, 2011). Teachers with a high level of self-efficacy are more persistent in teaching, and endeavor to help students to achieve their goal. On the contrary, teachers with a low level of self-efficacy make fewer attempts to meet students' needs to achieve their goal (Pendergast, Garvish & Keogh, 2011). Level of self-efficacy can be increased with the pre-service teachers got the experience in the school environment during teaching practicum.

English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) provides a six-semester internship program or teaching practicum for the students as pre-service teachers. The internship program begins from the first to sixth semester and is conducted at elementary school, junior high school, and senior high school. There are two rounds of the internship program of the EED of UMY. Firstly, the students do observation in a school in odd semester (1, 3, and 5). They learn how to make lesson plans before teaching in the classroom, and then they observe the students in the classroom. Secondly, they teach at a school in even semester (2, 4 and 6). One of the purposes of the internship program is to enable the students as pre-service teachers to connect between theories and practices so that they can develop their capability in teaching. The teaching practice will broaden students' horizons of the real teaching in the classroom and school environment so that they will be well-

prepared as pre-service teachers. Indeed, when pre-service teachers make a link between theories and practice, they are also expected to form their identity through the program (Malin, 2010).

Teaching practicum experience is one of the important elements of Pre-service Teacher Education Programs (PTEP), and it also provides students as pre-service teachers an opportunity to put their knowledge into practice (Cheng, 2012; Hamaidi, Al-shara, Arouri, & Awward, 2014). In brief, in teaching practicum, pre-service teachers developed their personal identity as teachers and their mentality especially in how they faced problems in the school environment. Besides, teaching practicum has role in increasing pre-service teachers' self-efficacy. According to Bandura (1977), there are four major sources of self-efficacy, namely personal accomplishment, vicarious experience, verbal persuasion and physiological. The personal accomplishment is related to mastery experience of being successful in doing something. In this case, pre-service teachers got the experience about teaching in the real situation and their experience can increase their level of self-efficacy. Also, pre-service teachers can learn from their experiences and bring them in the future.

Based on the researcher's experience, there are some problems of self-efficacy of pre-service teachers of the EED of UMY in the teaching practicum. During making lesson plans, some pre-service teachers were not quite confident with their capabilities, while some pre-service teachers could not manage their students in the teaching practice. Besides, levels of self-efficacy influence each individual's success in the teaching practicum. The higher the level of self-efficacy of pre-service teachers is, the more successful their teaching practice will

be. Therefore, pre-service teachers need to be aware that having good self-efficacy is important to make their teaching successful. Based on the mentioned explanation, the researcher is interested to find out the pre-service teachers' level of self-efficacy at the EED of UMY when they performed the teaching practicum.

Identification of Problem

Some problems dealing with pre-service teachers' self efficacy were found in teaching practicum. In general, some pre-service teachers were in doubt about their capabilities and anxious when they would teach in the classroom. In the classroom, some of them could not handle their students in the classroom. Some pre-service teachers did not frequently use new teaching methods when they taught in the classroom. These problems showed that most pre-service teachers have problems dealing with self-efficacy level in joining teaching practicum. Therefore, the researcher is interested in investigating self-efficacy levels of pre-service teachers of the EED of UMY in undertaking the teaching practice program.

Limitation of the Problem

Based on the identification of the problems, this study has several limitations of the problem to gain the detailed findings. Firstly, the researcher only focuses on measuring self-efficacy levels of the pre-service teachers at the EED of UMY. Secondly, the samples of this study are pre-service teachers of the EED of UMY doing the teaching practice program at schools.

Research Question

This study has a research question: "What is the self-efficacy level of pre-service teachers in joining teaching practicum at English Education Department of Universitas Muhammadiyah Yogyakarta?"

Purpose of Study

This research aims at finding out the self-efficacy level of pre-service teachers at English Education Department of Universitas Muhammadiyah Yogyakarta.

Significance of the Study

This research is expected to give advantages for pre-service teachers, teachers, the institution, and the researcher.

Pre-service teachers. The research findings will show the pre-service teachers' self-efficacy level in performing the teaching practicum so that they can measure and improve their self-efficacy level in the next teaching practice. Besides, this research will raise pre-service teachers' awareness of the importance of self-efficacy level to succeed in classroom teaching.

Teachers. The research results will be valuable for teachers to guide the pre-service teachers better during the teaching practicum at schools. Indeed, the teachers have roles in developing pre-services' teaching skills and in influencing pre-service teachers' self-efficacy.

The institution. The research findings are expected to become an evaluation for the EED of UMY as the institution providing the teaching practicum. The institution may increase the quality of the teaching practice program focusing on pre-service teachers' self-efficacy level in teaching.

The researcher. The research results will enable the researcher to understand that self-efficacy has an important role especially in teaching. The self-efficacy is one of the aspects to accomplish certain tasks. For instance, the researcher could modify the materials well and he could use new teaching method in the future. Moreover, the research findings will enrich the researcher's knowledge of self-efficacy level affecting task results.