Chapter Four

Findings and Discussion

In this chapter, the researcher shows the findings and discussion of the research. The findings present the data gathered from the respondents, while in the discussion the researcher tries to discuss the data obtained and to relate to theories.

Findings

The research question of this study is "What is the self-efficacy level of pre-service teachers in joining teaching practicum at English Education Department of Universitas Muhammadiyah Yogyakarta?" There were 20 statements representing the level of self-efficacy in joining teaching practicum. The respondents' responses are presented in the table below. There were four categories in self-efficacy level. They are classroom management, knowledge and skill in teaching, psychological factors, and challenges.

Classroom Management. There were two items in this category. They were item five and six. The findings were presented in the table below.

Table 7			
Statement 5			
I can use my teaching knowledge well in the classroom.			
Valid		Frequency	Percent
	Strongly Disagree	1	.7
	Disagree	17	11.2
	Agree	108	71.1

	Strongly Agree	26	17.1
	Total	152	100.0

The table above told that 26 respondents strongly agreed (17.1%) 108 respondents agreed (71.1%), 17 respondents (11.2%) disagreed, a respondent strongly disagreed (0.7%). It means that the most respondents can use their knowledge well in classroom.

Table 8			
Statement 6			
I can manage my classroom well.			
Valid		Frequency	Percent
	Strongly Disagree	2	1.3
	Disagree	39	25.7
	Agree	97	63.8
	Strongly Agree	14	9.2
	Total	152	100.0

The table showed that 97 respondents (63.8%) agreed, and 14 respondents (9.2%) strongly agreed with the statement. Besides, two respondents (1.3%) strongly disagreed, 39 respondents (25.7%) disagreed.

The mean of the category of self efficacy about classroom management which was taken from the two items was 2.93 as seen in a table in Appendix 3. This mean indicated that the self-efficacy level in terms of classroom management

was in average level. It shows that most of the respondents could manage their classroom well.

Using Knowledge and Skill in Teaching. There were seven items in this category. They were item 2, 3, 4, 7, 14, 16, and 17. The findings were represented in the table below.

Table 9			
Statement 2			
I believe in my capability in teaching.			
Valid		Frequency	Percent
	Strongly Disagree	1	.7
	Disagree	14	9.2
	Agree	111	73.0
	Strongly Agree	26	17.1
	Total	152	100.0

The finding revealed that 111 respondents (73.0%) agreed, and 26 respondents (17.1%) strongly agreed, 14 respondents (9.2%) disagreed and the respondents strongly disagreed (0.7%). The data showed that most of the respondents believed in their ability in teaching.

Table 10			
Statement 3			
My English knowledge influences my success in teaching.			
Valid		Frequency	Percent
	Strongly Disagree	1	.7
	Disagree	8	5.3
	Agree	63	41.4
	Strongly Agree	80	52.6
	Total	152	100.0

The finding showed that 80 respondents (52.6%) strongly agreed, 63 respondents (41.4%) agreed in the statement *"I can use my teaching knowledge well in the classroom"*. Besides 8 respondents (5.3%) disagreed and a respondent (0.7%) strongly disagreed. It shows that English knowledge influences their success in teaching.

Table 11			
Statement 4			
My capability influences my success in teaching.			
Valid		Frequency	Percent
	Strongly Disagree	1	.7
	Disagree	6	3.9
	Agree	63	41.4

		Frequency	Percent
	Strongly Agree	82	53.9
	Total	152	100.0

The table showed that 63 respondents (41.4%) agreed, and 82 respondents (53.9%) strongly agreed in the statement *"My capability influences my success in teaching"*, six respondents (3.9%) disagreed, a respondent (0.7%) strongly disagreed. As a result, the most respondents believe that their capabilities influence success in teaching.

Table 12

Statement 7

I frequently use new teaching methods in teaching at the classroom.

Valid		Frequency	Percent
	Strongly Disagree	1	.7
	Disagree	48	31.6
	Agree	82	53.9
	Strongly Agree	21	13.8
	Total	152	100.0

The finding of the statement *"I frequently use new teaching methods in teaching at the classroom"* 82 respondents (53.9%) agreed and 21 respondents (13.8%) strongly agreed with this statement. Then, showed that only a respondent (0.7%) strongly disagreed and 48 respondents (31.6%) disagreed. Then, most of the respondents frequently used new teaching methods in teaching at the classroom.

Table 13			
Statement 14			
I always try to help students to reach their potentials.			
Valid		Frequency	Percent
	Strongly Disagree	3	2.0
	Disagree	7	4.6
	Agree	104	68.4
	Strongly Agree	38	25.0
	Total	152	100.0

In the statement *"I always try to help students to reach their potentials"*

104 respondents (68.4 %) agreed and 38 respondents (25%) strongly agreed.

Then, three respondents (2%) strongly disagreed and seven respondents (4.6%)

disagreed. It means that they always tried to help students to reach their potentials.

Table 14			
Statement 16			
I always try to face obstacles in teaching in the classroom.			
Valid		Frequency	Percent
	Disagree	14	9.2
	Agree	101	66.4
	Strongly Agree	37	24.3
	Total	152	100.0

In the statement *"I always try to face obstacles in teaching in the classroom"*, 101 respondents (66.4%) agreed, and 37 respondents (24.3%) strongly agreed, 14 respondents (9.2%) disagreed. It means that most respondents always tried to face obstacles in teaching in the classroom.

Table 15

Statement 17

I can increase my students' motivation through my teaching capabilities.

		Frequency	Percent
	Disagree	26	17.1
	Agree	101	66.4
	Strongly Agree	25	16.4
	Total	152	100.0

In the statement number 17 *"I can increase my students' motivation through my teaching capabilities"*, the data showed that 101 respondents (66.4%) agreed, 25 respondents (16.4%) strongly agree, 26 respondents (17.1%) disagreed. This finding showed that most of the respondents could increase students' motivation through their teaching capabilities.

The mean of the category of self efficacy about using knowledge and skill in teaching which was taken from the seven items was 3.16 as seen in a table in Appendix 3. This mean indicated that the self-efficacy level in terms of using knowledge and skill in teaching was in high level.

Psychological Factors. In this category, there were eight items that indicate level of self-efficacy in psychological factors. They were item 8, 9, 10, 11, 12, 13, 15 and 18. The findings were presented in the table below.

Table 16			
Statement 8			
I rarely criticize my students' weaknesses.			
Valid		Frequency	Percent
	Strongly Disagree	3	2.0
	Disagree	54	35.5
	Agree	76	50.0
	Strongly Agree	19	12.5
	Total	152	100.0

The data showed that 76 respondents (50%) agreed, 19 respondents (12.5%) strongly agreed, three respondents (2%) strongly disagreed, and 54 respondents (35.5%) disagreed. As a result, there were some students that criticize their students' weaknesses.

Table 17			
Statement 9			
I always support my students in learning process in the classroom.			
Valid		Frequency	Percent
	Disagree	4	2.6

	Agree	94	61.8
	Strongly Agree	54	35.5
	Total	152	100.0

The finding of the statement *"I always support my students in learning process in the classroom"* showed that 94 respondents (61.7%) agreed and 54 respondents (35.5%) strongly agreed. Besides, there were four respondents (2.6%) disagreed. It shows that they always support their students in the classroom learning.

Table 18

Statement 10

I also give psychological support to my students.

Valid		Frequency	Percent
	Disagree	14	9.2
	Agree	85	55.9
	Strongly Agree	53	34.9
	Total	152	100.0

The table showed that 85 respondents (55.9%) agreed, 53 respondents (34.9%) strongly agreed that they motivated their students, and 14 respondents (9.2%) disagreed. It means that most of the respondents gave psychological support to their students.

Table 19

Statement 11			
I feel enthusiastic about teaching in the classroom.			
Valid		Frequency	Percent
	Strongly Disagree	2	1.3
	Disagree	30	19.7
	Agree	89	58.6
	Strongly Agree	31	20.4
	Total	152	100.0

In the statement number 11 *"I feel enthusiastic about teaching in the classroom"* 89 respondents (58.6%) agreed, 31 respondents (20.4%) strongly agreed. On the other hand, two respondents (1.3%) strongly disagreed, 30 respondents (19.7%) disagreed. It could be seen that most of the respondents enthusiastic about teaching in classroom.

Table 20			
Statement 12			
I provide more time for my students who have problems in learning.			
Valid		Frequency	Percent
	Strongly Disagree	2	1.3
	Disagree	40	26.3
	Agree	87	57.2
	Strongly Agree	23	15.1

	Total	152	100.0

The statement number 12 *"I provide more time for my students who have problems in learning"* that there were 87 respondents (57.2%) agreed and 3 respondents (15.1%) strongly agreed with the statement. On the other hand, two respondents (1.3%) strongly disagreed, 40 respondents (226.3%) disagreed. The data revealed that most of the respondents provided more time for the students who had problems in learning.

Table 21			
Statement 13			
I am patient to teach in the classroom.			
Valid		Frequency	Percent
	Strongly Disagree	5	3.3
	Disagree	30	19.7
	Agree	83	54.6
	Strongly Agree	34	22.4
	Total	152	100.0

In the statement number 13 *"I am patient to teach in the classroom"* 83 students agreed (54.6%) and 34 respondents (22.4%) strongly agreed. However, five respondents (3.3%) strongly disagreed and 30 respondents (19.7%) disagreed. The data showed that they were patient to teach in the classroom.

Table 22
Statement 15

I do not feel under pressure when teaching in the classroom.			
Valid		Frequency	Percent
	Strongly Disagree	10	6.6
	Disagree	50	32.9
	Agree	78	51.3
	Strongly Agree	14	9.2
	Total	152	100.0

The finding showed that 78 respondents (51.3%) agreed, 14 respondents (9.2 %) strongly agreed that they did not feel under pressure in teaching at classroom. On the contrary, 50 respondents (32.9%) disagreed (32.9%) and 10 respondents (6.6%) strongly disagreed with the statement. It means that some of the respondents did not feel under pressure when teaching in the classroom.

Table 23			
Statement 18			
A difficult situation becomes my motivation to succeed in teaching.			
Valid		Frequency	Percent
	Strongly Disagree	2	1.3
	Disagree	21	13.8
	Agree	103	67.8
	Strongly Agree	26	17.1
	Total	152	100.0

In the statement *"A difficult situation becomes my motivation to succeed in teaching"* the data showed that103 respondents (67.8%) agreed, 26 respondents (17.1%) strongly agreed. Then, two respondents (1.3%) strongly disagreed, 21 respondents (13.8%) disagreed. It could be seen that a difficult situation could be respondents' motivation to succeed in teaching.

The mean of the category of self efficacy about psychological factors which was taken from the eight items was 2.97 as seen in a table in Appendix 3. This mean indicated that the self-efficacy level in terms of psychological factors was in average level.

Challenges. In this category, there were three items they were item 1, 19 and 20. The findings were presented in the table below.

Table 24			
Statement 1			
I am challenged to succeed in teaching in a noisy class.			
		Frequency	Percent
Valid	Strongly Disagree	1	.7
	Disagree	22	14.5
	Agree	74	48.7
	Strongly Agree	55	36.2
	Total	152	100.0

The table above shows that there were 55 respondents (36.2%) who strongly agreed, and 74 respondents (74%) agreed. Then, there were 22 (14.5%)

respondents who disagreed, and there was a respondent (0.7%) who strongly

disagreed. The data revealed that it means that they were challenged to handle the

noisy class.

Table 25			
Statement 19			
I consider a failure in teaching is temporary and it is a challenge to get to be better the next teaching.			
Valid		Frequency	Percent
	Strongly Disagree	1	.7
	Disagree	8	5.3
	Agree	86	56.6
	Strongly Agree	57	37.5
	Total	152	100.0

In the statement *"I consider a failure in teaching is temporary and it is a*

challenge to get to be better the next teaching" shows 86 respondents (56.6%)

agreed and 57 respondents (37.5%) strongly agreed. However, only a respondent

(0.7%) strongly disagreed and eight respondents (5.3%) disagreed. that the

respondents consider a failure in teaching is temporary and it is a challenge to get

to be better the next teaching.

Table 26
Statement 20
I always try to focus to achieve success in teaching.

Valid		Frequency	Percent
	Strongly Disagree	2	1.3
	Disagree	10	6.6
	Agree	81	53.3
	Strongly Agree	59	38.8
	Total	152	100.0

In the last statement *"I always try to focus to achieve success in teaching"* two students (1.3%) 81 respondents (53.3%) agreed and 59 respondents (38.8%) strongly agreed with the statement. Besides, there were two respondents strongly disagreed (1.3%) and ten respondents (6.6%) disagreed. It showed that most of the respondents focus to reach success in teaching at the classroom.

The mean of the category of self efficacy about challenges which was taken from the three items was 3.27 as seen in a table in Appendix 3. This mean indicated that the self-efficacy level in terms of challenges was in high level.
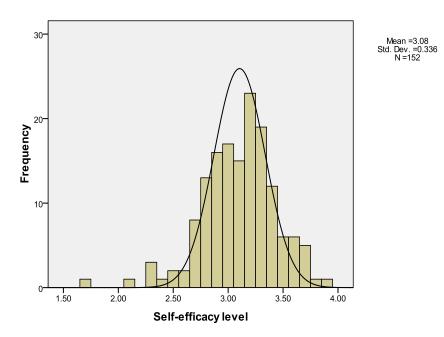
Figure 3. Mean Score

Based on the table 5 (Categories of self-efficacy level), the mean score total of 3.08 shows the high level of self-efficacy. It can be concluded that pre-service teachers at the English Education Department of Universitas Muhammadiyah Yogyakarta in joining teaching practicum have high level of self-efficacy.

Discussion

The research question of this study was "What is the self-efficacy level of pre-service teachers in joining teaching practicum at English Education Department of Universitas Muhammadiyah Yogyakarta?" The total mean score of questionnaire related to the self-efficacy level was 3.08 from four categories namely classroom management, using knowledge and skill in teaching, psychological factors, and challenges. It indicated high level of self-efficacy.

The categories which have high level of self-efficacy were using knowledge and skill in teaching and challenges. Firstly, using knowledge and skill in teaching has mean 3.16. The high level of self-efficacy in this category came from the student's English knowledge and their teaching knowledge. The findings revealed that they succeed in teaching because of their knowledge and teaching skill. As Gavora (2010) stated that person who has high self-efficacy enables to succeed using their knowledge and skill. As a result, the pre-service teachers will give good performance in teaching. Secondly, the mean of challenges category was 3.27. It indicated that the students ever faced the problems in teaching, but they challenged and motivated themselves to succeed. It is because of their high level of self-efficacy. In contrast, the students who have low level of self-efficacy got the difficulties to motivate themselves. Kitching et al., (2011) also stated the same way that high level of self-efficacy challenged and motivated people to succeed when they faced with potential failures. Therefore, the pre-service teachers believe that their knowledge and skill in teaching and the challenges influence their success in teaching in the classroom.

The categories which have average level of self-efficacy were classroom management categories and psychological factors categories. Firstly, the mean of the classroom management categories was 2.93 which indicated average level of self-efficacy. The finding showed that they know how to manage the class well because they have the teaching knowledge. As stated by Clayton (2011), self-efficacy levels influence the classroom management and knowledge in the classroom for new teachers. Because the pre-service teachers showed average

level of self-efficacy, they did not have the problems about the classroom management.

Secondly, the mean of psychological factors was 2.97 which mean average level of self-efficacy. The pre-service teachers can support the students instructionally and emotionally in the classroom. Gavora (2011) argued that people who have high level of self-efficacy more supportive instructionally and emotionally for the students. Pre-service could use teaching knowledge and they could manage the classroom well, and pre-service teachers support the students both instructionally and emotionally. Hence, pre-service teachers have to increase their level of self-efficacy in the classroom management and psychological factors categories.