

Chapter Five

Conclusion and Recommendation

In this chapter, the researcher presents the summary of this research.

Recommendation is also provided in this chapter.

Conclusion

Self-efficacy had role in many aspects of human's life, especially in the educational context. In teaching practicum, self-efficacy is needed by pre-service teachers because it influences them to raise motivation and to create effectiveness during teaching in the classroom. It means that self-efficacy is important for pre-service teachers to achieve their teaching goals. At the English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY), most of pre-service teachers doubted their capabilities when they taught in the classroom and they did not use new teaching methods. Thus, the purpose of this study is to find out the self-efficacy level of pre-service teachers in joining teaching practicum at the EED of UMY.

Having good self-efficacy level is necessary to be successful in teaching because it influences not only pre-service teachers in teaching but also students in the classroom. Teachers who have high level of self-efficacy are more flexible in their teaching performance, and most likely endeavor to facilitate all students to foster their potential (Pandergast, Garvis, & Keogh, 2011). Teachers strive to become a good facilitator for students to achieve success in learning. Teachers who have high self-efficacy commonly use new teaching methods and they work longer with the problematic students in learning (Gavora, 2011). The teachers can

receive feedbacks from students well. Therefore, self-efficacy level encourages pre-service teachers to gain success in teaching.

To achieve the purpose of this study, the researcher used survey design under quantitative research. This research conducted at the EED of UMY. The respondents of this research were pre-service teachers at the EED of UMY of batch 2014 and 2015 joining teaching practicum at schools. This study used questionnaire as the instrument to get the information from the respondents. The researcher used cluster sampling to choose classes to distribute the questionnaire. After collecting the data, the researcher analyzed the data with descriptive statistic by using SPSS software version 17.

The findings of this research showed that self-efficacy level of pre-service teachers in joining teaching practicum is high that the mean score total was 3.08. From four categories, namely classroom management, using knowledge and skill in teaching, psychological factors and challenges. Using knowledge and skill in teaching and challenges belong to high level of self-efficacy, and classroom management and psychological factors belong to average level. Additionally, pre-service teachers had to increase their level in the classroom management and psychological factors categories. On the other hand, pre-service teachers have high level of self-efficacy in using knowledge and skill in teaching and challenges categories. Pre-service teachers can use their professional knowledge and skill well in classroom, and pre-service teachers challenged to face the problems in failure situation in teaching.

Recommendation

Based on the research results of self-efficacy level of pre-service teachers in joining teaching practicum at the EED of UMY of batch 2014 and 2015, the researcher have recommendations for pre-service teachers, teachers, lecturers, institution and next researchers.

For the pre-service teachers. Although students as pre-service teachers have high level of self-efficacy, they are recommended to maintain and increase their level in the next future. Indeed, the self-efficacy level is important to achieve success in teaching practicum and to gain achievement.

For the teachers. Teachers are suggested to provide greater supports and better guidelines during teaching practicum. The research finding showed that some respondents felt stressed and depressed during teaching. Thus, teachers have roles in increasing the self-efficacy level.

For the lecturers. The research result showed that some respondents did not frequently use new teaching methods during teaching at schools. Therefore, the lecturers are recommended to give pre-service teachers more references about teaching methods in the next teaching practicum.

For the institution. The institution should be aware of their students' needs in teaching practicum. The institution should evaluate the program of teaching practicum. For instance, the institution can make an obligation for the lecturers to give micro teaching for the pre-service teachers before teaching at schools.

For the next researchers. The next researchers are recommended to investigate one of the factors of self-efficacy level in teaching practicum.

According to Bandura (1997), there are four factors that influence self-efficacy, namely mastery experience, vicarious experience, verbal persuasion, physiological and emotional states. Therefore, the next researchers can conduct a research on a similar research topic which focused on the factors that influence level of self-efficacy.