PRE-SERVICE TEACHERS’ SELF-EFFICACY IN THE TEACHING PRACTICUM

A SARJANA PENDIDIKAN FINAL PAPER

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

By:

Antonia Eka Puspita
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2018
A Sarjana Pendidikan Final Paper on

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A Sarjana Pendidikan Research Paper on

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this research paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 6 June 2018

The Writer

Antonia Eka Puspita
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ABSTRACT

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The main task of teachers is teaching. In order to prepare the students to be teacher candidates, they must be trained before they deal with the real situation in school. Shaping their professional identity as a teacher is the beginning since the teacher candidates begin their pre-service teaching practicum. However, there is a fact that the teacher candidates do not have high self-efficacy.

Based on the research background, the researcher proposed two research questions. The first research question is 1) what is the pre-service teachers’ self-efficacy in the Teaching Practicum? The second research question is 2) what factors which influence the pre-service teachers’ self-efficacy in the Teaching Practicum?

The researcher used mixed method, specifically qualitative and quantitative. The subject of this research are pre-service teachers in teaching practicum. The instruments used are close-ended questionnaire to collect quantitative data and interview to collect qualitative data. The results were analyzed using theories from Bandura (1986).

This research revealed that most of pre-service teachers have high self-efficacy while they did teaching practice. It can be seen from the “strongly agree” indicator about mastering the material makes the pre-service teachers more confident (63.1%). On the other side, the result also revealed the “disagree” indicator about the pre-service teachers know how to intervene (4.6%). The result also showed some factors that influence self-efficacy. There are at least three factors; they are having supportive friends, having a positive mindset, and practicing regularly.

**Keywords:** Self-efficacy, *Pre-service Teachers, Teaching Practicum*
ABSTRAK


Tugas utama seorang guru adalah mengajar. Untuk mempersiapkan mahasiswa praktikan menjadi calon pendidik, mahasiswa praktikan harus dilatih sebelum mereka menghadapi situasi sebenarnya di sekolah. Membentuk karakter profesional sebagai seorang guru adalah hal yang harus dilakukan sejak awal karena para calon guru juga memulai praktek mengajar. Namun, ada suatu fakta dimana calon pendidik tidak memiliki kepercayaan diri yang tinggi.

Didasari dari latar belakang tersebut, peneliti merumuskan dua rumusan masalah. Rumusan masalah pertama adalah 1) Bagaimana tingkat kepercayaan diri mahasiswa praktikan dalam melakukan praktek mengajar? Rumusan masalah kedua adalah 2) Apa faktor yang mempengaruhi kepercayaan diri mahasiswa dalam melaksanakan praktek mengajar?


Dalam penelitian ini ditemukan bahwa sebagian besar mahasiswa praktikan memiliki kepercayaan diri ketika mereka melakukan praktek mengajar. Hal tersebut dapat dilihat dari indikator yang menyatakan “sangat setuju” tentang menguasai materi membuat mahasiswa praktikan menjadi lebih percaya diri (63,1%). Di sisi lain, hasil penelitian juga menunjukkan indikator “tidak setuju” tentang mahasiswa praktikan atau bagaimana cara untuk ikut terlibat (4,6%). Hasil penelitian juga memperlihatkan beberapa faktor yang mempengaruhi tingkat kepercayaan diri. Peneliti menemukan bahwa paling tidak ada tiga faktor, yaitu mereka memiliki teman yang mendukung, memiliki pemikiran positif, dan latihan secara rutin.

Kata kunci: Self-efficacy, Pre-service Teachers, Teaching Practicum
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Antonia Eka Puspita
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CHAPTER I

INTRODUCTION

The first chapter discusses the introduction of this research. In this chapter, the researcher discusses the research background, research questions, and the research method. First, in the research background, the researcher explains the background and the reason for choosing this topic. Second, the research questions contain the formulation of the form of the questions. There are two research questions in this study. Last is the research method which contains the procedures of how to conduct this study.

A. Research Background

Teaching is a demanding profession that requires making hundreds of decisions related to learning activities. Teaching requires high levels of sustained energy, effort, and motivation (Hall, Quinn, and Gollnick, 2014, p. 4). Those requirements are the fundamental responsibility of teachers. Therefore, teaching is a complex activity because the teacher’s performance can be viewed directly from the students’ achievements.

The English Language Education Study Program of Sanata Dharma University prepares teacher candidates or pre-service teachers to be future English teachers. Pre-service teachers are trained to be English teachers in junior high and senior high schools. Pre-service teachers are also trained in teaching skills. The Teaching Practicum is one of the courses which is a compulsory course that can be taken by the students of English Language Education Study Program who are in the
7th and 8th semesters. The teacher candidates have teaching practices in junior or senior high schools for about 2 or 2.5 months. It is important for pre-service teachers to have Teaching Practicum experience in order to implement what they have learned during the study.

In fact, having practice teaching is not easy to do. They have to struggle to teach their students in the class. According to Combs (1965), most of the pre-service teachers have little or even no eyes contact with the students before their teaching practice experience. It is because they have no confidence to teach in front of the class. The confidence is also called as self-efficacy. According to Bandura (1997), self-efficacy is individuals’ beliefs in their capabilities to manage something or do some actions in order to achieve certain accomplishment. Self-efficacy is different from motivation. Bandura (1997) adds that self-efficacy is a specific view of individuals about their capabilities in a given task. It is individuals’ previous experiences with the tasks that can help them to identify the level of their self-efficacy. It is the feeling of interest or enthusiasm that somebody wants to do something. According to Bandura (1997), people who have high self-efficacy try more and persist longer at a task than people who have low self-efficacy. Besides, high self-efficacy people experience less fear when accomplishing the task. The higher the students’ beliefs in their efficacy to regulate their motivation and learning activities, the more assured they are in their efficacy to master academic subjects.

In addition, the researcher chooses this topic as a research because there is correlation between the research and the researcher’s personal experience in
teaching. The researcher had struggled yet improved the teaching skills through teaching practicum when the researcher did internship program at school.

Meanwhile, internship students had faced many obstacles in teaching practicum, so the researcher wants to discover what factors that influence their self-efficacy in teaching. They shared their experience when they taught the students. They had difficulty in building the atmosphere in the classroom because they are not really confident. They also said that the students underestimated their capability in teaching. So, the students tend to ignore the pre-service teachers. In addition, the researcher also found that pre-service teachers did not have courage to give advice to the students if they did any mistakes.

Based on the explanation above, this research is aimed to identify the pre-service teachers’ self-efficacy in the teaching practicum. The researcher also identifies the factors that influence the pre-service teachers’ self-efficacy in the teaching practicum.

B. Research Questions

In conducting this research, there are several things that need to be discussed. Those things are formulated into two research questions. The research questions are:

1. How is the pre-service teachers’ self-efficacy in the teaching practicum?
2. What factors influence the pre-service teachers’ self-efficacy in the teaching practicum?
C. Research Method

This research is aimed to identify the students’ self-efficacy in the Teaching Practicum and identify the factors that influence the students’ self-efficacy in the teaching practicum. The researcher applied mixed methods. Creswell (2002) stated that mixed method used both qualitative and quantitative research. According to Creswell (2009), qualitative research is a means for exploring and understanding the meaning that individuals or groups ascribe to the social or human problem. It is supported by Lincoln (2000) who argues that, “Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in the terms of the meanings people bring to them” (p. 3). On the other side, the researcher also used quantitative research method. Gay, Mills, and Airasian (2012) stated that a quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest (p. 7). Meanwhile, a qualitative research is the collection, analysis, and interpretation of comprehensive narrative (Gay, Mills, & Airasian, 2012, p. 7).

In addition, there were two reasons why the researcher used mixed method. The first is that mixed method is helpful to collect the data. The researcher combined the qualitative and quantitative research to develop the research, so that the researcher could get clear understanding and deeper information. The second reason is because this method helps the researcher to clarify the findings. By clarifying the findings, the researcher anticipated the different explanation from the participants’ answers.
This research was conducted in English Language Education Study Program of Sanata Dharma University. The participants in this research were 65 students in 8th semester of the English Language Education Study Program from batch 2014 who already have experienced during their teaching practicum in schools.

The researcher used the questionnaire related to the research problems, to the students who had taken teaching practicum course. The questionnaire was based on the blueprint. In the process of making blueprint, the researcher arranged the theoretical framework and then interpreted the blueprint into statements. The questionnaire was distributed to sixty-five students in teaching practicum. The researcher used Linkert scale and the degree of agreement was “strongly agree”, “agree”, “undecided”, “disagree”, and “strongly disagree”. Then, the researcher tabulated the data into the descriptive statistic and the responses of the participant presented in a form of percentage.

After analyzing the questionnaire data, the researcher continued to find the data from the interview. The researcher used personal interview to collect the data about the students’ self-efficacy in the teaching practicum. The researcher asked the questions related to the topic to help the researcher get the deeper findings. The researcher used recorder to record the interview result then the researcher made the transcripts of the recording data into the written text. Then, the researcher summarized the result of the interview.
CHAPTER II
DISCUSSION

A. Review of Related Literature

In this section, the researcher will review the theories that are used to support this study. They are self-efficacy, teaching practicum, and pre-service teaching.

1. Self-Efficacy

Self-efficacy is defined as people’s beliefs about their capabilities to manage something and do some actions in order to achieve certain accomplishment (Bandura, 1997). Self-efficacy involves individuals’ beliefs about their own ability to successfully engage in a task in order to obtain a desired outcome (Bandura, 1977). It is concerned not to someone’s skills but to judgements of whatever skill someone’s possesses (Bandura, 1986). Bandura (1977) suggests that efficacious individuals hold the control of the events affecting their lives and display such behaviors allowing them to realize the desired outcomes (cited from Witcher et al., 2002). Self-efficacy is important because individuals with high self-efficacy for a task tend to try harder at the task and experience more positive emotions relating to the task (Bandura, 1997). For teachers, this notion may mean that efficacious teachers display behaviors which may contribute to perform educational activities in class and learning by students.

A teacher’s self-efficacy belief is defined as “a teacher’s judgment of his or her capabilities to bring about desired outcomes of student engagement and
learning, even among those students who may be difficult or unmotivated.” (Tschannen-Moran & Hoy, 2001: 783). Teachers with high expectations will work hard, apply management strategies stimulating student autonomy, deal with the needs of low ability students very closely and thus teachers’ efficacy contribute to success as teachers will change students’ ability perception (Ross & Gray, 2006).

Previous studies shown that teacher efficacy, or the extent to which a teacher believes he or she is capable of producing effects on student performance, has positive effects on teacher’s effort and persistence in facing the difficulties (Gibson & Dembo, 1984; Podell & Soodak, 1993), implementing new instructional practices (Evers, Brouwers & Tomic, 2002; Ghaith & Yaghi, 1997), students' academic achievement and success at school (Caprara, Barbaranelli, Steca, and Malone, 2006; Ross, 1992).

Self-efficacy is related to motivation which will determine one’s choice of action, efforts, persistence and control. Those aspects will determine the level of individuals’ self-efficacy which can be high or low. According to Eggen and Kauchak (1997) and Bandura (1986), there are five aspects which explain how self-efficacy influences people’s beliefs in their efficacy. The influence on those aspects makes difference in setting targets and goals, putting effort and persisting when difficulties appear, belief that someone can be successes, and perform after someone developing the strategies.
In order to find out whether each individual has high or low self-efficacy, Bandura (1986) purposed the indicators which influence self-efficacy. It is presented in table 2.1 below.

### Table 2.1
**The Influence of Self-efficacy** (Bandura, 1986, p.28)

<table>
<thead>
<tr>
<th>Aspects</th>
<th>High Self-Efficacy Individuals</th>
<th>Low Self-Efficacy Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task and Persistence</strong></td>
<td>High self-efficacy individuals have high targets and goals. Not only having them, they do some things to achieve their targets and goals. They consider those targets and goals as challenges not as burdens.</td>
<td>Low self-efficacy individuals have low targets and goals. Some of them may have high targets and goals, but they will do achieve them because they have low estimations of their capabilities to perform something.</td>
</tr>
<tr>
<td><strong>Effort and Persistence</strong></td>
<td>High self-efficacy individuals put more effort and not easily give up when facing obstacles.</td>
<td>Low self-efficacy individuals easily give up and lose their spirit to keep trying when facing obstacles because they have doubt about their capabilities to perform something.</td>
</tr>
<tr>
<td><strong>Strategy use</strong></td>
<td>High self-efficacy individuals are likely to do some actions or useful strategies and have high commitment to achieve their targets and goals.</td>
<td>Low self-efficacy individuals are not likely to do some actions or useful strategies and have weak commitment to achieve their targets and goals.</td>
</tr>
<tr>
<td><strong>Beliefs</strong></td>
<td>High self-efficacy individuals have high self-confidence that they will be able to achieve their targets or goals. Besides, they can control their stress and anxiety their targets and goals yet.</td>
<td>Low self-efficacy individuals have low self-confidence that they will be able to achieve their targets or goals. Besides, they cannot control their feeling, so they will feel anxious and depressed when they cannot achieve their targets and goals yet.</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>High self-efficacy individuals have higher performance than low self-efficacy individuals.</td>
<td>Low self-efficacy individuals have lower performance than high self-efficacy individuals.</td>
</tr>
</tbody>
</table>
Mastering something new is relatively simple if we do practices. In order to develop the strong sense of self-efficacy, difficult tasks also need to be attempted, and obstacles worked (Bandura, 1994).

Teachers’ self-efficacy beliefs would be related to the effort teachers invest in teaching, the goals they set, their persistence when things do not go smoothly and their resilience in the face of setbacks (Tschannen-Moran, et al., 1998). Teachers with high expectations will work hard, apply management strategies stimulating student autonomy, deal with the needs of low ability students very closely and thus teachers’ efficacy contribute to success as teachers will change students’ ability perception (Ross & Gray, 2006).

2. **Teaching Practicum**

Based on the Academic Guidance of ELESP 2012, Teaching Practicum is one of the compulsory courses in English Language Education Study Program of Sanata Dharma University. Teaching practicum aims to train pre-service teachers to gain teacher’s competence completely. It is conducted in senior high schools, vocation high schools, or junior high schools. In this program, pre-service teachers are required to do teaching activities and other educational duties.

One skill of pre-service teachers’ skills that pre-service teachers must have is classroom management skill. McNeil and Wiles (1990) state that, “Management is a boarder concept and generally is directed toward effective learning” (p. 276). According to Ebert and Culyer (2011), “Classroom management is activity in which
a teacher engages before, during, and after interacting with students” (p. 231). Teachers should manage her or his classroom well to achieve an effective teaching-learning. Pre-service teachers have experienced classroom management when they have their teaching practice in schools. There are many aspects related to classroom management, such as lesson plans, teaching strategies, physical design, rules and procedures, time management.

There are four of teacher’s competences that should be mastered by the pre-service teachers. According to Musfah (2011), the four teacher’s competences are pedagogical competence, personality competence, social competence, and professional competence as stated in Peraturan Pemerintah No. 19 Tahun 2005 about Standar Nasional Pendidikan.

a. Pedagogical Competence

Pedagogical Competence is the skill to manage the learning process in the class, including the learning design, the skill of manage the learning process, the understanding students, the application of the technology learning, and the evaluation of the learning (Mulyasa, 2007, p. 75).

b. Personality Competence

Personality competence is a personal ability of being good, steady, stable and mature, being disciplined and wise, being a role model for the students, and being well-mannered (Mulyasa, 2007, p. 118).

c. Social Competence

Social competence of the teacher holds an important role. The reason is because the teachers are living in the society. According to Mulyasa (2007), social
competence is the teacher’s ability to associate and communicate effectively and politely with the students, the other teachers and the parents of the students (p. 173).

**d. Professional Competence**

Musfah (2011) stated that the teachers do not only know to teach the material to the students but they also need to understand the material deeply (p. 54). Mulyasa (2007) argues that professional competence is the skill to master the material deeply.

**3. Pre-Service Teacher**

Pre-service teachers are still in the process to construct their teacher identity. According to Rodgers and Scott (2008) said that become a teacher means transforming the identity, adapting personal understanding and ideals to the realities, and deciding how to express themselves in classroom activity. The pre-service teacher begins as an observer and finishes the pre-service teaching experience as a competent professional.

Pre-service teachers’ beliefs and attitudes affect the way they learn to teach, and their perceptions, judgments, decision-making and actions in the classroom (Johnston, 1992). Teaching practicum plays an important role in constructing pre-service teachers’ professional identity. According to Luebbers (2010), the teaching practicum program is believed to provide pre-service teachers with different ways of teaching.
4. Perception

Paul Rookes & Jane Willson (2000) stated that “perception is a process which involves the recognition and interpretation of stimuli which register on our senses.” Then, according to Robbins (2001), perception can be defined as a process by which individuals organize and interpret their sensory impression in order to give meaning to their environment (pp. 121-122). Mozkowitz & Orgel (1969) stated that, “Perception is a global response to a stimulus or a set of stimuli” (p. 158). Kreitner & Kinicki (1992) add that perception is a mental and cognitive process that people can interpret and understand the surroundings (p. 126). Moreover, according to Gibson (1985) there are six factors that influence someone’s perception. They are stereotype, selectivity, self-concept, situation, need, and emotion.

a. Stereotype

Stereotype is a set of beliefs about the characteristics of people or something new in a particular group that is generalized to all members of the group. Stereotypes can be negative or positive. It depends on personal’s perspective and conception about something.

b. Selectivity

Gibson (1985) stated that people tend to ignore some information or cues that can make them discomfort. People have an ability to catch the information, but people cannot use all of the information. They should be able to select what kind of information that can support their viewpoints.
c. **Self-concept**

By knowing oneself, it makes us easier to see others accurately. If a person can know and understand him or herself successfully, it will affect him or herself in making perception about something (Gibson, 1985).

d. **Situation**

Situation is one of the important factors that affect someone in making perception about something especially about learning process. Gibson (1985) stated that situational factors here are about the time, the attitudes of the people, and other situational factors which will influence perceptual accuracy.

e. **Need**

Gibson (1985) stated that perceptions are significantly influenced by needs and desires. In the learning process, the learners will learn what they want to be learned. Teacher should be able not only to create a creative teaching technique, but also a learning material which is suitable for the student’s need. Those two things will affect the students’ perceptions about the learning process. If the teacher can create a creative learning material which is suitable with the students’ need, it will make the students’ have positive perception about the learning process.

f. **Emotion**

The last factor is emotion. Emotion can influence people to make their perception. Emotion plays an important role in shaping someone’s perception. That is supported by Gibson (1985). He stated that a strong emotion can make a person create a negative or positive perception. In the learning process, the teacher should be able to make good learning atmosphere for the students. It will affect the students
to have a good emotion to enjoy the learning process. So, the students can enjoy the learning process.

**B. Theoretical Framework**

The researcher used two theories to answer the research problems. The researcher used the theories from Bandura (1986). According to Bandura (1986), there are five aspects which explain how self-efficacy influences people’s beliefs in their efficacy.

The first research question will be answered using self-efficacy theory proposed by Bandura (1986). The theory explains about the indicators which show how self-efficacy influences pre-service teachers. The indicators are task and persistence, effort and persistence, strategy use, beliefs, and performance. They can show how high or low the pre-service teachers’ self-efficacy.

The second research question will be answered using factors of self-efficacy by Bandura (1986). According to Bandura (1986), there are some factors that influence the students’ self-efficacy in setting targets and goals, putting effort and persisting when difficulties appear, believing what individuals’ can succeed, and performing after developing strategies.

**C. Research Findings**

In this section, the researcher discusses the findings for answering the research problems. There are two major sections that are discussed in this part. The first section discusses the pre-service teachers’ self-efficacy in the teaching
practicum. The second section discusses the factors which influence students’ self-efficacy. The data was gathered from the questionnaire and the interview were analyzed and presented.

1. The Pre-service Teachers’ Self-efficacy in the Teaching Practicum

The researcher distributed the questionnaire as the first instrument on May 14, 2018. There were 65 students who participated in the research. All of the participants are ELESP 2014’s students of Sanata Dharma University who took Teaching Practicum Course in the 8th semester.

In order to answer the research question, the researcher distributed questionnaires consisting of 25 items of statements related to the student self-efficacy in teaching practicum. According to Wilson and McLean (1994), “The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze” (as cited in Cohen, Manion & Marison, 2007, p. 317).

The researcher distributed the closed-ended questionnaire. The researcher used Linkert scale which is SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), SD (Strongly Disagree). Afterwards, the researcher calculated the percentage of each degree of agreement by using the following formula:

$$\frac{\sum x_i}{\sum n_i} \times 100 \%$$
Note:

\[ \sum \chi = \text{The number of participants who choose a particular degree of agreement.} \]

\[ \sum \eta = \text{The number of all participants} \]

After counting the data using the formula above, the researcher made the table of the results. Table 1.1 is the results of the questionnaire:

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I enjoy teaching in the class.</td>
<td>30,8%</td>
<td>55,4%</td>
<td>9,2%</td>
<td>3,1%</td>
<td>1,5%</td>
</tr>
<tr>
<td>2</td>
<td>I apply some strategies to improve my teaching practice.</td>
<td>36,9%</td>
<td>56,9%</td>
<td>4,6%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>3</td>
<td>Teaching practice trains my confidence as a teacher candidate.</td>
<td>49,2%</td>
<td>43,1%</td>
<td>6,2%</td>
<td>1,5%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Teaching practice trains me to be a role model to my students.</td>
<td>32,3%</td>
<td>61,5%</td>
<td>4,6%</td>
<td>1,5%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Teaching practice trains my discipline as a teacher candidate.</td>
<td>40%</td>
<td>53,8%</td>
<td>4,6%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>6</td>
<td>Teaching practice trains me how to socialize with other teachers candidates politely.</td>
<td>41,5%</td>
<td>50,8%</td>
<td>6,2%</td>
<td>1,5%</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>Teaching practice trains me to master the material deeply.</td>
<td>56,9%</td>
<td>38,5%</td>
<td>3,1%</td>
<td>1,5%</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>Mastering the material makes me become more confident.</td>
<td>63,1%</td>
<td>35,4%</td>
<td>0%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>9</td>
<td>I prepare lesson plan before teaching in the class.</td>
<td>46,2%</td>
<td>38,5%</td>
<td>13,8%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>10</td>
<td>Lesson plan helps me organize the classroom management.</td>
<td>30,8%</td>
<td>56,9%</td>
<td>9,2%</td>
<td>1,5%</td>
<td>1,5%</td>
</tr>
<tr>
<td>11</td>
<td>I face obstacles when doing practice teaching in the class.</td>
<td>50,8%</td>
<td>44,6%</td>
<td>3,1%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>12</td>
<td>I keep trying and never give up when facing the obstacles in teaching.</td>
<td>30,8%</td>
<td>56,9%</td>
<td>10,8%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>13</td>
<td>I believe that I can achieve my goals.</td>
<td>36,9%</td>
<td>53,8%</td>
<td>6,2%</td>
<td>1,5%</td>
<td>1,5%</td>
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<td></td>
</tr>
<tr>
<td>14.</td>
<td>I have to work hard to remove the obstacles.</td>
<td>36.9%</td>
<td>55.4%</td>
<td>6.2%</td>
<td>0% 1.5%</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Teaching practice increases my confidence. It is better than before.</td>
<td>43.1%</td>
<td>50.8%</td>
<td>4.6%</td>
<td>0% 1.5%</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>I put extra effort preparing my teaching practice.</td>
<td>30.8%</td>
<td>58.5%</td>
<td>6.2%</td>
<td>3.1% 1.5%</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>I apply some strategies to deal with students’ misbehaviour.</td>
<td>32.3%</td>
<td>56.9%</td>
<td>9.2%</td>
<td>1.5% 0%</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>I provide appropriate alternatives for students.</td>
<td>27.7%</td>
<td>55.4%</td>
<td>15.4%</td>
<td>1.5% 0%</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>I always learn how to have better ways in teaching.</td>
<td>40%</td>
<td>55.4%</td>
<td>3.1%</td>
<td>0% 1.5%</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>I create effective ways of facilitating learning.</td>
<td>18.5%</td>
<td>69.2%</td>
<td>10.8%</td>
<td>0% 1.5%</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>I build fun atmosphere in teaching.</td>
<td>36.9%</td>
<td>49.2%</td>
<td>10.8%</td>
<td>1.5% 1.5%</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I adjust to students.</td>
<td>16.9%</td>
<td>64.6%</td>
<td>16.9%</td>
<td>1.5% 0%</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>I try to teach effectively.</td>
<td>38.5%</td>
<td>56.9%</td>
<td>3.1%</td>
<td>1.5% 0%</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>I know how to intervene.</td>
<td>9.2%</td>
<td>58.5%</td>
<td>27.7%</td>
<td>4.6% 0%</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>I realize that positive school experience overcomes outside school experience.</td>
<td>36.9%</td>
<td>47.7%</td>
<td>12.3%</td>
<td>1.5% 1.5%</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.1 showed the results of the 25 statements in order to find out the pre-service teachers’ self-efficacy in the teaching practicum. The table showed that almost all the pre-service teachers chose “strongly agree” and “agree”. It means that the pre-service teachers have high self-efficacy when they did teaching practice. The “strongly agree” statements percentage range between 63.1% - 46.2% (statements number 8, 7, 11, 3, 9). The results showed that those are the highest “strongly agree” indicators of showing pre-service teachers’ self-efficacy. They represent the material mastery, teaching obstacles, teaching confidence, and teaching preparations. According to Bandura (1986), individuals with high self-efficacy are likely doing some actions or useful strategies and have high
commitment to achieve their targets and goals. Meanwhile, individuals will put more effort and not easily give up when facing obstacles if they implement a high self-efficacy in their teaching practice.

The “agree” statements percentage range between 69.2% - 58.5% (statements number 20, 22, 4, 16, 24). The results showed those are the highest “agree” indicators of showing the pre-service teachers’ self-efficacy. They represent effective learning facility, teaching adjustment, discipline training, effort and preparation, and intervene in teaching. Mulyasa (2007) states that personality competence is a personal ability of being good, steady, stable and mature, being disciplined and wise, being a role model for the students, and being well-mannered (p. 118). Bandura (1977) suggests that efficacious individuals hold the control of the events affecting their lives and display such behaviors allowing them to realize the desired outcomes (cited from Witcher et al., 2002).

However, some pre-service teachers chose “disagree” and “strongly disagree” as showed in the table. It means that some pre-service teachers have low self-efficacy when they did teaching practice in the class. The “disagree” statements which show the percentage 4.6% (statement number 24). The results showed that those are the highest “disagree” indicators of showing the pre-service teachers’ have low self-efficacy. Teachers with low expectations will work less, cannot apply management strategies stimulating student autonomy, and cannot deal with the needs of high and low ability students well.
Based on the results that the researcher have described above, most of the pre-service teachers had high self-efficacy. However, still there are some pre-service teachers who had low self-efficacy in teaching practicum.

2. Factors which Influence Pre-service Teachers’ Self-efficacy in Teaching Practicum

After distributing the questionnaire, the researcher conducted the interview as the second instrument. The researcher conducted the interview on May 22, 2018. The researcher applied interview to know deeper information about factors which influence pre-service teachers’ self-efficacy in teaching practicum. The researcher arranged five questions for the interview. The researcher interviewed five students randomly.

In this section, the researcher answer the research question number two is about factors which influence self-efficacy in teaching practicum. Before that, the researcher asked a question about their opinion about self-efficacy. The researcher could conclude the pre-service teachers agreed that self-efficacy is important for their teaching practice. The reason is because to be a good teacher, teacher should have a good confidence to teach the students. Teacher is a role model for their students so that teacher needs to be confident. Furthermore, according to Bandura (1997), self-efficacy is important because individuals with high self-efficacy for a task tend to try harder at the task and experience more positive emotions relating to the task. These findings were supported with the answer in the interview. The interviewee 5 said:
“Yes, it is important for practice teaching. The reason is because without self-confidence we cannot teach the students. Then, through self-confidence, we can also become a good example for the students because they will look at the teacher and react the same act like the teacher do.”

The excerpt referred the pre-service teacher agreed that self-efficacy is important. She believed that in teaching practicum she needs to be confident to teach the students because she is a role model to her students. She believed that when she has self-confidence, it helped her to get the attention from the students.

After that, the researcher asked about factors which influence their self-efficacy in teaching practicum. The researcher concluded that at least there are three factors which influence pre-service teachers’ self-efficacy in teaching practicum. The first factor is having supportive friends. Having supportive friends is good to influence students’ self-efficacy, especially in teaching practice. Students practice with their friends and the students will get the feedback from their friends. These findings were supported with the answer in the interview. The interviewee 4 said:

“The most important thing is environment (supportive friends). I keep practicing with my friends and they will give me feedbacks to improve my self-confidence.”

Based on the excerpt above, the pre-service teacher said that supportive friends helped her to influence her self-efficacy in teaching practicum because she believes that friends or people who know her so well will help her to be more confident by giving feedback to her.

The second factor is having a positive mindset. By having a positive mindset, it will push the students to believe that they can do it so that they will have
a good self-efficacy. It is supported with the answer in the interview. The interviewee 3 said:

“The most important thing is mindset. If we have positive mind it will calm our mind so that we feel more confident.”

The excerpt showed that having positive mindset will make herself calm and it push her to be more confident.

The third factor is practicing teaching regularly. By practicing regularly it will minimize their nervousness while doing teaching practice. Pre-service teachers who did practicing regularly will increase their self-efficacy and they can handle their nervousness in performing teaching practice. These findings were supported by the result of the interview. The interviewee 1 said:

“I have to practice myself. I face the mirror and I practice teaching in front of the mirror. I make sure that the students are in front of me.”

The excerpt above showed that pre-service teachers have regularly practicing teaching by facing the mirror. It helps her to increase her self-efficacy.

The researcher also asked about the obstacles in teaching practicum. The researcher concluded that there are at least two major obstacles that pre-service teachers experienced in teaching practicum. The first is preparing the materials. In doing practice teaching, preparing the materials are important. They have to explain the material to their students so that they have to well prepare. The second is keeping good atmosphere. The main job of the teacher is to make good atmosphere in the class. Sometimes, the students easier to get tired so that the teacher need to insert some games to motivate the students.
Based on the results that the researcher have described above, most of the pre-service teachers agreed that self-efficacy is important for their teaching practice. The reason is because teachers should have good confidence to make them become a good teacher. There are at least three factors which influence their self-efficacy in teaching practice. The first factor is having supportive friends, the second factor is having a positive mindset, and the last but not least is practicing teaching regularly. However, the pre-service teachers also facing obstacles when they did teaching practice. There are at least two major obstacles, they were preparing the materials and keeping good atmosphere.
CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

In this chapter the researcher will provide two sections. The first section is conclusion which present the major findings of the research. The conclusion is drawn after conducting the discussion in the previous chapter. The second section is recommendations of the research. The recommendation is intended for students, lecturers, and future researchers.

A. Conclusions

In this part, the researcher divides the conclusions into two parts. The first part is the pre-service teachers’ self-efficacy in the teaching practicum. The second is factors which influence students’ self-efficacy in teaching practicum.

Most of the pre-service teachers have high self-efficacy in doing teaching practicum. They assume that self-efficacy gives a big influence to their teaching practice. Their self-efficacy helps them to achieve their goals, apply their own strategies to prepare the lesson plan, and have ability to deal with the obstacles. It means that pre-service teachers’ self-efficacy gives a big impact for their practice teaching.

The factors which influence pre-service teachers’ self-efficacy in teaching practice supportive friends, positive mindset, and regular practice. Supportive friends are helping pre-service teachers to improve their self-efficacy in teaching by giving a positive feedback. Positive mindset will push their willingness to
practice and learn more. Regular practice will minimize their nervous in doing teaching.

B. Recommendations

Due to the time and financial constraint, there are several things could not be completed in this research. The researcher could not interview all of the participants. The researcher just interview 5 out of 65 participants.

Therefore, there are some suggestions for English Language Education study program students, pre-service teachers, and future researchers who want to conduct similar research.

1. For Future Researchers

This research is expected to motivate future researchers to conduct similar research about self-efficacy. This research can also help the future research to develop this topic in other study.

2. For English Language Education Study Program Students

As the English Education students who will be a teacher, students need to have ability to teach. In order to achieve that goal, students need to learn how to teach in teaching practicum. One of the most important factors that affect the successful teaching is self-efficacy. Students who want to have a higher self-efficacy need to improve themselves so that they can be a good teacher.
3. **For Pre-service teachers**

This research can help the pre-service teachers to have high self-efficacy in teaching. The pre-service teachers should improve their self-efficacy when they have the teaching practicum. They can learn how to motivate themselves so that they can improve better.
REFERENCES


APPENDICES
# APPENDIX 1: The Questionnaire Blueprint

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I enjoy teaching in the class.</td>
<td>Gibson (1985) states that a strong emotion can make a person create a negative or positive perception.</td>
</tr>
<tr>
<td>2.</td>
<td>I apply some strategies to improve my teaching practice.</td>
<td>Bandura (1986) states that high self-efficacy individuals are likely to do some actions or useful strategies and have high commitment to achieve their targets and goals.</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching practice trains my confident as a teacher candidate.</td>
<td>Bandura (1986) states that high self-efficacy individuals have higher performance than low self-efficacy individuals.</td>
</tr>
<tr>
<td>4.</td>
<td>Teaching practice trains me to be a role model to my students.</td>
<td>Personality competence is a personal ability of being good, steady, stable and mature, being disciplined and wise, being a role model for the students, and being well-mannered (Mulyasa, 2007; p. 118).</td>
</tr>
<tr>
<td>5.</td>
<td>Teaching practice trains my discipline as a teacher candidate.</td>
<td>Personality competence is a personal ability of being good, steady, stable and mature, being disciplined and wise, being a role model for the students, and being well-mannered (Mulyasa, 2007; p. 118).</td>
</tr>
<tr>
<td>6.</td>
<td>Teaching practice trains me how to socialize with other teachers candidates politely.</td>
<td>According to Mulyasa (2007), social competence is the teacher’s ability to associate and communicate effectively and politely with the students, the other teachers and the parents of the students.</td>
</tr>
<tr>
<td>7.</td>
<td>Teaching practice trains me to master the material deeply.</td>
<td>Musfah (2011) stated that the teachers do not only know to teach the material to the students but also, they must understand the material deeply (p. 54). Mulyasa (2007) argues that professional competence is the skill to master the material deeply.</td>
</tr>
<tr>
<td>8.</td>
<td>Mastering the material makes me become more confident.</td>
<td>To develop a strong sense of self-efficacy, difficult tasks also need to be attempted, and obstacles worked though (Bandura, 1994).</td>
</tr>
<tr>
<td>9.</td>
<td>I prepare lesson plan before teaching in the class.</td>
<td>Pedagogical Competence is the skill to manage the learning process in the class, include the learning design, the skill of manage the learning process, the understanding students, the application of the technology learning, and the evaluation of the learning (Mulyasa, 2007; p. 75).</td>
</tr>
<tr>
<td>10.</td>
<td>Lesson plan helps me organize the classroom management.</td>
<td>According to Ebert and Culyer (2011), “classroom management is activities in which a teacher engages before, during,</td>
</tr>
</tbody>
</table>
and after interacting with students” (p. 231).

<p>| 11. | I face obstacles when doing practice teaching in the class. | According to Bandura (1986) high self-efficacy individuals put more effort and not easily give up when facing obstacles. |
| 12. | I keep trying and never give up when facing the obstacles in teaching. | Self-efficacy is defined as people’s beliefs about their capabilities to manage something and do some actions in order to achieve certain accomplishment (Bandura, 1997). |
| 13. | I believe that I can achieve my goals. | According to Bandura (1986) high self-efficacy individuals have high self-confidence that they will be able to achieve their targets or goals. Besides, they can control their stress and anxiety their targets and goals yet. |
| 14. | I have to work hard to remove the obstacles. | Teaching practice increases my confidence. It is better than before. Eggen &amp; Kauchak (1997) and Bandura (1986) state that self-efficacy influences some aspects such as the choice of language learning strategies the learners apply, the effort they put when facing difficulties, the though pattern and emotional reactions they experience which will determine learners’ performance. High self-efficacy individuals have higher performance than low self-efficacy individuals with the same ability. |
| 15. | I put extra effort preparing my teaching practice. | Teachers’ beliefs in their abilities to instruct students and influence student performance are very strong indicators of instructional effectiveness (Bandura, 1997). |
| 16. | I apply some strategies to deal with students’ misbehaviour. | A teacher’s self-efficacy belief is defined as “a teacher’s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated.” (Tschannen Moran and Woolfolk Hoy, 2001: 783). |
| 17. | I provide appropriate alternatives for students. | Teachers with high expectations will work hard, apply management strategies stimulating student autonomy, deal with the needs of low ability students very closely and thus teachers’ efficacy contribute to success as teachers will |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>19.</td>
<td>I always learn how to have better ways in teaching.</td>
<td>Preservice teachers’ beliefs and attitudes affect the way they learn to teach, and their perceptions, judgments, decision-making and actions in the classroom (Johnston, 1992).</td>
</tr>
<tr>
<td>20.</td>
<td>I create effective ways of facilitating learning.</td>
<td>Bandura (1977) suggests that efficacious individuals hold the control of the events affecting their lives and display such behaviors allowing them to realize the desired outcomes (cited Witcher et al., 2002). For teachers, this notion may mean that efficacious teachers display behaviors which may contribute to perform educational activities in class and learning by students.</td>
</tr>
<tr>
<td>22.</td>
<td>I adjust to students.</td>
<td>Teachers with high expectations will work hard, apply management strategies stimulating student autonomy, deal with the needs of low ability students very closely and thus teachers’ efficacy contribute to success as teachers will change students’ ability perception (Ross and Gray, 2006).</td>
</tr>
<tr>
<td>23.</td>
<td>I try to teach effectively.</td>
<td>Bandura (1977) suggests that efficacious individuals hold the control of the events affecting their lives and display such behaviors allowing them to realize the desired outcomes (cited Witcher et al., 2002). For teachers, this notion may mean that efficacious teachers display behaviors which may contribute to perform educational activities in class and learning by students.</td>
</tr>
<tr>
<td>24.</td>
<td>I know how to intervene.</td>
<td>Teachers’ self-efficacy beliefs would be related to the effort teachers invest in teaching, the goals they set, their persistence when things do not go smoothly and their resilience in the face of setbacks (Tschannen Moran, Woolfolk Hoy, and Hoy, 1998). Teachers with high expectations will work hard, apply management strategies stimulating student autonomy, deal with the needs of low ability students very closely and thus teachers’ efficacy contribute to success as teachers will change students’ ability perception (Ross and Gray, 2006).</td>
</tr>
</tbody>
</table>
25. I realize that positive school experience overcomes outside school experience.

| Research has shown that teacher efficacy, or the extent to which a teacher believes he or she is capable of producing effects on student performance, has positive effects on teacher effort and persistence in the face of difficulties (Gibson and Dembo, 1984; Podell and Soodak, 1993), implementing new instructional practices (Evers, Brouwers and Tomic, 2002; Ghaith and Yaghi, 1997), students' academic achievement and success at school (Caprara, Barbaranelli, Steca, and Malone, 2006; Ross, 1992). |
APPENDIX 2: The Questionnaire Sheet

QUESTIONNAIRE

TEACHERS’ SELF-EFFICACY IN THE TEACHING PRACTICUM

The aim of this questionnaire is to identify the teachers’ self-efficacy in the teaching practicum. Answer these questions below honestly based on your own experiences. The answer will be used as the data for my undergraduate thesis. Put a tick (√) to the degree of agreement which corresponds to the statements. Thank you for your cooperation and participation for filling out this questionnaire.

SA: Strongly Agree  D: Disagree
A: Agree          SD: Strongly Disagree
U: Undecided

Please write your information. Your information is only for the data of my undergraduate thesis.

Full Name: _________________________
Student Number: _________________________
Phone Number: _________________________

Please answer these questions below honestly based on your own experiences. Thank you.

1. I enjoy teaching in the class.
   □ SA
   □ A
   □ U
   □ D
   □ SD

2. I apply some strategies to improve my teaching practice.
   □ SA
   □ A
   □ U
   □ D
   □ SD

3. Teaching practice trains my confidence as a teacher candidate.
   □ SA
   □ A
   □ U
   □ D
   □ SD
4. Teaching practice trains me to be a role model to my students.
   □ SA
   □ A
   □ U
   □ D
   □ SD

5. Teaching practice trains my discipline as a teacher candidate.
   □ SA
   □ A
   □ U
   □ D
   □ SD

6. Teaching practice trains me how to socialize with other teacher candidates politely.
   □ SA
   □ A
   □ U
   □ D
   □ SD

7. Teaching practice trains me to master the material deeply.
   □ SA
   □ A
   □ U
   □ D
   □ SD

8. Mastering the material makes me become more confident.
   □ SA
   □ A
   □ U
   □ D
   □ SD

9. I prepare lesson plan before teaching in the class.
   □ SA
   □ A
   □ U
   □ D
   □ SD
10. Lesson plan helps me organize the classroom management.
   - SA
   - A
   - U
   - D
   - SD

11. I face obstacles when doing practice teaching in the class.
   - SA
   - A
   - U
   - D
   - SD

12. I keep trying and never give up in facing the obstacles in teaching.
   - SA
   - A
   - U
   - D
   - SD

13. I believe that I can achieve my goals.
   - SA
   - A
   - U
   - D
   - SD

14. I have to work hard to remove the obstacles.
   - SA
   - A
   - U
   - D
   - SD

15. Teaching practice increases my confidence. It is better than before.
   - SA
   - A
   - U
   - D
   - SD
16. I put extra effort in preparing my teaching practice.
   □ SA
   □ A
   □ U
   □ D
   □ SD

17. I apply some strategies to deal with students’ misbehavior.
   □ SA
   □ A
   □ U
   □ D
   □ SD

18. I provide appropriate alternatives for students.
   □ SA
   □ A
   □ U
   □ D
   □ SD

19. I always learn how to have better ways in teaching.
   □ SA
   □ A
   □ U
   □ D
   □ SD

20. I create effective ways of facilitating learning.
   □ SA
   □ A
   □ U
   □ D
   □ SD

   □ SA
   □ A
   □ U
   □ D
   □ SD
22. I adjust to students.
   - SA
   - A
   - U
   - D
   - SD

23. I try to teach effectively.
   - SA
   - A
   - U
   - D
   - SD

24. I know how to intervene.
   - SA
   - A
   - U
   - D
   - SD

25. I realize that positive school experience overcomes outside school experience.
   - SA
   - A
   - U
   - D
   - SD
## APPENDIX 3: The Questionnaire Results

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I enjoy teaching in the class.</td>
<td>30,8%</td>
<td>55,4%</td>
<td>9,2%</td>
<td>3,1%</td>
<td>1,5%</td>
</tr>
<tr>
<td>2.</td>
<td>I apply some strategies to improve my teaching practice.</td>
<td>36,9%</td>
<td>56,9%</td>
<td>4,6%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching practice trains my confident as a teacher candidate.</td>
<td>49,2%</td>
<td>43,1%</td>
<td>6,2%</td>
<td>1,5%</td>
<td>0%</td>
</tr>
<tr>
<td>4.</td>
<td>Teaching practice trains me to be a role model to my students.</td>
<td>32,3%</td>
<td>61,5%</td>
<td>4,6%</td>
<td>1,5%</td>
<td>0%</td>
</tr>
<tr>
<td>5.</td>
<td>Teaching practice trains my discipline as a teacher candidate.</td>
<td>40%</td>
<td>53,8%</td>
<td>4,6%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>6.</td>
<td>Teaching practice trains me how to socialize with other teachers candidates politely.</td>
<td>41,5%</td>
<td>50,8%</td>
<td>6,2%</td>
<td>1,5%</td>
<td>0%</td>
</tr>
<tr>
<td>7.</td>
<td>Teaching practice trains me to master the material deeply.</td>
<td>56,9%</td>
<td>38,5%</td>
<td>3,1%</td>
<td>1,5%</td>
<td>0%</td>
</tr>
<tr>
<td>8.</td>
<td>Mastering the material makes me become more confident.</td>
<td>63,1%</td>
<td>35,4%</td>
<td>0%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>9.</td>
<td>I prepare lesson plan before teaching in the class.</td>
<td>46,2%</td>
<td>38,5%</td>
<td>13,8%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>10.</td>
<td>Lesson plan helps me organize the classroom management.</td>
<td>30,8%</td>
<td>56,9%</td>
<td>9,2%</td>
<td>1,5%</td>
<td>1,5%</td>
</tr>
<tr>
<td>11.</td>
<td>I face obstacles when doing practice teaching in the class.</td>
<td>50,8%</td>
<td>44,6%</td>
<td>3,1%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>12.</td>
<td>I keep trying and never give up when facing the obstacles in teaching.</td>
<td>30,8%</td>
<td>56,9%</td>
<td>10,8%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>13.</td>
<td>I believe that I can achieve my goals.</td>
<td>36,9%</td>
<td>53,8%</td>
<td>6,2%</td>
<td>1,5%</td>
<td>1,5%</td>
</tr>
<tr>
<td>14.</td>
<td>I have to work hard to remove the obstacles.</td>
<td>36,9%</td>
<td>55,4%</td>
<td>6,2%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td>15.</td>
<td>Teaching practice increases my confidence. It is better than before.</td>
<td>43,1%</td>
<td>50,8%</td>
<td>4,6%</td>
<td>0%</td>
<td>1,5%</td>
</tr>
<tr>
<td></td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>I put extra effort preparing my teaching practice.</td>
<td>30,8%</td>
<td>58,5%</td>
<td>6,2%</td>
<td>3,1%</td>
<td>1,5%</td>
</tr>
<tr>
<td>17.</td>
<td>I apply some strategies to deal with students’ misbehaviour.</td>
<td>32,3%</td>
<td>56,9%</td>
<td>9,2%</td>
<td>1,5%</td>
<td>0</td>
</tr>
<tr>
<td>18.</td>
<td>I provide appropriate alternatives for students.</td>
<td>27,7%</td>
<td>55,4%</td>
<td>15,4%</td>
<td>1,5%</td>
<td>0</td>
</tr>
<tr>
<td>19.</td>
<td>I always learn how to have better ways in teaching.</td>
<td>40%</td>
<td>55,4%</td>
<td>3,1%</td>
<td>0</td>
<td>1,5%</td>
</tr>
<tr>
<td>20.</td>
<td>I create effective ways of facilitating learning.</td>
<td>18,5%</td>
<td>69,2%</td>
<td>10,8%</td>
<td>0</td>
<td>1,5%</td>
</tr>
<tr>
<td>21.</td>
<td>I build fun atmosphere in teaching.</td>
<td>36,9%</td>
<td>49,2%</td>
<td>10,8%</td>
<td>1,5%</td>
<td>1,5%</td>
</tr>
<tr>
<td>22.</td>
<td>I adjust to students.</td>
<td>16,9%</td>
<td>64,6%</td>
<td>16,9%</td>
<td>1,5%</td>
<td>0</td>
</tr>
<tr>
<td>23.</td>
<td>I try to teach effectively.</td>
<td>38,5%</td>
<td>56,9%</td>
<td>3,1%</td>
<td>1,5%</td>
<td>0</td>
</tr>
<tr>
<td>24.</td>
<td>I know how to intervene.</td>
<td>9,2%</td>
<td>58,5%</td>
<td>27,7%</td>
<td>4,6%</td>
<td>0</td>
</tr>
<tr>
<td>25.</td>
<td>I realize that positive school experience overcomes outside school experience.</td>
<td>36,9%</td>
<td>47,7%</td>
<td>12,3%</td>
<td>1,5%</td>
<td>1,5%</td>
</tr>
</tbody>
</table>
APPENDIX 5: Interview Guideline

Interview Guideline

1. What is your opinion about self-confidence (self-efficacy)?
2. Is self-confidence important for your teaching practice? Why?
3. What factors may help you to develop your self-confidence in teaching?
4. What are major obstacles that you find in your teaching practicum?
5. What did you do to improve your self-confidence?
APPENDIX 6: The Transcript of the Interviews

INTERVIEW

Interviewee 1

1. What is your opinion about self-confidence (self-efficacy)?
   Self-confidence is one of the best major things that we have to master before we go teaching and do the practice teaching. Self-confidence comes from ourselves, actually. Since it is our own perspective about how great we are and how good we are when we are teaching in front of all of our students.

2. Is self-confidence important for your teaching practice? Why?
   Yes, it is. It is the most important thing because when I go teaching, I have to face a lot of students. I have to deal with a lot of different characteristics. For example, I taught around 96 students and I know exactly that all of them are different. So, I have to make sure that I am good enough to teach them and I am confident enough to share what I have learned and deal with them. Even, in the hardest condition of the classroom. I have to manage them and I have to make them understand what I am going to say.

3. What factors may help you to develop your self-confidence in teaching?
   The first is I have to practice myself. I have to face the mirror and I practice teaching in front of the mirror. I make sure that the students are in front of me. It happened because at the past I was not that confident so when I entered PBI and I learnt about speaking and also public speaking and I am really helped by that kind of courses. The second is I have to face the reality because in teaching practicum I taught mostly boys and they could not stay, just sit, and paying attention to me. So, I have to yell and sometimes I pretend to be their friend.

4. What are major obstacles that you find in your teaching practicum?
   The major obstacle is limited time to teach because only have 3 hours to teach from each class. I have to make sure that all of the material can be transfer to the students. Mostly, the students easier to get tired so I have to insert some games to make them enjoy the class.

5. What did you do to improve your self-confidence?
   I will always practice a lot even though Teaching Practicum is over.
Interviewee 2

1. **What is your opinion about self-confidence?**
   In my opinion, self-confidence is the ability that I have to express who I am in front of people without getting shy.

2. **Is self-confidence important for your teaching practice? Why?**
   Self-confidence is the most important thing in practice teaching. If we don’t have self-confidence, we cannot teach the students well because it will make us feel like we are not good enough in teaching. It will make us feel embarrassed in front of the students.

3. **What factors may help you to develop your self-confidence in teaching?**
   The most important thing is the environment because if we already know the people and they know us too, it will be easier for me to teach them and I will be more confident.

4. **What are the major obstacles that you find in your teaching practicum?**
   The first obstacle is to deal with the students because most of them think that we as the college student do not have big gap ages. So they tend to ignore PPL students. The second obstacle is preparing the material and the technique to teach the students is quite hard for me.

5. **What did you do to improve your self-confidence?**
   The best way to improve self-confidence is keep practice and believe in myself that I can do it.
Interviewee 3

1. **What is your opinion about self-confidence?**
   For me, self-confidence is that believing in myself and to do something new.

2. **Is self-confidence important for your teaching practice? Why?**
   Self-confidence is have a good role in my teaching practice because if I don’t have self-confidence it is difficult for me to talk fluently in front of the students.

3. **What factors may help you to develop your self-confidence in teaching?**
   The most important thing is mindset. If we have positive mind it will calm our mind so that we feel more confident.

4. **What are major obstacles that you find in your teaching practicum?**
   The first obstacle is I am not having a good teaching practice. The second obstacle is I have low self-confidence. The third is I have difficulty in mastering the material and it is hard for me to explain the material to the students.

5. **What did you do to improve your self-confidence?**
   The most important thing is keep practice. If we are never trying, we never know our ability.
Interviewee 4

1. What is your opinion about self-confidence (self-efficacy)?
   In my opinion, self-confidence is when you can control the situation in ourselves. Self-confidence help us to manage ourselves. When we do something, we have to believe in ourselves.

2. Is self-confidence important for your teaching practice? Why?
   Yes, it is important because in teaching practicum we need to be confident to teach our students. We are role model to our students. If we do not have self-confident, they will underestimate us.

3. What factors may help you to develop your self-confidence in teaching?
   The most important thing is environment. I keep practice with my friends and they will give me some feedback to improve my self-confidence. We need to be positive thinking every day to push ourselves that we can do it.

4. What are major obstacles that you find in your teaching practicum?
   My obstacles when doing practice teaching, the first is my group did not support me well so I am not confidence enough in practice teaching. The second is the students in the class who interrupted me while I am doing practice teaching.

5. What did you do to improve your self-confidence?
   How to improve my self-confidence is always learn with other people. For example, when my friend doing practice teaching, I will accompany and observed her so that I can learn from her how to manage the class, how to explain the material, etc.
Interviewee 5

1. **What is your opinion about self-confidence?**
   I think self-confidence is being able to trust everything (ability, personality, etc.) about ourselves.

2. **Is self-confidence important for your teaching practice?**
   Yes, it is important for practice teaching. The reason is because without self-confidence we cannot teach the students. Then, through self-confidence, we can also become a good example for the students because they will look at the teacher and react the same act like the teacher do.

3. **What factors may help you to develop your self-confidence in teaching?**
   There are four factors may help me to develop my self-confidence. The first is I have to believe in myself that I am good enough. The second is I have to remain positive thinking. The third is I try to list what is good and what is not good in me. The last but not least is trying not to differentiate yourself with others.

4. **What are major obstacles that you find in your teaching practicum?**
   I think organizing the class is my major obstacles while doing practice teaching.

5. **What did you do to improve your self-confidence?**
   Saying something good in the mirror that I can do it.