THE SENSE OF SELF EFFICACY OF PRE-SERVICE ENGLISH TEACHERS IN EFL CONTEXT

Devina Eka Safitri
Islamic University of Indonesia, Yogyakarta, Indonesia
Devina1173@gmail.com

Abstract

This study aims to describe the sense of self-efficacy of pre-service teachers in the context of EFL. This issue needs to be discussed because of the importance of self-efficacy in teaching for the pre-service teacher. The study used the Teacher Sense of Efficacy Scale (TSES) questionnaire as the instrument. There were 103 respondents participated in this study. The results showed that pre-service English teachers were more effective on instructional strategy with an average score of 3.7840 of the overall sense of efficacy. Then, followed by student engagement efficacy with an average score of 3.7561, and the last one is class management with an average score of 3.7318. Based on the data obtained, it shows that the students' sense of efficacy is at a moderate level.

Keyword: classroom management, instructional strategies, student engagement, sense of self-efficacy

INTRODUCTION

The issue of the importance of self-efficacy has been widely discussed both in ESL and EFL contexts. The ESL context study comes from Yeo et al. (2008) who found that experience influences teacher efficacy for teachers in the main teaching, classroom management, and student engagement because teaching mastery and teaching effectiveness can usually develop within a few years in teaching practice. In the EFL context, the sense of self-efficacy of pre-service teachers decreased at the first observation after school observation due to the first real experience with the teaching profession and school's complexity. It increased after teaching practices where they get direct benefits in teaching and improved results in getting restored their teaching efficacy (Yüksel, 2014). To this extent, there seems to be a pessimist tendency when pre-service teachers face real teaching practice.

The case proves this premise that pre-service teachers in Indonesia have also found difficulty carrying out classroom activities. The study by Megawati & Astutik (2018) investigated pre-service English teachers' self-efficacy during the teaching practice in several schools in East Java. The result indicated that pre-service teachers' self-efficacy was relatively high in teaching skills, constructing and applying lesson plans, assessments, and classroom management. However, some of them claim they have moderate until low efficacy in teaching. Some studies focus on differences between pre-service and in-service teacher self-efficacy (Dolgun, 2018; Cankaya, 2018). Dolgun (2018) found that pre-service teachers had a high-level self-efficacy than an in-service teacher. Both in-service and pre-service teachers showed lower self-efficacy if they had to deal with challenging students and motivated them to learn and improve their understanding of knowledge. The teacher who is low in student engagement self-efficacy will be able to end up with poor student behavior and learning. Some of them may ignore lessons, make noise, or even other things that can affect class conduciveness. On the other hand, the study showed dissimilarities with Çankaya (2018), who found that teachers have more efficacy than student teachers. Teachers who have more experience in classroom practice will have more efficacies in class management. Thus, indicated as a pre-service teacher with limited experience, it is undoubtedly challenging to decide about managing the class.

Ghasemboland & Hashim (2013) and Sarfo et al. (2015) found that pre-service teachers feel the least confident in instructional strategies. The pre-service teacher is sometimes difficult when giving instructions using English and does not rule out the possibility of students not understanding the purpose of the instructions. Both pre-service teachers and students sometimes do not have an excellent ability to speak in English. That is why misunderstandings in teaching are more common in EFL classes.

Quantitative tests on self-efficacy are usually used. However, most of the study used inferential approaches (Atay, 2007; Bakar et al., 2012; Çankaya, 2018; Demirel, 2017; Dolgun, 2018; Gashemboland and Hashim, 2018; Nugroho, 2017; Sarfo et al., 2015; Shaukat, 2012). Based on the previous studies, the descriptive survey about this issue is a little rare. Thus, the researcher researches a descriptive method for the pre-service teacher who is finished or currently running an internship program.

"Social Cognitive Theory" from Albert Bandura (1994) is first developed the idea of self-efficacy in a psychological sense. Self-efficacy is described as a person's confidence in their capacity to deliver a performance level designed to influence activities that affect their lives. A person who has high self-efficacy considers difficult conditions as challenges, not as something to be avoided. Self-efficacy defines what individuals believe, how they perceive, how they inspire themselves, and how they can act, (Bandura, 1994). Meanwhile, in the education context, teacher efficacy has been described as how a teacher's trust feels that it will impact their pupils (Dembo & Gibson, 1985). It can be said that having a sense of self-efficacy is one of the essential issues to realize for a teacher because it can influence successful learning in the classroom.

Demirel (2017) claimed that it is not enough for a teacher to have the intellectual ability to teach; teachers must also have self-efficacy values to cope with conditions that may be encountered as a teacher. It means the sense of self-efficacy is also needed for pre-service teachers who have limited experience with the real situation at school that may make them difficult to handle any student behavior they might encounter. A study conducted by Arsal (2014) found

that micro-teaching had a positive influence on pre-service teachers' self-efficacy. Furthermore, Ghonsooly and Ganizadeh (2013) suggest teachers' self-regulation has a correlation with their teaching experience tending to increase over time and with the teaching year. This indicated the practice of teaching is also very significant in giving professional development a direct influence on teacher efficacy. Pre-service teachers' involvement in all school activities will facilitate them in practicing everything they have learned before.

In the Teacher Self-Efficacy Scale by Tschannen-Moran & Woolfolk Hoy, the classroom's essential teaching activity is divided into student engagement, instructional strategies, and classroom management (Tschannen-Moran & Woolfolk Hoy, 2001). These three dimensions are necessary for teaching. Teachers with a higher sense of self-efficacy will be directly proportional to their success in carrying out the teaching task and created a positive classroom environment. Previous studies related to the Teacher Self Efficacy Scale (TSES) were implemented. The research was based on Atay (2007) on beginning teacher efficacy to analyze the improvements in pre-teacher efficacy during the students' on-going era and the reasons that could lead to these changes. The respondents to this survey were 78 pre-service teachers (PTs) at the Department of English Language Teaching in Istanbul, Turkey (52 females and 26 males). Quantitative and qualitative approaches were applied in this analysis, to collect quantitative results, an adapted version of TSES Tschannen-Moran and Hoy (2001) used in the research. There were 22 pre-service teachers included in focus-group discussions to clarify the data. This study shows that the efficacy score of instructional strategy decreased significantly at the end of the practicum stage. Meanwhile, classroom management and student engagement scores increased—a high level of efficacy expressed in all the mean values.

The second study, based on Bakar, Mohamed, & Zakaria (2012), aimed to determine student teachers' self-efficacy at one of the teacher training institutions in Malaysia. The respondents were 675 students from the final-year teacher education department. For this study, a descriptive correlation research method was used. The TSES adaptation version produced by Tschannen-Moran and Hoy (2001) was used to obtain the details. Consequently, with the first aimed at evaluating the understanding of their sense of efficacy by pre-service teachers, the outcome reported that the pre-service teacher is secure in managing the classroom's teaching activities. For each sub-scale, their confidence was nearly equal, student engagement; instructional strategy, and classroom management. Furthermore, there is a positive correlation between the sense of efficacy of the teacher and academic performance; Male students were more efficacious than female students; Respondents who had planned to join the teaching force would be more efficacious than those who did not have a plan; Respondents who aspire to get a postgraduate degree are significantly more effective than those who are satisfied with their bachelor's degree.

The next study from Çankaya (2018), aimed to explore self-efficacy beliefs between practicing teachers and students teacher. The participants were 35 practicing teachers and 17 student teachers from three disparate universities majoring in English language teaching (ELT) departments. The study is a quantitative study using TSES by Tschannen-Moran and Woolfolk" s (2001) that was translated into Turkish as a questionnaire by Çapa, Çakiroglu, and Sarikaya (2005). The outcome was that teachers were more successful in managing the classroom, and student teachers found themselves the most successful in terms of instructional concerns. In comparison, the efficacy of "Efficacy Engagement" was deemed inadequate for both teachers and student teachers.

In the Indonesian background, Nugroho (2017) has also conducted a study using TSES that examines the correlation between English proficiency and pre-service self-efficacy. The respondents were 9 male and 56 female students at the Surabaya State University English Department. The result found that pre-service has low efficacy in engaging their students and using effective instructional strategies in their classroom and are more efficacious in classroom management. This study also found some factors that influenced their confidence in teaching: anxiety to stand in front of their student, personal conditions, personal proficiency in the teaching and learning process, and school facilities.

Those studies are relevant to this study since all analysis seeks to establish pre-service EFL teacher self-efficacy beliefs. Those researches are suitable for this study. Thus studies can be used as references.

METHODS

This research aimed to find a pre-service teacher's sense of self-efficacy in the Islamic University of Indonesia Department of English Language Education. This present study is using quantitative research. This research specifically uses survey research. The researcher aims to describe pre-service English teachers who have experienced their teaching internship program for one month. This study's total population comprises the 125 pre-service English teachers Islamic University of Indonesia who have experienced their teaching internship program (or Program Praktek Lapangan/ PPL). The schools they teach include a secondary school, senior high schools, and vocational high school in Yogyakarta.

Data collection

The study used the Teachers' Sense of Efficacy Scale (TSES) questionnaire developed by Tschannen Moran & Hoy (2001) adapted by Bakar et al. (2012). The questionnaire was modified in the scale's presentation, from nine-point Likert into five-point Likert scale: 1. Not at all confident (*sama sekali tidak percaya diri*); 2. Slightly Confident (*sedikit percaya diri*); 3. Somewhat Confident (*agak percaya diri*); 4. Confident (*percaya diri*); and 5. very confident (*sangat percaya diri*) indicating the level of pre-service teacher confidence in their teaching activities. Twenty-four items of questions consisted of three subscales: Student engagement (item 1-8); Instructional strategy (item 9-16); and Classroom management (item 17-24). The researcher adapted the questionnaire to Bahasa Indonesia by a professional translator. After that, to make sure no language is difficult to understand, the researcher reviewed some students and checked the supervisor's final validation.

Construct validity of this questionnaire obtained from the previous research by (Tschannen-Moran & Woolfolk Hoy, 2001) that comparing the two-item Rand measure (Armor *et al.*, 1976) and the Hoy and Woolfolk (1993) 10-item adaptation of the Gibson and Dembo (1984) Teacher Efficacy Scale (TES) to find the correlations between the newly constructed measures and the other measure of teacher sense of self-efficacy. The result found that there was a significant correlation. It indicated that it should be considered reasonably valid and reliable to use the questionnaire—however, each question was calculated by the researcher for validity. SPSS was used to facilitate the measurement of validity; if the r count is greater than the r table, the difference is significant. Thus, the questionnaire is valid to use.

The overall reliability of the Adaptation Teachers' Sense of Efficacy Scale (TSES) question-naire by Bakar et al. (2012) was found 0.94. The reliability of efficacy in student engagement was 0.83; efficacy in instructional strategy was 0.87, and classroom management efficacy was 0.90. However, after translated into Bahasa Indonesia, Cronbach's Alpha found 0,938. Thus, the score indicates this questionnaire is reliable to use.

Table 1. Case Processing Summary

		N	%
Cases	Valid	103	100,0
	Excludeda	0	,0
	Total	103	100,0

a.   Listwise deletion based on all variables in the procedure.

Table 2. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,938	,939	24

Data indicator

According to Atay (2007), the self-efficacy measure data for teaching strategies, classroom management, and student engagement will be classified into the lowest and highest score effi-cacy subscale. The value of equal to or less than 2.7 was set as the lowest efficacy level while a high efficacy level was set as equal to or greater than 3.8.

Data analysis

The researcher took the same appropriate steps with this research.
1. The researcher did a review of the literature about the questionnaire.
2. Adapted The Teachers' Sense of Efficacy Scale (TSES) by Bakar et al. (2012) as the instru-ment and translated it into Bahasa Indonesia.
3. Checked the item in the questionnaire to ensure that the language was easy to understand by the participants.
4. Google Form as a data collection tool. The researcher then simplifies the links created from the Google form to tinyurl.com.
5. The researcher shared the link of the questionnaire with the students in the English Lan-guage Education Department.
6. Download the questionnaire result from google form and use Microsoft Excel to analyze the statistical package.
7. Used SPSS to analyze data based on the Standard Deviation (SD) and Mean

FINDINGS AND DISCUSSION

There are 103 data from the total respondents involved in this study. From the questionnaire re-sults, the respondents dominated by the female with 70 respondents and then followed by male with 33 participants from the total of respondents who submitted the questionnaire (see Figure

1). The figure also shows that three respondents came from batch 2014; 58 respondents came from batch 2015, and 42 came from batch 2016 (see Figure 2).
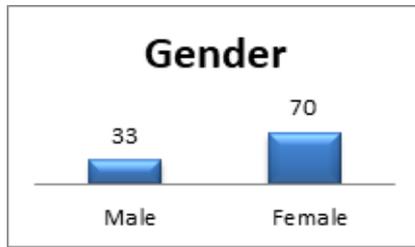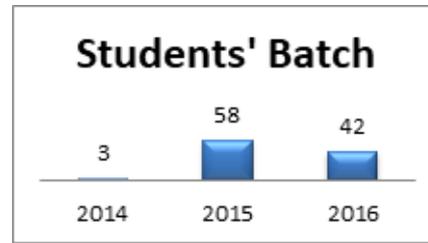

Figure 1. Chart of Gender
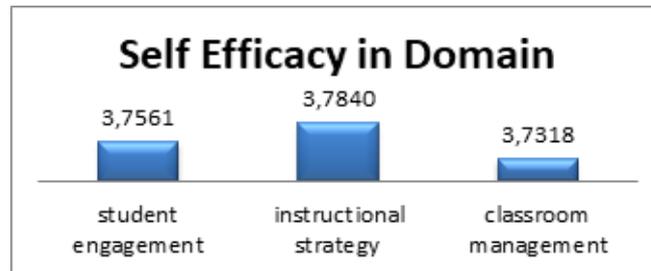

Figure 2. Student's Batch

Figure 3. Chart of self-efficacy in Domain

Based on the data obtained by distributing the questionnaire and descriptive analysis, statistical tools were used to calculate the data through SPSS and MS Excel. The data described three self-efficacy domains of pre-service teachers (see Figure 3) based on Bakar et al. (2012): student engagement, instructional strategy, and classroom management. Sense of efficacy for instructional strategy has the highest value (M= 3,784) than the other, and the lowest value was a sense of efficacy for classroom management with value (M= 3,731)
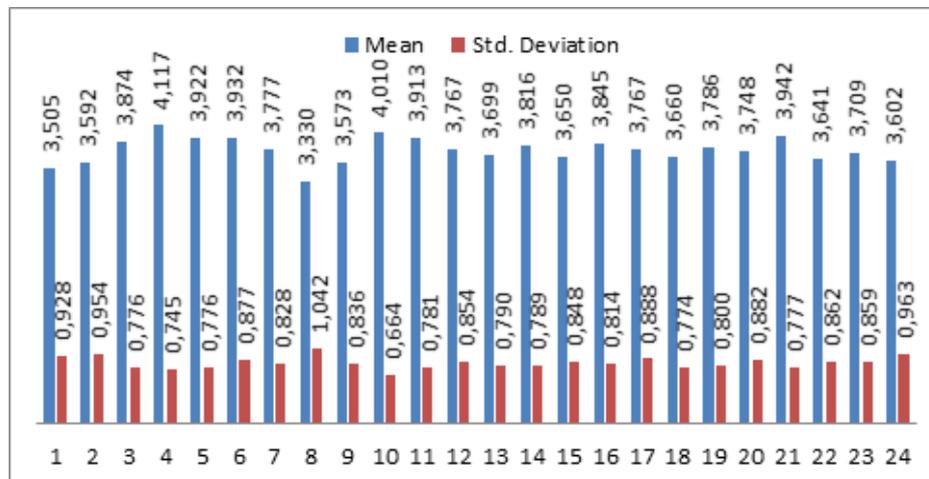

Figure 4. Result of the Questionnaire

According to the data obtained from 103 students (see Figure 4), the finding showed the highest mean value was found in item number 4 (How much can you do to get students to believe they can do well in schoolwork?) and the lowest mean value in item number 8 (How much can you assist families in helping their children do well in school?)
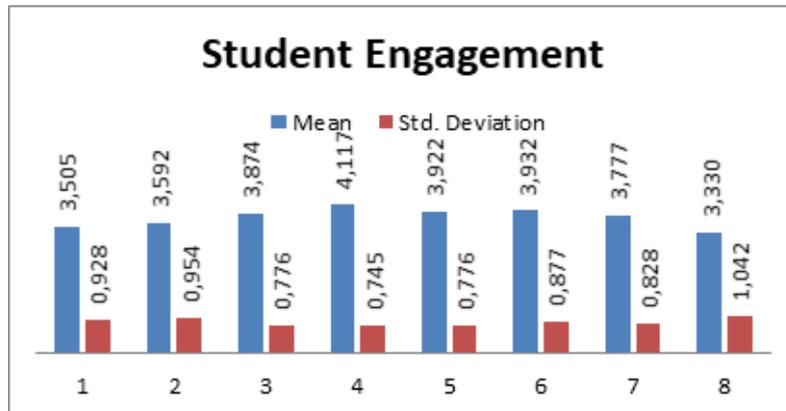
Figure 5. Chart of Student Engagement

The result of the student engagement subscale (see Figure 5) found that the highest score is item number (4) How much can you do to get students to believe they can do well in schoolwork? With a mean value of 4,1 and a standard deviation of 0,74. While item number (8) How much can you assist families in helping their children do well in school? with a mean value of 3,3 and a standard deviation of 1,04 is the lowest score.
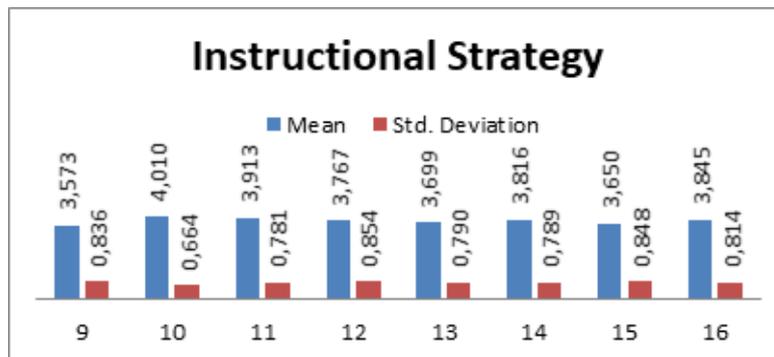

Figure 6. Chart of Instructional Strategy

According to the data shown on Figure 6, the findings of subscale instructional strategy found that item number (10) To what extent can you gauge student comprehension of what you have taught? with a mean value of 4,01 and a standard deviation of 0,66 is the highest score. However, the lowest is item number (9) How well can you respond to difficult questions from your students? with a mean value of 3,57 and a standard deviation of 0,84.
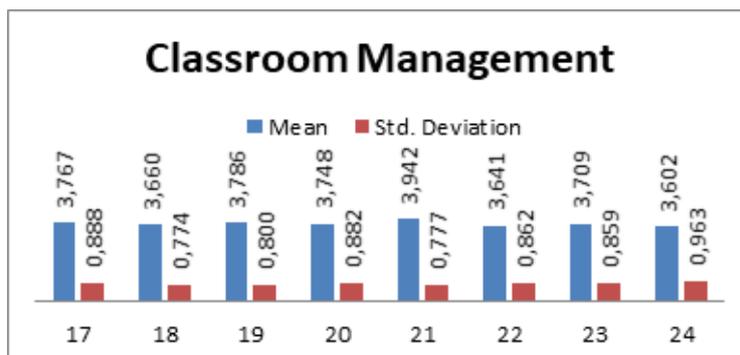

Figure 7. Chart of Classroom Management

Based on the result of subscale classroom management (see Figure 7), item (21) How well can you establish a classroom management system with each group of students? with a mean value of 3,94 and a standard deviation of 0,77 is the highest score. While the lowest is item (24) How well can you respond to defiant students? with a mean value of 3,60 and a standard deviation of 0,9.

Based on the overall data collected through the questionnaire. The results showed that pre-service English teachers were more effective about instructional strategy with an average score of 3.7840 of the general sense of efficacy. Then, followed by student engagement efficacy with an average score of 3.756, and the last one is class management with an average score of 3.7318. According to Atay (2007), the value equal to or less than 2.7 is set as the lowest efficacy level while a high efficacy level is equal to or greater than 3.8. It is concluded that in this research, the value of each subscale is at a moderate level.

This research has a similarity with some previous studies. The study from Çankaya (2018) aimed to explore self-efficacy beliefs between practicing teachers and students teacher. The participants were the English language teacher and student-teacher in an English Language Teaching (ELT) department. The study found that teachers more efficacious than student-teachers. However, student-teachers have more efficacious about the instructional strategy that is similar to this study, and both teacher and student-teacher have a low value at efficacy engagement.

Atay (2007) aimed to analyze the effects of the teaching experience on the beliefs of self-efficacy of Turkish pre-service teachers in the department of English Language Teaching (ELT). There are pre-test and post-test to find the factor that might be contributing. The result shows that classroom management reported as the lowest efficacy similar to this study even different in the highest efficacy of pre-service teachers. In that study, efficacy for instructional strategies was substantially decreased in the practices, while classroom management and student engagement showed a substantial increase from before.

The study from Bakar et al. (2012) found that Malaysian pre-service teacher has a higher sense of efficacy. Each item's score shows a high value, and most of them only have a slightly different value. This study also has similarities on the lowest efficacy with this study which is classroom management. It is concluded that most pre-service teachers have low efficacy of classroom management, while the study from Çankaya (2018) found that practicing teachers are more efficacious. It is related to the different experiences of both of them. The teacher has more experience than the student-teacher, as Bandura (1997) said, four sources of self-efficacy beliefs: Enactive mastery experience; Vicarious experience; Verbal persuasion, and Psychological states. Thus, the student-teacher still lacks experience than the teacher.

The last is the study from Nugroho (2017), who investigated the correlation between English proficiency and self-efficacy among pre-service, found that the opposite results with this study. In his research, classroom management was the highest efficacy. The resulting contrast with the present research, which shows the lowest efficacy and instructional strategy, was the most inadequate efficacy; however, this study became the highest efficacy.

CONCLUSION

This study aims to describe the sense of self-efficacy of pre-service teachers in EFL of the English Language Education Department in the Islamic University of Indonesia. The researcher found that pre-service English teachers were more effective about instructional strategy with an average score of 3.7840 of the overall sense of efficacy. Then, followed by student engagement efficacy with an average score of 3.7561, and the last one is class management with an average score of 3.7318. Based on the third mean value, it is indicated at a moderate level. It means the pre-service teacher has a good sense of efficacy in teaching.

Moreover, the finding has implications that the institution has provided a curriculum that suits pre-service teachers' needs as their provision in carrying out the internship program, and the supervisor has provided appropriate guidance for them. This study's limitation is on the students who finished their internship program last year and students who are in the on-going internship program. For further research, the study's respondent is a better student who has experienced the internship program for at least no more than three months. Additionally, more investigation needs on the lowest efficacy of classroom management.

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APPENDIX

Appendix TSES (Teacher Sense of Efficacy Scale) by Bakar et al. (2012) (translated in English)

(1) not at all confident
(2) slightly confident
(3) somewhat confident
(4) confident
(5) very confident

No.	Question	Scale				
1	How much can you do to get through to the most difficult students?	1	2	3	4	5
2	How much can you do to help your students think critically?	1	2	3	4	5
3	How much can you do to motivate students who show low interest in schoolwork?	1	2	3	4	5
4	How much can you do to get students to believe they can do well in schoolwork?	1	2	3	4	5
5	How much can you do to help your students value learning?	1	2	3	4	5
6	How much can you do to foster student creativity?	1	2	3	4	5
7	How much can you do to improve the understanding of a student who is failing?	1	2	3	4	5
8	How much can you assist families in helping their children do well in school?	1	2	3	4	5

9	How well can you respond to difficult questions from your students?	1	2	3	4	5
10	To what extent can you gauge student comprehension of what you have taught?	1	2	3	4	5
11	To what extent can you craft good questions for your students?	1	2	3	4	5
12	How much can you do to adjust your lessons to the proper level for individual students?	1	2	3	4	5
13	To what extent can you use a variety of assessment strategies?	1	2	3	4	5
14	To what extent can you provide an alternative explanation or example when students are confused?	1	2	3	4	5
15	How well can you implement alternative strategies in your classroom?	1	2	3	4	5
16	How well can you provide appropriate challenges for very capable students?	1	2	3	4	5
17	How much can you do to control disruptive behavior in the classroom?	1	2	3	4	5
18	To what extent can you make your expectation clear about student behavior?	1	2	3	4	5
19	How well you establish routines to keep activities running smoothly?	1	2	3	4	5
20	How much can you do to get children to follow classroom rules?	1	2	3	4	5
21	How well can you establish a classroom management system with each group of students?	1	2	3	4	5
22	How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5
23	How well can you keep a few problem students from ruining an entire lesson?	1	2	3	4	5
24	How well can you respond to defiant students?	1	2	3	4	5