

CHAPTER I

INTRODUCTION

This chapter presents Background of the Study, Research Problems, Research Objectives, Significance of Study, Scope and Limitation, also Definition of Key Terms.

A. Background of The Study

Having a strong belief is very important. It is very needed for every one to support them in all their action even in every decision. No body cannot control how should they do, if they do not have a good beliefs. With a good belief every one has a good possitive thinking with their own self that they can conduct it confidently. This condition will help them construct their mind set with a good thought. At least, by having a strong beliefs will make every one be better in a task.

In every day life, a beliefs about people's capability have a great influence for reach a certain purpose. It can be in their work, making decision, solve the problem, break the obstacle, gaining the goal, study, be a good teacher, be a qualified students, etc. All of those activity have its own difficulties. But as long as they have a belief that they are able to do, and keep stepping to face in every obstacle, it will make them motivated more until they can reach their goal.

In education area, the teachers is a center of teaching and learning. However the role of students and material also support the learning process in

gaining the learning goal. Some skills, competence, professionalism, and others should be with a good teacher until they are able to motivate students in gaining their purpose in studying. Not only teachers who should have those characteristics, but also the pre-service teachers, means the students college who are studying in a certain program for preparing the graduate.

Pre-service teachers who still study at the university of course they have a different goal, although almost the same with others, that is after graduate from university have a wish to work, or continuing the study, and something else. Then, to gain their purpose they should have a strong will and effort. Because by doing nothing they will get nothing also. Not only that, the important point is they should have a beliefs on themselves that they can do for something until they get their goal. By having a good believe that they are able to do, it will help them to lead in a success, and the success is not who can pass the task as always, but also able to get up from their failure because they consider that they are able to get it.

Thereby, a belief about capability in doing a task is very important to be with everyone specially in this discussion is for pre-service teachers. It is a necessary for them to dig up their mind and set their thought to be confident and sure that they are able to gain what they want. This belief cannot be taught easily by other. They should learn to be sure and confident, so it will be a habit for them. It needs a consideration, time by time as long as they want to try and learn, it will be.

Belief which is discussed above is called as self-efficacy that was originally defined as a rather specific type of expectancy concerned with one's beliefs in one's ability to perform a specific behavior or set of behaviors required to produce an outcome (Bandura, 1977). Gavora (2010) defined self-efficacy as one's conviction about their capabilities to carry out certain tasks in a suitable and effective manner. Han, Liou-Mark, Yu and Zeng (2015) defined self-efficacy as one's belief or perception about one's capability to perform at a certain level on a task. Self-efficacy is the individual's conviction or confidence that they can successfully accomplish given tasks at designated level (Schunk, 1991). Based on definition above, I can conclude that self-efficacy is beliefs of someone about their ability that they are capable to do and gain the purpose with some actions confidently.

Having high level of self-efficacy about one's ability is important as it motivates one to succeed in life. As the finding of Hakan & Esergul (2015) that pre-service teachers, who still study at Department of Primary Education of Dokuz Eylul University, believe to a significant extent that they are capable of dealing with classroom management issues while teaching. Based on the finding, we can see that believe is an important part to influence ourselves for dealing with a task. Another finding is there is no significant difference observed between the subjects' graduated high schools and their classroom management self-efficacy beliefs ($F(3,358)=1.596$; $p<.05$). Hereafter, it is revealed that prospective teachers' beliefs about their capacities in classroom management do not differ meaningfully depending on

their high school backgrounds. An additional analysis was undertaken to test for a linear relationship between the two sub-domains of the Classroom Management Self-efficacy Scale. To be able to detect a possible significant relationship between classroom management efficacy and result expectancy of the participants, depending on their own views.

The study above was good by investigating the level of self-efficacy, comparing it with the gender and also the effect of the high school background. But, the way how they select the sample is do not quite good. Because, the researchers of the study above take a sample between male and female in not proportional sample, so the result is the female has slightly higher self-efficacy than male. It should be better if use subject criteria to avoid an effect sample size.

This shows how important teacher self-efficacy is, not only to the teacher himself but to the students as well. As another research conducted by Habila, Simon, & Bala (2016) using survey method, and use questionnaire as an instrument to collect data of all research question, and find three evidences. They are the pre-service mathematic teachers have high level of mathematics self-efficacy and mathematics teaching self- efficacy. Another important finding of their study is the positive relationship that existed between pre-service mathematics teachers' mathematics self-efficacy and mathematics teaching self-efficacy. The results also indicated that the pre-service mathematics teachers' scores in mathematics teaching self-efficacy were generally higher than their scores in mathematics self-efficacy. From the

findings above, the way to collect the data is only by using questionnaire, and I suggest that research will be more meaningful if interview should be a part for collecting data.

Many cases can be discussed related what should pre-service teachers have. But I am interested and concern with self-efficacy. The reason why I choose self-efficacy to come as my topic is because everything is started from ourselves not other. So, If we believe with ourselves' capability for doing something, it will support us to face and pass the task. The point is we believe and everything will be better than we pessimist for doing task.

Now, many cases are faced by pre-service teachers who are preparing to graduate. Then, some of them who was graduate from educational program of certain college not always be a teacher, some of them just stay at home by doing nothing or we can say unemployment, be an entrepreneur, and continuing study eventhough they are not in linear study at before, etc. But the focus is not in their choices about what they want to be. Because it is their own right. The point is how they believe about their capability to decide the choices and execute anything they have chosen. In this research the topic was chosen to investigate the English Department students's belief, related with their decision after finish their undergraduate program, whether they are ready to be an English teacher or not.

Related with self-efficacy, the students have various belief about what they want to be after finished their study, but they should not be an unemployment. Individuals with a low level of self-efficacy have doubts

about their qualities, they tend to be beaten by stress, attempt to avoid demanding tasks, since they take them as a threat, and their aspirations are low like their resolve to achieve these tasks (Bandura, 1982, 1994; Gillnerová et al., 2011, Pajares, 2002). As the theory state before, I have assumption that the students have high level of self-efficacy, they will belief about their capability and use it to gain their goal, so they will not be unemployment.

Based on the condition above, I am so curious to know the self-efficacy of students college, not only want to know how high is it, but also investigated more about it. So I will conduct my research under the title Self Efficacy of Pre-Service Teachers for English Department Students at IAIN Tulungagung. How is The Level of Self-efficacy of Pre-Service Teachers for Eighth Semester of English Department Students At IAIN Tulungagung , and How Do Eighth Semester of English Department Students at IAIN Tulungagung Develop Their Self Efficacy.

B. Research Problems

Based on the background of the study above, I formulated two research problems :

1. How is the level of self-efficacy of pre-service teachers for the eighth semester of English Department students at IAIN Tulungagung?
2. How do the eighth semester of English Department students at IAIN Tulungagung develop their self-efficacy?

C. Research Objectives

Based on the research problem above, the objectives of the research are:

1. To know the level of self efficacy of pre-service teachers for the eighth semester of English Department students at IAIN Tulungagung.
2. To know how do the eighth semester of English Department students at IAIN Tulungagung develop their self efficacy.

D. Significance of the Study

1. Theoretically

To give a literature contribution which is useful for educational area, the next research that related with self efficacy, and university education students as the teacher candidate.

2. Practically

It is expected that the result of this study will be useful for :

- a. English Department : It should be a consideration to make a teaching practice program frequently such as in every semester the English Faculty can make an program for students to teach in certain school and every semester, and the level of school will be different, may it can be loated in elementary school, junior high school or senior high school.

- b. Teacher Candidate : It can be a consideration to raise their interest for being a teacher and how develop their self-efficacy. So they can deal with their job as the teacher well.
- c. Further Researcher : Particularly those who have the same problem and interested in conducting research, this research can be a reference.

E. Scope and Limitation

This study was conducted to know the self-efficacy of pre-service teacher for eighth semester of English Department students at IAIN Tulungagung. However, there are a lot of cases which can be investigated related with pre-service teacher. But to do this research effectively, I only limit studying on investigating two cases. They are the level of self efficacy of pre-service teachers for seventh semester of English Department students at IAIN Tulungagung, and how do eighth semester of English Department students at IAIN Tulungagung develop their self efficacy.

F. Definition of Key Terms

1. Self Efficacy

Self-efficacy is the students' belief and their action to develop their belief that they are capable to be an English teacher,

2. Pre-Service teacher

Pre-service teacher is the eighth semester of English Department students who still prepare for undergraduate program of English Department.