

CHAPTER V

DISCUSSION

This chapter deals with discussion of the findings

A. Discussion

The objectives of this research are to know the level of self efficacy and the strategies used to develop their self-efficacy by eighth semester of English Department students at IAIN Tulungagung in academic year 2016/2017.

In order to gain the objectives of the research, I employed mixed method design. It is the combination of quantitative and qualitative approach to collect and analyze data. To know the level of self-efficacy, I gathered the data through survey by distributing questionnaires and analyzing it using descriptive statistic to find mean scale then calculating the percentage. To know the strategies used to develop self-efficacy, the data were gathered through subject selection involved interview and documents review.

The results of this research have interesting findings. The result of survey with eighth semester of English Department students at IAIN Tulungagung education year 2016/2017 showed that the most of them have high self-efficacy. There are 9,4 % students whose level of their self-efficacy are low and 90,5 % whose level of self-efficacy are high. These findings was in agreement with findings of Habila, Simon, & Bala (2016) that pre-service

mathematics teachers have high level of mathematics self-efficacy and mathematics teaching self-efficacy

They have high self-efficacy likely because they believe that they are capable in English teaching as well. As Bandura (1994) states that strong sense of self-efficacy affects the way how individuals approach to demanding tasks, which they take rather like a challenge than a threat. Whereas, the students whose level of self-efficacy are low, may it can be influenced because they do not believe that they are capable in English teaching. People who have low sense of efficacy do not concentrate on how to perform well (Bandura: 1993). 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).

It can be assumed that the most of students are ready to be an English teacher, because they believe that they are capable in English teaching. It can be like that because there are some ways they did to develop their self-efficacy such as mastering experience by joining some teaching practices, learning another experience to perform as well as others' performance, getting good motivation, and being able to control psychological states as like mood, emotion, anxiety, doubt, and nervous.

S1, S2, and S3 have developed their self-efficacy through the above mentioned strategies. In mastering experiences, they joined some

teaching practices such as PPL (Praktik Pengalaman Lapangan). It is a program from Faculty of Teacher Training and Education of IAIN Tulungagung for seventh semester students to achieve education degree, and Wiyata Bhakti as an educational activity in the form of teaching practices at collaborating school held by ESA (English Students Assosiation) of IAIN Tulungagung. It is different from S2, S1 and S2 have more experiences, they taught English in some program courses. Whereas, only S3 who ever joined seminar related with English teaching.

It was very clear that for having high self-efficacy, they should have enough experiences in teaching practices, teaching training and join some seminars about teaching. Because from them they can learn and improve their ability. These findings confirm Bandura (1997) statement that “one’s own performance experiences are the most powerful sources of self-efficacy information. The experience of mastery influences your perspective on your abilities. Successful experiences lead to greater feelings of self-efficacy.” Some authors also stated that in cognitive treatments of depression, arranging successful experiences that will counteract low self-efficacy expectancies (Holon & Beck, 1994; and Ingram, Kendall, & Chen, 1991, for reviews). It was also supported by Housego, 1992; Hoy & Woolfolk (1990) which state that teacher’s beliefs about his/her own abilities to influence learning and behaviour of pupils (PTE) are rather affected by actual education experience. Similarly, the first and most powerful career intervention can be structuring successfull past performance accomplishments (Betz: 1992).

Self-efficacy beliefs are also influenced by vicarious experiences. It means imitating idol's teaching performance will help to be successful in teaching. All the subject to S1, S2, and S3, imitated some performances from their inspiring teacher in English teaching. S1 followed her inspiring teacher how to be a teacher with good attitude like patience and always appreciate students which made her felt easy to get students attention. Similar to S1, S2 always tried to grab her students' attention like when her idol performed. S3 also could work well in her teaching by applying some teaching techniques from her idol.

In this way, by observing then applying some performances done by their idol, these subjects were more confident with their ability in English teaching to be as success as their idol. Bandura (1997) states that "observing people who are similar to yourself success will increase your beliefs that you can master a similar activity." The findings of the present research was in agreement with Sullivan & Mahalik (2000) which found that counselor can also encourage positive vicarious learning by providing clients ways to hear other successful individuals share stories of how they overcome career obstacles and achieved successes.

Having good motivation also gives impact to their self-efficacy. S1 got motivation from other teacher, S2 from her students, and S3 from her friends. All of them have a good motivation from other or named as extrinsic motivation. Such strategy influence their self-efficacy. As stated by Betz (1992) that counselor should also utilize verbal persuasion, encouragement,

and seek to strengthen client's career self-efficacy beliefs by expressing confidence in their capabilities and it will added more their confident. It is suggested by Bandura (1997) that "when other people encourage and convince you to perform a task, you tend to believe that you are more capable of performing the task. Constructive feedback is important in maintaining a sense of efficacy as it may help overcome self-doubt."

In fact, they are not motivated by themselves or called as intrinsic motivation. Actually they also need to be motivator for themselves. However, the best motivation does not come from other but from ourself. Ryan and Deci (2000) support this idea and mentioned that extrinsic motivation undermines intrinsic motivation and thus decrease academic motivation. Also, as considerable amount of research suggests that internal factors have a greater and more direct impact on academic achievement or failure than external factors (Brown et al., 2001; Wigfield, 1994). It also confirmed a research which shown that students having intrinsic motivation are more likely to pursue their studies when faced with in academic challenge (Vallerand and Bissonnette 1992).

Psychological states as like mood, emotion, anxiety, doubt, and nervous, can influence and even decrease self-efficacy. Therefore, they must be controlled. So that S1, S2, and S3 faced some of them and they were able in controlling it, so that they can maintain their self-efficacy. Their ways to control are various. Some of them like to have a good prepare before learning process than S2 tried to calm down herself.

In this case, controlling some psychological states is individuals' authority based on their character. The point is they can control their physiological states. Some authors said that reducing negative emotional arousal are therefore important factors in furthering one's career in positive direction (Sullivan & Mahalik, 2000; Betz, 1992). It is also supported by Bandura's (1997) statement that "If you are extremely nervous, you may begin to doubt and develop a weak sense of self-efficacy. If you are confident and feel no anxiety or nervousness at all, you may experience a sense of excitement that fosters a great sense of self-efficacy." It is the way people interpret and evaluate emotional states that is important for how they develop self-efficacy beliefs. For this reason, being able to diminish or control anxiety may have positive impact on self-efficacy beliefs.