

ABSTRACT

Avifah, I'anutul. 2014. *Teachers' Self-Efficacy in Managing Classroom Behavior Problems: A Study of Beginning Teachers at Intensive English Program (IEP) in Faculty of Sharia and Law UIN Sunan Ampel Surabaya Academic Year 2013-2014*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: Dra. Irma Soraya, M. Pd.

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Classroom behavior problems become the most terrible problem which directly influence the learning process. However, managing classroom misbehaviors needs self-efficacy of teacher. In this study, teachers' self-efficacy is belief of teachers on their own ability in managing classroom behavior problems to attain successful learning. This study focuses on identifying common classroom behavior problems occurred among adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya, investigating the teachers' self-efficacy of beginning teachers in managing classroom behavior problems, and identifying the factors influencing teachers' self-efficacy of beginning teachers in managing classroom behavior problems. The researcher determines this study as qualitative case study using descriptive approach. Five beginning teachers and five classes at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya become the subject of this research. In addition, the researcher uses observation and interview as the techniques to achieve the aims of this study. The result of this study shows that there are 9 common behavior problems which were commonly occurred among adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. They are talking during lesson, playing mobile phone in lesson, wearing improper attire, sitting with improper manner, ignoring or ordering the instruction, repeatedly using first language, coming late, being absent, and cheating. In managing classroom misbehavior, the teachers' self-efficacy of beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya is 62% high. Nevertheless, they are still low in setting goal, innovating creative problem solving, and visualizing success of managing classroom behavior problems. The factors which influenced teachers' self-efficacy of beginning teachers are classroom experience, vicarious experience, social persuasion, physiological and emotional arousal, and classroom preparation. Furthermore, there is a new factor identified in this study. It is teachers' self-development.