CHAPTER I

INTRODUCTION

This study is about student teachers' self efficacy in using instructional strategies at Practice Teaching class (PPL I). This chapter presents background, research question, objective and significance of study, and definition of key term.

Research Background

Due to the aim of English Teacher Education Department is to establish an English teacher candidate, the students of Practice Teaching which is commonly called as student teacher must do teaching practice at least twice in one semester. This teaching practice purposes to establish the effective teachers who are able to succeed learning process in a real class. The teachers are called as the effective teachers if they have these following pedagogical skills: classroom management skill, motivational skill, communication skill and also assessment knowledge and skill.¹ To become an effective teacher, student teacher requires the belief regarding their ability in teaching. This kind of belief refers to self efficacy.

Self efficacy is defined as people's beliefs about their capability to produce designated levels of performance that exercise influence over events that affect their lives, it is to determine how people feel, think, motivate themselves and behave.² Hence, to show a fascinating teaching performance in Practice Teaching, a student teacher has to feel, think, motivate themselves and behave as a

¹John W. Santrock, Educational Psychology: Fifth Edition (McGraw Hill: New York, 2011), 4-5

⁸Albert Bandura, Self Efficacy (San Diego: Academic Press, 1998), 22

proficient teacher. Furthermore, according to Guo et al, teacher's self efficacy has a major impact on the quality of learning that the student experience.³ It shows that students learn much more from teachers with high self efficacy than from those with low self efficacy. Beside that, Guo states that low self efficacy teachers do not have confidence in their ability to manage their classroom, become stressed and angered at student's misbehavior, are pessimistic about student's ability to improve, take a custodial view of their job and say that if they had it to do all over again they would not choose teaching as a profession.⁴ It proves that self efficacy is very crucial to support someone's career, especially a teacher. Even the clever athletes feel very nervous if they are under strong pressure which indicates low self efficacy, such as in low achievement or in a big match.⁵

According to D'Alessio, microteaching which also called as practice teaching includes elements that are known to improve self efficacy which the concept comes from the social cognitive work of Albert Bandura, a social scientist. He documents four types of experiences that tend to increase Self Efficacy Beliefs (SEB), they are mastery experience, vicarious experience, social persuasion and emotional state.⁶ In this context, mastery experience is the previous performance of a student teacher in first teaching practice, vicarious

-

³John W. Santrock, *Educational Psychology, Fifth Edition* (McGraw-Hill Companies: New York, 2011), 450

⁴John W. Santrock, Educational Psychology: Fifth Edition...., 451

⁵Jeffery S. Nevid et al, *Abnormal Psychology in a Changing World Fifth Edition* (England: Pearson Education: 2003), 183

⁶Matthew A. d'Alessio, Learning By Teaching: Microteaching In Geo-science Content Courses For Preservice Elementary Teachers Geological Sciences Department (California: California State University Northridge, 2012), 2

experience is the observation of other peers teaching, verbal persuasion is the oral feedback from either lecturer or peers and emotional state is the psychological condition when the student-teacher is teaching.

In addition, the concept of self efficacy which is grounded by Bandura postulates that human achievement depends on interactions between one's behavior, personal factors (e.g., thoughts, beliefs), and environmental conditions.⁷ All of those aspects also are covered in Practice Teaching since the aim of Practice Teaching based on the rule of government no.7 year 2008 verse 2 states that the teacher competitions are pedagogical competition, personal competition, social competition and professional competition which are obtained from preservice teacher education or Practice Teaching.⁸

As a teacher candidate, the students of Education Department require a good education in order to be able to educate their students in the future as a skillful and professional teacher. Hence, to achieve this goal, the curriculum of English Teacher Education Department and other departments in Faculty of Education and Teacher Training at UIN Sunan Ampel Surabaya comprises *Praktik Pengalaman Lapangan (PPL I)* as a lecture course. Feyten and Kaywell postulates that curriculum emphasizes various levels of what Cruickshank called concrete real experiences in preparing novice teachers to teach and to develop

⁷Eda Ordem-Özcan Demirel, *Teacher Self Efficacy Beliefs* (Hacettepe University: Turkey, 2007),2

⁸Pedoman Praktik Pengalaman Lapangan I Academic Year 2014-2015 Faculty of Education and Teacher Training (UIN Sunan Ampel Surabaya: Surabaya, 2015), 1

their reflective and analytical skills, examine the relationship between theory and practice, and correct misinterpretations they might have about teaching.⁹

PPL is a sequence of activity to implement educational theory through a teaching practice or educational task besides teaching in a guidance and integration process to establish a professional teacher. This program is divided into Practice Teaching (PPL I) or microteaching and Internship Program (PPL II) which is conducted in a real school. Such kind of practical experience is necessary since it provides a chance for students to achieve the improvement of pedagogic skill competence as well as to gain the real teaching experience.

Besides, by the help of Practice Teaching, teacher candidates can experiment and learn each of the teaching skills by breaking them into smaller parts without encountering chaotic environment of the crowded classes. 11 Therefore, Practice Teaching provides unchallenging teaching environment since the students are the student teacher's peer, approximately 12 students in a class, different with Internship Program which challenge a real class and students. Thus, student teacher ideally has high self efficacy in using instructional strategies within Practice Teaching for the sake of the success teaching in Internship Program and next teaching performance in the future.

9

⁹Funni A Amobi-Leslie Irwin, "Implementing On-campus Microteaching to Elicit Pre-service Teachers' Reflection on Teaching Action", *Scholarship of Teaching and Learning*, Vol. 9, No. 1, 2009, 27 - 34

¹⁰Pedoman Praktik Pengalaman Lapangan I Academic Year 2014-2015 Faculty of Education and Teacher Training (UIN Sunan Ampel Surabaya: Surabaya, 2015), 1

¹¹Naim Uzun, "A Sample of Microteaching in Environmental Education and Its Effect on Pre-service Teachers' Presenting Effective Lesson", *Asia-Pacific Forum on Science Learning and Teaching*, 2012, Vol.13 No.9 Issue 1, 3

In Practice Teaching class, student teachers are supposed to have the high self efficacy in using instructional strategies since it is the first teaching experience for students which will be standard for their Internship Program and their next teaching career in the future. This case is grounded by the concept of Teacher Efficacy Beliefs (TEB). Tschannen-Moran et al, the founders of TEB describes the development of TEB which comes from analysis of teaching task and assessment of teaching competence which will give the effect on teacher efficacy goals, effort, and so on. This effect will build a teaching performance that will be a new source of efficacy information.

Furthermore, the researcher assumes that some student teachers who get the high achievement in theoretical lecturing course are not performing their teaching well in Practice Teaching class since some of them have low self efficacy. In addition, based on the survey conducted by researcher toward 27 students of English Teacher Education Department UIN Sunan Ampel Surabaya from academic year 2013-2014 who have passed Practice Teaching and Internship Program, 26 students of them state that Practice Teaching brings the important role to boost their self efficacy in facing Internship Program and only one student who says that Practice Teaching does not bring the important role for internship program.¹² It totally proves that Practice Teaching supports teaching

1.

¹²Preliminary Research on April 2015 based interview toward students of English Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014

performance and it is also very important to bring the success of Internship Program.

Basically, there are three dimensions of teacher's self efficacy: managing classroom management, ensuring student engagement, and using instructional strategies. 13 However, the most essential for student teachers is in using instructional strategies. Instructional strategy is a method which is used by teacher in their teaching in the classroom to enable and to enhance student's learning of course content. 14 In Practice Teaching context, managing classroom management and ensuring student engagement are not really required for student teachers since the student teachers and the classroom environment of Practice Teaching class are not the real one. Indeed, classroom management requires the teachers' efforts to control classroom activities such as learning, social interaction, and student behavior. 15 Furthermore, student engagement refers to the attention, curiosity, interest, optimism, and passion that students show when they are learning. 16 That is why the researcher decides to choose instructional strategies among other dimension for the reason that it deals currently with how to actually instruct the student. Moreover, Gagne calls the lesson planning as the "architecture" of the

¹³M Tschannen Moran-A Woolkfok Hoy, "Teacher Efficacy: Capturing and Elusive Construct", *Teaching and Teacher Education*, Vol.17, 2001, 783-805

¹⁴Alberta Learning, *Health and Life Skills Guide to Implementation (K-9) Instructional Strategies* (Alberta: Canada, 2002), 67

¹⁵Abdullah M. Abu-Tineh et al, "Teacher Self-Efficacy and Classroom management Styles in Jordanian Schools", *Management in Education*, Vol. 25 No. 4, 2011, 175

¹⁶Student Engagement (from: http://edglossary.org/student-engagement/ accessed on April 18th 2015)

course, while the instructional strategies are the "bricks and mortar". ¹⁷ In a line of this theory, using instructional strategies is more required by student teachers as the prime dimension in their practice teaching since it examines whether their lesson plan successfully done to achieve the learning goal.

Furthermore, some studies have been proposed to discuss why some students do not perform well in foreign language courses. One of them is Banks' study which found that listening problem, native language differences, cognitive variables (such as language aptitude, individual differences, brain function, and pedagogical task assigned) and affective variables (such as anxiety, motivation, and personality) are the causes why students do not perform well in foreign language course. Reflecting on this case, it is necessary to establish the professional teacher candidates who have high self efficacy in teaching English as foreign language.

Six previous studies which have done regarding self efficacy are categorized into instructional strategy and practice teaching. Four of them deal with teacher's self efficacy and two of them are about instructional strategies. The first previous study was conducted by I'anatul Avifah focuses on beginning teacher's self efficacy which finds that self development is one of self efficacy

•

¹⁷Gagne, Modules of Instructional Strategies Used in Classroom (from: http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, accessed on April 2nd 2015)

¹⁸Tiffini Banks, A Master Thesis: Foreign Language Learning Difficulties and Teaching Strategies (School of Education Dominican University of California: San Rafael, 2008), 8

sources besides four sources grounded by Bandura. 19 While, Sunjin Oh's research reveals that the finding that pre-service teachers' personality, motivation, and capabilities were one of the important sources to improve their teaching efficacy. ²⁰ Furthermore, Lindell's research finds that the interaction between time, condition and subject effect can become the measurement of teacher's self efficacy. 21 Pendergast and Garvis also conducted their study which finds about the definition of stage regarding initially higher levels of teacher self-efficacy towards perceived capabilities of teaching. ²² Next previous study which discusses about instructional strategies which comes up first from Cheng and Zhan finds that CFL (Chinese Foreign Language) pre-service teachers applied four instructional strategies including using body language, graphic and pictures, animations text-based input to enhance understanding the content. 23 Another previous study about instructional strategies which belongs to

-

¹⁹I'anatul Afivah, Under graduated Thesis: *Teacher's 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* (UIN Sunan Ampel Surabaya: Surabaya, 2014), 136

²⁰Sunjin Oh, "Pre-service Teachers' Sense of Efficacy and Its Sources", *Psychology Journal from Department of Curriculum and Instruction, Iowa State University*, Vol.2 No.3, 2011, 235-240

²¹Mary Ann Lindell, *The Effects of Microteaching on Pre-Service Teachers' Knowledge and Implementation of the Concept Mastery Routine* (USA: University of Minnesota: 2013)

²²Donna Pendergast-Susanne Garvis, *Pre-Service Student-Teacher Self-efficacy Beliefs: An Insight Into Making of Teachers* (Griffith University: Australia, 2011)

²³Cheng, H.J and Zhan, "Examining Pre-service Teachers' Instructional Strategies for Technological Pedagogical Content Knowledge via Video-conferencing", *Journal of Educational Technology Development and Exchange*, 2012, Vol.2, No.5, 57-76

Negari reveals the finding that the instruction of concept mapping strategy had a positive effect on EFL learners' writing achievements.²⁴

However, this research has distinctive focus from those previous researches. Different from Afivah's research, Sunjin Oh and Lindell tries to find more deeply about the sources of self efficacy based on Bandura's theory which one are the prime factors and which one are the secondary factors. Besides, this study aims to find self efficacy based on both student teacher's perspective and researcher's perspective, dissimilar from the research which belongs to Pendergast and Garvis. Another distinction that comes up from instructional strategies aspect is about the application of instructional strategies. This study attempts to find out how student teacher uses instructional strategies in the class based on its events including all of four skills taught (listening, reading, writing and speaking), unlike with Chang and Zhan's study which only find there are four instructional strategies commonly used by pre-service teacher and Negari's study which only focus on writing skill. But, they generally have the similarities regarding pre-service teacher or student teacher's self efficacy as the focus of study and microteaching or practice teaching as the locus of the study.

Having regard to the reasons above, it is important to investigate the student teacher's self efficacy in using instructional strategy within Practice Teaching (PPL I) in English Teacher Education Department UIN Sunan Ampel

²⁴Giti Mousapour Negari. "A Study on Strategy Instruction and EFL Learners' Writing Skill", Department of English Language and Literature University of Sistan & Baluchestan, Zahedan, Iran. Vol. 1, No. 2, 57

Surabaya. Besides, it is also necessary to identify the factors influencing the level of student teacher's self efficacy in using instructional strategy within Practice Teaching. Hopefully, this study will give a valuable contribution for both lecturers and students of English Teacher Education Department at UIN Sunan Ampel Surabaya.

A. Research Question

In this study especially, the researcher focuses in the area of educational psychology. Therefore, the problems of this study are focused into two questions that use educational psychology paradigm, they are:

- 1. How is student teachers' self efficacy in using instructional strategies at Practice Teaching Class (PPL I)?
- 2. What are the factors influencing the level of student teachers' self efficacy in using instructional strategies at Practice Teaching Class (PPL I)?

B. Objective of the Study

Reflecting on the statement of the problems questioned on this study, this study is intended:

- 1. To investigate student teachers' self efficacy in using instructional strategies at Practice Teaching Class (PPL I)
- 2. To identify the factors influence the level of student teachers' self efficacy at Practice Teaching Class (PPL I)

C. Significance of The Study

This study is expected to get the result that will be useful and bring the contribution for readers, especially for lecturers, students of English Teacher Education Department and other researchers as follows.

1. Lecturers

For the lectures of English Teacher Education Department, especially Practice Teaching lecturers, this study can give input data for Practice Teaching lecturers to analyze how high the level student teachers' self efficacy is in using instructional strategies within Practice Teaching in general and to identify what are the factors influencing the level of student teacher's self efficacy. After they have known it, hopefully, the lectures will make some improvement in lecturing of Practice Teaching to get better progress, particularly in giving the oral feedback, for the sake of the lecture goal of Practice Teaching in English Teacher Education Department UIN Sunan Ampel Surabaya.

2. Student Teacher

For the students of English Teacher Education Department especially who enroll Practice Teaching as the student teacher, they can recognize their self efficacy which consequently makes them trained to do such a self assessment for their capability of teaching. Hopefully, after recognizing their own teaching, they can advance its quality. In addition, the outcome of this study presents the input data regarding student teacher's self efficacy belief in

using instructional strategies within Practice Teaching. Therefore, they will be encouraged and be motivated to raise their self efficacy of using instructional strategies in the future for their next teaching career.

3. Further Researcher

For further researcher, it is hoped that this study will contribute or would give any value to other person for conducting further research of the similar topic regarding student teacher's self efficacy. Also, it is recommended for further researchers to do a study which focus on the other dimensions of teacher self efficacy, they are student engagement and classroom management with same or different locus.

D. Scope and Limit of The Study

This study is delimited to investigate student teachers' self efficacy in using instructional strategies within Practice Teaching in academic year 2014-2015. Hence, this study will not discuss in other academic year and in other dimension of teacher's self efficacy those are classroom management and student engagement, but this study only spotlight on the instructional strategies dimension. Besides that, there are several theoretical approaches dealing with self efficacy: social cognitive theory, social learning theory, self concept theory, and attribution theory, but this study will only focus on social cognitive theory.

Furthermore, about the respondents of this study, the researcher confines for those who never gain previous experience in teaching English for secondary school students in formal and informal institution since it deals with student's

mastery experience as one of the self efficacy factors. The researcher will choose them because their self efficacy in teaching is still in standard level, not in high or low level. This is supported by the theory that experience of success will increase someone's self efficacy while the experience of failure will decrease it. ²⁵ This study will also only conduct for second cycle of teaching practice within practice teaching, because it deals with the peer feedback and lecturer's feedback as the social or verbal persuasion. In a verbal persuasion, individuals are directed by a suggestion, advice and guidance, so it can improve the belief about their capability which can help to achieve what they want. An individual who has been convinced verbally will fight harder to achieve a success. ²⁶

E. Definition of Key Term

The researcher lists the definition of essential terms used in this study as an attempt to prevent misinterpreting among readers toward the conception of this study despite of distinctive perspective of readers.

1. Student Teacher

Student teacher is a student who is learning how to teach and practicing teaching for the first time.²⁷ Based on this definition, the student teacher meant in this study is a college student from English Teacher

²⁵M. Nur Ghufron and Rini Risnawita S, *Teori-Teori Psikologi* (Ar-Ruz Media: Jogjakarta, 2004),78

²⁶M. Nur Ghufron and Rini Risnawita S,....., 79

²⁷Student Teacher (from: http://www.merriam-webster.com/dictionary/student%20teacher Accessed on April 18th 2015)

Education Department at UIN Sunan Ampel Surabaya who enrolls Practice Teaching (PPL I) to perform a teaching practice.

2. Self Efficacy

Bandura, the founder of self-efficacy concept, defines that self-efficacy is a people's belief about their capabilities in organizing and executing the required action course to attain the goal. Besides that, Bandura states that teacher efficacy is teachers' beliefs in their own capability in managing course to accomplish successful teaching task. Considering Bandura's statement regarding teacher's self efficacy as well as the definition of student teacher above, student teachers' self efficacy meant in this study is the college students' belief toward their capability in managing course to accomplish successful teaching task of Practice Teaching in English Teacher Education Department UIN Sunan Ampel Surabaya.

3. Instructional Strategies

Dick and Carey use the term instructional strategy to describe the process of sequencing and organizing content, specifying learning activities, and deciding how to deliver the content and activities.³⁰ Therefore, instructional strategy meant in this study is the process of organizing course

²⁸Albert Bandura, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change", *Psychological Review*, Vol.84, No. 2, 1977, 191-215

²⁹Gorsev Incecay – Yesim Kesli Dollar, "Classroom Management, self-efficacy and readiness of Turkish pre-service English teachers", 2012, 190

³⁰Gagne, Modules of Instructional Strategies Used in Classroom (from: http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, accessed April 2nd 2015)

content and specifying the learning activities which are done by student teachers in Practice Teaching.

4. Practice Teaching

Practice Teaching is the practical implementation of the information and strategies that students have learned which are supervised by teachers from the college, cooperating teacher or school principals. Regarding on this definition, practice teaching meant in this study is the practical implementation of what students have learned deals with pedagogical theory to be applied in microteaching of English Teacher Education Department UIN Sunan Ampel Surabaya.

5. Factors Influencing Student-Teacher's Self Efficacy

Bandura defines the "Factors Influencing Teachers' Self-Efficacy" as the use of evidence-based intervention which can influence self-efficacy through several channels.³² The researcher base the definition of factors influencing student-teacher teachers' self efficacy within Practice Teaching as the evidence-based intervention which can influences student-teachers' self-efficacy enhancement to accomplish the task regarding using instructional strategies.

³¹Teaching Practice Office. Bahrain Teacher College: University of Bahrain (from: http://www.btc.uob.edu.bh/details.aspx?id=aff71af9-f862-e211-b5dd-0022191ecece&gid=3, accessed on 1st of March 2015)

³²Albert Bandura, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change", *Psychological Review*, Vol.84, No. 2, 1977, 191-215