

The chart above shows the behavior distinction between people who have high self efficacy and low self-efficacy. In the context of using instructional strategies within Practice Teaching class, student teachers who have high self efficacy can believe themselves that they can accomplish the given task of teaching performance. They always be active to enable student in mastering the material, manage the difficult situation caused by students, have goal setting in their lesson plan, are well-prepared before teaching performance, try hard during teaching time, creative in solving problem for presenting stimulus material, reflect on setbacks of their past teaching, have mind setting of teaching success and limit stress before and during teaching. Those behavioral patterns of high self efficacy automatically lead the people to achieve their success.

Otherwise, student teachers who have low self efficacy, they will set their mind that they cannot accomplish the given task of teaching. They tend to be passive, avoid any difficult demand about their teaching, have low aspiration, never change their deficiencies of their first teaching, make a weak effort to perform their teaching, discourage because of their teaching setbacks, blame setbacks such as bad luck, worry and stress and also make excuses of their teaching failure. If the student teachers show those behavioral patterns of low self efficacy during their teaching performance, those behavioral patterns of low self efficacy will lead the student teachers to get a teaching failure.

- 2) When should I lecture and when should I hold a discussion or other activity?
- 3) When should I show students how to do something and when should I encourage them to try it by themselves?
- 4) When should I ask students to do something alone and when should I ask them to work together?
- 5) When should I give information and when should I give opportunity for students to practice skills?
- 6) When should I correct the mistake and when should I let the student discover her or his own mistake?
- 7) When should I review concepts orally and when should I use handouts?
- 8) If I need to show students formulas or graphs, should I draw them during class or prepare handouts before class?
- 9) When should I rely on my own explanation and when should I seek outside sources (video, film or audio)?

By considering such questions, a teacher can begin to formulate strategies and techniques that match with the learning objectives. Based on Ronkowski, the planning stage of instruction consists of four steps they are select course objectives and determine student's level, decide how to assess student learning, to choose an appropriate sequence to present teacher's

- 1) Personal pedagogy to make a connection between practical experience and theoretical knowledge
- 2) Lecturer's role model to encourage student teacher to think more deeply about their own practice
- 3) Reflection to develop a critical awareness of their practice through the process of developmental action
- 4) Feedback as the information about the quality of work or the effect on learning
- 5) Personal professional qualities between lecturer and student teacher that involves open and free communication
- 6) Lecturer professionalism to mediate student teacher's learning by supporting their acquisition

B. Review of Previous Study

In this section, the researcher reviews the previous studies conducted by other researchers in the past that have some focus similarities with this study. The first previous study was conducted by I'atul Avifah, an undergraduate student from UIN Sunan Ampel Surabaya. Her study entitled "*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*". Her qualitative study focuses on beginning teacher's self efficacy in Intensive English Program which specify in classroom behavior problems, while this present study focuses on

perceived capabilities of teaching.⁶² On the other hand, this research will concern with both researcher's perspective and student-teacher's perspective regarding their self efficacy in using instructional strategies, supported by the lecturer's perspective.

The next previous study comes from Cheng and Zhan by the title "*Examining Pre-service Teachers' Instructional Strategies for Technological Pedagogical Content Knowledge via Video-conferencing*". Their study tries to observe instructional strategies and appropriateness of the strategies that pre-service teachers have applied during their training based on the Technological Pedagogical Content Knowledge. Based on their research finding, CFL (Chinese Foreign Language) pre-service teachers applied four instructional strategies including using body language, graphic and pictures, animations, and text-based input to enhance understanding of the content.⁶³ While, this study more focuses on the student teachers' in term of self efficacy in using instructional strategies within Practice Teaching.

Another previous study belongs to Giti Mousapour Negari entitled "*A Study on Strategy Instruction and EFL Learners' Writing Skill.*" The finding of her study reveals that the instruction of concept mapping strategy had a positive

⁶² Donna Pendergast and Susanne Garvis, *Pre-Service Student-Teacher Self-efficacy Beliefs: An Insight Into Making of Teachers* (Griffith University: Australia, 2011)

⁶³ Cheng, 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

effect on English First Language (EFL) learners' writing achievements.⁶⁴ The difference between her study and this study is dealing with the skill taught. Her study only focuses on teaching writing skill, while this study focus on the teaching of all skills within practice teaching done by student teachers.

Finally, the researcher concludes that those all previous studies have various differences with this research. The differences between this study and those all previous studies are dealing with the respondents who are student teacher as well as English skill taught which includes thoroughly four skills. Besides that, the differences are about the focus of study which is only in teacher's self efficacy specifically in instructional strategies dimension, the locus which is in Practice Teaching and the source of self efficacy which is grounded by Bandura's theory. Then, the last different is the perspective or point of view which comes from both researcher and pre-service teachers themselves supported by the lecture's point of view. But, they generally have the practice teaching as the locus of the study information similarities regarding self efficacy as the focus of study and microteaching or practice teaching as the locus of study.

⁶⁴Giti 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