CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher retrieves several theories related to student teacher's self efficacy, instructional strategies and practice teaching. It also reviews some related previous study.

A. Review of Related Literature

1. Self Efficacy

a. The Concept of Self Efficacy

To understand deeply the concept of self efficacy, the readers are required to know about self concept since self efficacy is the component of the self concept. Self concept is a physical, social, spiritual and moral value which adheres in an individual. Usually, most people assume that self efficacy is similar with self concept or self esteem, but actually it is the part of self concept. Indeed, compared to self esteem, self efficacy refers to people's judge about their own personal capabilities, while self esteem is people's judge about their self worth. Therefore, actually self efficacy and self esteem are connected each other. Boosting the self esteem can be done by taking the responsibility for themselves, having the strong goal commitment, being honest for themselves, forgiving the self limitation,

¹Robert Kreitner - Angelo Kinicki, *Organizational Behavior: Seventh Edition* (McGraw Hill: New York, 2007), 142

²John W. Stanrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice* (McGraw-Hill: New York, 2006), 332

having internal based value, positively praises themselves and doing self improvement.³

Therefore, self efficacy is such a question "Can I do it?" asked by people before they accomplish a task. It is in a line with Bandura's definition which reveals that self efficacy is people's belief in their capabilities to organize and perform the action to establish given attainment.⁴ This following figure shows the variably parts under self concept:

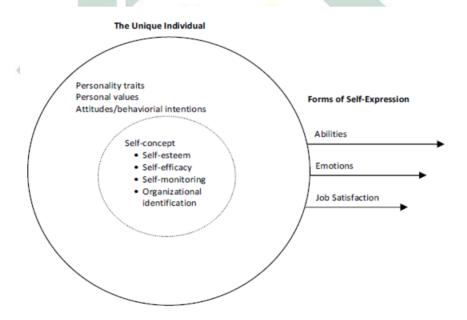


Figure 2.1: Self Concept of A Unique Individual⁵

³Monica A. Frank, Self Esteem and

nd Self 9th of June 2015)

Efficacy

(from http://www.excelatlife.com/articles/selfesteem.htm, accessed on 29th of June 2015)

⁴John W. Stanrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice

⁽McGraw-Hill: New York, 2006), 332

⁵Robert Kreitner - Angelo Kinicki, *Organizational Behavior: Seventh Edition* (McGraw Hill: New York, 2007), 142

In accordance to Kreitner and Kinichi, the figure above is intended to illustrate such a link which connects self concept and self expression. ⁶It shows the elements of self concept (self-esteem, self efficacy, self monitoring and organizational identification) which build personal trait, personal values and behavioral intention or attitude. Those elements of self concept will be exposed to others by the form of self expression (abilities, emotion and job satisfaction).

Furthermore, Albert Bandura predicts that individual's possible outcomes of behavior are urgent for learning because they affect the motivation. Hence, the question such as a doubt whether people success or fail and whether they will be liked or be laughed are influenced by someone's self efficacy.

b. Behavioral Pattern that Shows Self Efficacy

Kreitner and Kinichi said that the high and low self-efficacy can be assessed by how they act out during accomplishing the task because they program themselves for success and failure by enacting their self efficacy expectation. Therefore, student teachers' self efficacy can be assessed by observing their behavioral pattern during their teaching performance and by interviewing them regarding their achievement of teaching performance.

⁷John W. Stanrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice* (McGraw-Hill: New York, 2006), 332

⁶Robert Kreitner - Angelo Kinicki, *Organizational...*,141

⁸Robert Kreitner - Angelo Kinicki, *Organizational...*,142

Based on Figure 2.2 below which is adapted by Kreitner and Kinichi from the discussion between Bandura and R.Wood, we see how people' self efficacy beliefs are acted out.

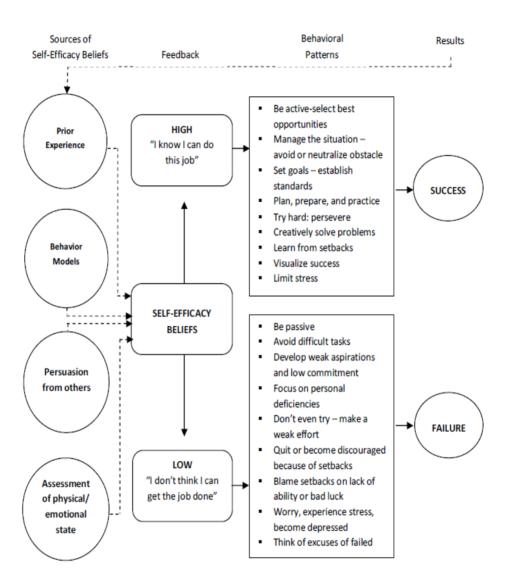


Figure 2.2: Behavioral pattern of high and low self efficacy⁹

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⁹Robert Kreitner - Angelo Kinicki, *Organizational Behavior: Seventh Edition* (McGraw Hill: New York, 2007), 145

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.

c. Sources of Self Efficacy in Practice Teaching Context

Bandura states that self efficacy can be grown and learned through the four main sources. Then, D'Alessio has found that microteaching or Practice Teaching includes sources known to improve self efficacy which is grounded by Bandura's theory. This following description shows how four sources of self efficacy are included in Practice Teaching context.

1) Mastery Experiences

Mastery experience is one's personal experiences defined as past successes or failures which form the expectations that are generalized to other situations. Stanrock additionally states that mastery experience is the most powerful source of efficacy information. Thus, this source gives the significant impact for individual self efficacy since it is based on the real individual experience either success or failure. It is supported by the theory that achieving the success will give the different effects depend on the process, for instance the more difficult the task given the higher self efficacy made by the success. Practice Teaching class, student teachers teach lesson two or three times in one semester. Their

¹⁰ Matthew A. d'Alessio, *Learning By Teaching: Microteaching In Geoscience Content Courses For Preservice Elementary Teachers Geological Sciences Department* (California: Department of Geological Sciences California State University Northridge, 2012), 1

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¹¹John W. Stanrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice (McGraw-Hill: New York, 2006), 332

¹²UMM Malang, *Psikologi Kepribadian* (UMM Press: Malang, 2011), 288

first teaching experience is the mastery experience that emphasis on the improvement of student teacher's second teaching.¹³

2) Vicarious Experiences

Vicarious experience is observing other's performance which demonstrates that the activity is "do-able" through live modeling or symbolic modeling. ¹⁴Observation of other's success with the same capability in doing same exercise will increase someone's self efficacy. ¹⁵ Otherwise, that is why the observation of other's failure with same capability will decrease someone's belief regarding his or her capability which consequently he or she will diminish his or her effort to attempt. Therefore, the vicarious experience in Practice Teaching class is when the student teachers observe their peer's teach during the lecturing of Practice Teaching. By witnessing peer's success of teaching, student teachers are also encouraged to succeed their teaching since they probably adapt the peer's teaching as the model. ¹⁶

3) Social or Verbal Persuasion

In a verbal persuasion, the individuals are convinced verbally by others' suggestion, advice and guidance to improve the belief about their

¹⁴Albert Bandura, "Self-efficacy: Toward a Unifying Theory of Behavioral Change", *Psychological Review*, 1977, Vol. 84, No. 2, 191-215

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¹³ Matthew A. d'Alessio, *Learning By Teaching*....,1

¹⁵Brown and Inouge in A.Bandura, *Self-Efficacy: The Exercise of Control* (W.H. Freeman and Company: New York,1997)

¹⁶ Matthew A. d'Alessio, *Learning By Teaching...*,1

capability which can help to achieve what they want. ¹⁷Therefore, by the help of suggestion, people are guided to believe that they can successfully accomplish a task. Along with the theory that appropriate condition which can enhance people's self efficacy is the trust for those who give persuasion and realistic trait from what have been persuade. ¹⁸ In Practice Teaching class, student teachers receive the comment from lecturer and peers as the social or verbal persuasion. After their teaching performance, student teacher receives the verbal comment from lecturer and peers which is probably critical or encouraging. ¹⁹

4) Psychological Factors

Perceived self-efficacy can be enhanced by diminishing emotional arousals such as fear, stress, and physical anxiety since they are associated with declined performance, reduced success, and other avoidance behaviors. ²⁰Consequently, an individual will base the information about his psychological condition to value his capability. Moreover, psychological stress in a stressful situation is seemed by an individual as an incapability signal since it can dismiss individual performance. ²¹ In Practice Teaching context, student teachers do post teaching reflection to assess their nervousness from previous teaching

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¹⁷M. Nur Ghufron and Rini Risnawita S, *Teori-Teori Psikologi* (Ar-Ruz Media: Jogjakarta, 2004),78

¹⁸UMM Malang, *Psikologi Kepribadian....*,289

¹⁹ Matthew A. d'Alessio, *Learning By Teaching...*,1

²⁰M. Nur Ghufron and Rini Risnawita S, *Teori-Teori Psikologi*....,78

²¹M. Nur Ghufron and Rini Risnawita S, *Teori-Teori Psikologi*....,78

and how it affects their present teaching. Almost all of them are visibly nervous during their first teaching. However, by the second time they teach, they feel no more nervous.²²

Furthermore, according to Cheema and Kitsantas, the improvement in disciplinary climate relates with the reduction in achievement gap that brings the impact on self efficacy.²³ It means that discipline atmosphere will decrease the student teacher's achievement gap in academic setting. Consequently, if the achievement gap decreases, the self efficacy will increase. Therefore, people's discipline also becomes the factor influencing self efficacy.

d. Teacher's Self Efficacy

Teacher's sense of efficacy is a teachers' belief that they can reach difficult students to help them learn because they work harder and persist longer even when students are difficult to teach.²⁴ These teachers work harder and persist longer because they believe in themselves and in their students. In addition, Charalambous and Philippou state that Teachers' Efficacy Belief (TEB) is general self efficacy division which refers to teachers' belief in their ability to organize and orchestrate teaching that promotes learning correlated

²² Matthew A. d'Alessio, *Learning By Teaching...*,1

²³Jehanzeeb R.Cheema-Anastasia Kitsantas, "Influences of Disciplinary Classroom Climate on High School Student's Self Efficacy and Mathematic Achievement: A Look Racial-Ethnic Differences, *International Journal of Science and Mathematics Education*, Vol. 12 Issue.5, 2013

²⁴John W.Stanrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice (McGraw-Hill Higher Education: New York, 2006),334

with teacher's professional behavior and teaching approach.²⁵In a teacher's real life, the experiences and training will help teachers become the professional teachers as long as they boost their sense of efficacy.

Tschannen-Moran et al. integrate the source of self efficacy and cognitive process grounded by Bandura in a unified model (*see figure 2.3*) which describes the development of TEB.²⁶ This chart shows that TEB comes from the integration of self efficacy sources and cognitive process which leads to the analysis of teaching task and assessment of teaching competence. Then, they bring the effect on teacher efficacy goals, effort, etc. This effect will build a teaching performance that will be a new source of efficacy for the next teaching experience.

²⁵CharalambosCharalambous-George Philippou, *Enhancing Pre-service Teacher's Efficacy Beliefs In Mathematics* (Cyprus: Department of Education University of Cyprus, 2002),2

²⁶CharalambosCharalambous-George Philippou, Enhancing Pre-service Teacher's...,2

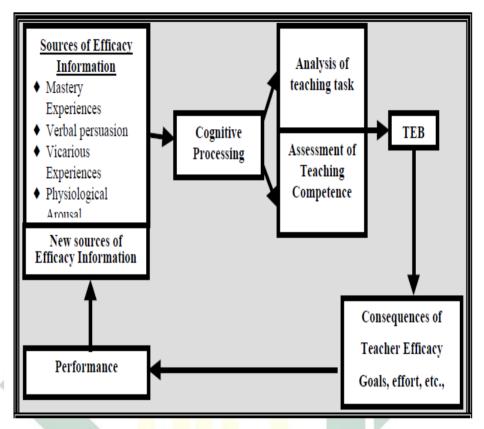


Figure 2.3: The cylical nature of TEB²⁷

2. 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. ²⁸According to Young, effective instructional strategies can each relate to the four learning styles: mastery, understanding, interpersonal, and self-expressive. ²⁹ However, the

²⁷Charalambos-Charalambous-George Philippou, *Enhancing Pre-service....*,2

²⁸Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

²⁹Chase Young, *Building the Repertoire: The Importance of Instructional Strategies* (Retrieved from: http://www.thebestclass.org/rep.html, accessed on 1st of May 2015)

instructional strategies primarily used by student teacher are for teaching mastery and teaching understanding since both of them are directly dealing with how teacher deliver the material for students. While, interpersonal and self-expression are dealing with student's behavior, whereas students of practice teaching are not the real one.

Young states that teaching mastery requires students to know, to remember, to process, to drill, and to practice which requires immediate feedback. Outcomes of mastery learning manifest in skill demonstrations, correct responses, and the ability to remember and organize information. While, teaching understanding is based on reasoning, curiosity and creating relationships or finding. The outcomes are for concept attainment and the ability to explain and to prove hypotheses. ³⁰ Because of those important functions of instructional strategies, this study focus on instructional strategies used by student teachers, especially for teaching mastery and teaching understanding.

a. Areas of Instructional Strategies

According to Stanrock, there are two areas of instructional strategies commonly used by a teacher within teaching procedure as this following:³¹

³⁰Chase Young, Building the Repertoire....

³¹ John W.Stanrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice (McGraw-Hill Higher Education: New York, 2006), 384

1) Teacher-Centered Instructional Strategies

a) Orienting

Before presenting and explaining new material, a teacher is required to establish a lesson framework and orient students to the new material by reviewing the previous day's activity, discussing the lesson, providing instruction about the practice and giving an overview of lesson today.

b) Lecturing, Explaining and Demonstrating

These are the common teacher activities in the direct-instruction approach.

c) Questioning and Discussion

In utilizing these strategies, it is important to respond to each student's learning need, to maintain the group interest and attention and to distribute participation widely.

d) Mastery Learning

It involves learning one concept or topic entirely before moving on to a more difficult one. A successful mastery learning approach involves plan instructional procedures to include corrective feedback.

2) Learner-Centered Instructional Strategies

a) Problem Based Learning

It emphasizes real-life problem solving which focus on a problem to be solved through small group effort.

b) Essential Question

Essential questions are question that reflect the core of the curriculum which the most important thing that students should explore and learn.

c) Discovery Learning

It is the learning in which students construct an understanding on their own. In discovery learning, students have to figure out things for themselves.

b. The Events of Instructional Strategies Used in Classroom

Gagne designs the events of instructional strategies to help the teacher gets the students become whom the teacher want during his or her teaching procedure.³² Here is a list of the events of instructional strategies grounded by Gagne's theory and supported by other expert's theory:

1) Gaining Attention

The best way to gain attention is to appeal to the learner's interests by using probing questions, such as, "What do you think

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³²Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

about...?"The instruction must be relevant with the learner's daily life and must consist of such a motivation for students. This concept is in a line with Tate's theory that questioning enables the brain to clarify concepts and to catch new information with the information that the brain already knows. Similarly, Harmer's states that teachers know well the difficulties involved in motivating student since teacher is a major factor of student's motivation.

2) Informing Learners about Objectives

Learners should be informed the kind of performance that will be used by teacher in order that they know what they are supposed to learn. Thus, teacher should not assume that learners know what they will learn since informing learners about objective can direct them into learning motivation. Furthermore, Harmer's theory reveals that motivation is closely relate with the person's desire to achieve a goal, either long goal or short term goal. The should not assume that learners know what they will learn since informing learners about objective can direct them into learning motivation. Furthermore, Harmer's theory reveals that

3) Stimulating Recall of Prerequisite Learning

This event can be done by asking recognition or recall questions to see the relationship between what they have already learned and what

³³ Marcia L. Tate, Worksheet Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain (Corwin SAGE Company: California, 2010), 12

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³⁴ Jeremy Harmer, *The Practice of English Language Teaching* (Pearson Education Limited, England, 2001), 52

³⁵Dick-Carey, Module of Instructional Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

³⁶Jeremy Harmer, *The Practice of English....*, 53

they will learned, for instance "Do you remember when you learned about...?"³⁷ Besides asking a question, teacher can stimulate recall of prerequisite learning by repeating the material before giving task which is able to strengthen student's memory. According to Mayer, the process of stimulating recall of prerequisite learning deals with mnemonic which is defined as time-tested activities that enable students to recall and to use material without conscious effort from the brain. ³⁸Thus, teacher should guide the students to unconsciously recall their memory of prerequisite learning.

4) Presenting the Stimulus Material

Stimulus material represents the teacher's emphasis regarding the material and the media, such as italics, bold print, underlining, arrows and highlighting on the hand out or worksheet.³⁹ Other examples of stimulus material are board and realia. Harmer states that teacher can use the board for a various purposes such as for note pad, explanation aid, picture frame, public workbook, game board and notice board.⁴⁰

Besides, Harmer additionally states that realia can provide good starting point for language work and communication

³⁷Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

Marcia L. Tate, Worksheet Don't Grow...,66

³⁹Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

⁴⁰ Jeremy Harmer, *The Practice of English*, 137-139

activity. ⁴¹Furthermore, there are more examples of stimulus material such as art, music and picture. In a line with Tate's theory that art and music can assist the brain for solving problem and thought processes, while pictures can be used for drilling, communication, games, ornamentation, understanding, prediction and discussion. ⁴²

The next important element in presenting instruction is providing a variety of examples and non-examples for discriminating process and the acquisition of concept. According to Marzano and Pickering, having students classify, compare, contrast, and use analogies enable student to look for similarities and differences between ideas and things. Thus, to ease student's acquisition in understanding a concept, teacher is required to provide a various examples and non example as well. For example, if the topic is about descriptive text, a teacher should provide report text which is similar with descriptive text.

5) Providing Learning Guidance

Teacher should provide learning guidance by guide the students for the desired answer instead of telling the answer directly. 45 Providing

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⁴¹ Jeremy Harmer, *The Practice of English...*, 134-140

⁴² Marcia L. Tate, Worksheet Don't Grow...,22

⁴³Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

⁴⁴Marcia L. Tate, Worksheet Don't Grow...., 61

⁴⁵Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

learning guidance comes from the concept of discovery learning. According to Bruner, discovery learning is an inquiry-based learning theory of problem solving to discover the new concept to be learned from the past experience. Therefore, it would be better if the teacher does not directly give the answer when the students ask about a vocabulary meaning.

6) Eliciting the Performance of Practice

Good practice items should be relevant to the objective, elicit the exact performance stated in the objective and involving individual and group work. ⁴⁷An effective learning should combined individual and group work since both of them bring the certain advantages. Harmer postulates that individual learning allows teacher to respond individual student difference, becomes less stressful for students and develops learner autonomy and becomes a way of tranquility from a noisy and chaotic situation.

While, pair work and group work gives benefit despite of increasing individual student's talking, encourages boarder skill of cooperation and negotiation and makes quick and easy to

⁴⁶J.S Bruner, *Constructivist Theories*, *Learning Theories and Model* (Harvard University Press: Harvard, 1967), 45

⁴⁷Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

organize.⁴⁸Another way to elicit student's performance of practice is by providing practice as frequently and immediately following instruction as possible.⁴⁹ Because, if the teachers have given the clear instruction with the correct way, they can directly instruct the student to have the practice as the students understand of teacher's instruction.

7) Providing Feedback

Good feedback should include the following elements: comments about the student's performance, immediate and frequent way and correctness of their own mistakes. ⁵⁰ Harmer states that decision about how to give feedback depends on the activity, the type of mistake and the student who makes that mistake. ⁵¹Feedback closely relates with the student's success in achieving learning aim, so teachers have to know well how to give the feedback. Along with Jarmer's theory, feedback during oral work includes showing incorrectness such as repeating, echoing, giving statement and question, giving expression, hinting and getting it right. ⁵²

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⁴⁸ Jeremy Harmer, *The Practice of English*, 116-117

⁴⁹Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

⁵⁰Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

⁵¹ Jeremy Harmer, *The Practice of English...*, 106-107

⁵² Jeremy Harmer, *The Practice of English*, 106-107

8) Assessing Performance

One of teacher's roles is to encourage students by praising them for work that is well done or when work has not been successful.⁵³ Because the assessment that teacher gives is sometime positive and sometime negative, students receive it as praise or criticism. Therefore, the assessments should match with the stated objectives in order to provide an accurate judgment of student's performance.

9) Enhancing Retention and Transfer

A good way to enhance retention is through a review of the material at the end of the instruction to allow learners for retrieving new information and to strengthen the network of relationships in the brain. ⁵⁴Ultimately, a teacher has to give the review activity such as giving a question like "What have we learned today?" in the end of lesson.

Based on the events of instructional strategies above, the researcher classified each of the events into the areas of instructional strategies in this table 2.2 whether it is included in teacher-centered or learner-centered:

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⁵³ Jeremy Harmer, *The Practice of English.....*, 100

⁵⁴Dick-Carey, Module of Instructional Strategies Used in Classroom: Gagne's Event of Instructional Strategies. Retrieved from http://www.itma.vt.edu/modules/spring03/instrdes/lesson8.htm, Accessed on 22nd of April 2015

Table 2.1: The Classification of Instructional Strategies Events

Area of Instructional Strategies	Detail of Area	Events of Instructional Strategies
	Orienting	Gaining student's attention Informing the learner about objective
Teacher- Centered	Lecturing, Explaining and Demonstrating	Enhancing retention and transfer Present stimulus media
	Questioning and Discussing	Providing learning guidance Eliciting student's performance
	Mastery Learning	Providing feedback Assessing the performance
Learner-	Problem Based Learning	Eliciting student's performance (individual and group work)
Centered	Essential question	Stimulating of prior learning
	Disco <mark>ver</mark> y learning	Providing learning guidance

c. Selecting Instructional Strategies to Fit with Objective

Matching instructional strategies to learning objectives is an important part of the planning stage as the beginning of the successful teaching. To help a teacher select teaching strategies compatible with learning objectives, Farris states that a teacher should ask some of the following questions⁵⁵:

1) When should I tell students something and when should I let them discover for themselves?

⁵⁵ Farris, Indiana University Teaching Handbook: Preparing to Teach. "Selecting Instructional Strategies That Fit Objectives", 1985, (http://www.teaching.iub.edu/finder/wrapper.php?inc_id=s1_1_plan_03_strat.shtml, accessed on 2nd of

(http://www. April 2015)

- 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

objectives and to select materials and instructional strategies that will help students reach the level. ⁵⁶

3. Practice Teaching

a. Lecturer's Attitude, Characteristic and Practice for Student Teachers in Practice Teaching Class

A study conducted by McDonald in pre-service teacher education reveals the findings that student teachers have successful practicum experience if associate teacher demonstrate certain attitude, characteristic and practice. However, the finding of McDonald's study can become a grounded theory about the attitude, characteristic and practice adhered by the lecturer of Practice Teaching since it is related with the education of student teacher as well. Either associate teacher of pre-service education or the lecturer of Practice Teaching is the key of the student teachers' success and achievement to gain a high self efficacy lever for their teaching performance.

The attitude, characteristic and practice of successful and effective lecturer for Student Teachers are ⁵⁸:

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⁵⁷ Lyn McDonald, "Effective Mentoring of Student Teachers: Attitude, Characteristic and Practices of Successful Associate Teacher within New Zealand Context", *New Zealand Journal of Teacher's Work*, 2001, Volume 1, Issue 2, 85-94

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⁵⁶Ronkowski, Indiana University Teaching Handbook: Preparing to Teach. "Selecting Instructional Strategies That Fit Objectives", 1986, (http://www.teaching.iub.edu/finder/wrapper.php?inc_id=s1_1_plan_03_strat.shtml, accessed from: 2nd of April 03 04 PM)

⁵⁸ Lyn McDonald, "Effective Mentoring...., 85-94

- Personal pedagogy to make a connection between practical experience and theoretical knowledge
- 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'anatul 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

student teacher's self efficacy in Practice Teaching (PPL I), especially in using instructional strategies. The finding of this study is beginning teacher's self efficacy in Intensive English Program (IEP) is generally in high level. From her study, the researcher finds some categories of people's behavioral pattern which represents high self efficacy: be active, establish standard, try hard, creatively solve problem, manage the situation, plan-prepare, practice, visualize success, learn from setbacks and limit the stress.⁵⁹ Thus, this study tries to find how those behavioral pattern shows student teacher's self efficacy in using instructional strategies.

Other past research is belong to Sunjin Oh which entitled "Pre-service" Teachers' Sense of Efficacy and Its Sources". His research has examined several potential sources of pre-service teachers' perceptions of their teaching efficacy during their reading and writing lessons by using quantitative method of regression analysis. Findings of this study revealed that pre-service teachers' personality, motivation, and capabilities were one of the important sources to improve their teaching efficacy, in congruence with previous research. The distinct between his study with this study deals with the source of self efficacy. ⁶⁰ Then, this study tries to find the sources of student teacher's self efficacy based

⁵⁹I'anatulAvifah, Undergraduate Thesis: Teacher's Self-Efficacy in Managing Classroom Behavior Problem: A Study of Beginning Teachers at Intensive English Program (IEP) in Faculty of Sharia and Law UIN SunanAmpel Surabaya Academic Year 2013-2014 (Surabaya: IAIN SunanAmpel Surabaya, 2014), 17

⁶⁰Sunjin Oh, "Pre-service Teachers' Sense of Efficacy and Its Sources", Psychology Journal Department of Curriculum and Instruction Iowa State University, 2011, Vol.2, No.3, 235-240

on another theory which is grounded by Bandura: mastery experience, vicarious experience, social persuasion and emotional state.

Furthermore, the previous study comes from Mary Ann Lindell, it is her quantitative dissertation entitled "The Effects of Microteaching on Pre-Service Teachers' Knowledge and Implementation of the Concept Mastery Routine". The purpose of the study was to investigate the effects of teacher education pedagogy (microteaching) on pre-service general education teachers' knowledge and implementation of the Concept Mastery Routine (CMR) which based on their teacher's self efficacy conducted in inclusive school. Ann Lindel's finding of her theory reveals that the interaction between time and condition, subjects effect for condition, and within subjects effect for time were not significant to measure self efficacy. On the other hand, this study focuses to measure the student teacher's self efficacy in using instructional strategies in Practice Teaching which the students are the peers.

In addition, Donna Pendergast and Susanne Garvis conducted their study entitled "Pre-Service Student-Teacher Self-efficacy Beliefs: An Insight into Making of Teachers". Their research focuses on the results from the self-efficacy scale, highlighting similarities and more notable contrasts in individual perceived ratings of teacher self-efficacy by using quantitative method. The finding of their study is teacher's initially higher levels of teacher self-efficacy towards

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⁶¹ Mary Ann Lindell, *The Effects of Microteaching on Pre-Service Teachers' Knowledge and Implementation of the Concept Mastery Routine* (USA: University of Minnesota: 2013)

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 preservice 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.

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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