CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and the discussion of the study. The researcher describes the data result regarding student teacher's level of self efficacy and the factors influencing the level of student teacher's self efficacy in findings section. While, the researcher deduces and infers those findings in discussion section.

A. Research Findings

This research has been conducted by the researcher in Practice Teaching class from 7th of May 2015– 21st of May 2015 by employing the techniques of collecting the data as stated in the research method. The data collected were utilized subsequently to answer two research questions of this study. The first question is dealing with how the level of student teacher's self efficacy in using instructional strategies, while, the second question is about what the factors influencing the level of student teacher's self efficacy in using instructional strategies. To present the result of this study suitably, the researcher sorts them based on the research questions.

B. The Level of Student Teacher's Self Efficacy in Using Instructional Strategies within Practice Teaching in English Teacher Education Department UIN Sunan Ampel Surabaya

To determine the exact level of student teacher's self efficacy in using instructional strategies within Practice Teaching, the researcher had observed

62

their teaching performance by fulfilling observation checklist of student teacher's behavioral pattern *(see appendix 1)* and noting the description of those behavioral patterns to emphasize the observation. There were 23 items of observation checklist that showed student teachers' self efficacy in using instructional strategies. The researcher made the percentage of the self efficacy items in using instructional strategies gotten by each student teacher by using the formula stated in chapter III *(see page 58)*. The column "yes" indicates high self efficacy and column "no" indicates low self efficacy. Therefore, if the column "yes" had been fulfilled dominantly, the student teachers get high self efficacy. Otherwise, if the column "no" had been fulfilled dominantly, the student teacher get low self efficacy. To answer the first research question, the researcher displays the result of observation from each student teacher in this following:

1. Student Teacher 1 (ST 1)

ST 1 gets 14 aspects (61%) of self efficacy and misses 9 other aspects because she tried hard to recall prior learning, creatively presented stimulus material, was active in eliciting student's performance, managed the situation by enhancing retention, designed lesson plan well, prepared the best media and limited the stress during teaching. However, she was passive in gaining student's attention, put weak effort to guide learning, did not establish standard by providing feedback, did not practice before teaching and visualized the failure of teaching. Therefore, those 14 aspects (61%) lead ST 1 to high level of self efficacy.

2. Student Teacher 2 (ST 2)

ST 2 also gets 14 aspects (61 %) of self efficacy and also misses 9 other aspects, but the specification is different with ST 1. ST 2 gets 14 aspects (61%) because she was active in gaining student's attention, informed the learning objective for students, creatively presented stimulus material, was active in eliciting student's performance, managed the situation by establishing the classroom environment which was relevant with world context, prepared best media and practiced before teaching, learned from setbacks of first teaching and limited the stress. However, she put weak effort to recall prior learning and to guide learning, established the low standard in providing feedback, did not review the material to manage the situation and visualized the failure of learning. So, those 14 aspects (61%) lead ST 2 to high level of self efficacy too.

3. Student Teacher 3 (ST 3)

ST 3 gets 9 aspects (39%) of self efficacy and misses 14 other aspects because he just was active in gaining student's attention, managed the situation by establish classroom environment which was relevant with world context, visualized the teaching success, learned from setbacks of first teaching and limited the stress during teaching. Nevertheless, he did not inform the learning goal for students, put weak effort to recall prior learning and to guide learning, presented monotonous material, was active in eliciting student's performance, established the low standard in providing feedback,

managed the situation by reviewing the material, did not prepare the best media and practice before performing. Thus, those 9 aspects (39%) lead ST 3 to low level of self efficacy.

4. Student Teacher 4 (ST 4)

ST 4 gets 16 aspects (70%) of self efficacy and misses 7 other aspects because she was active in gaining student's attention, tried hard to recall prior learning, creatively presented stimulus material, put weak effort to guide learning, was active in eliciting student's performance, established low commitment in providing feedback, managed the situation by enhancing retention, learned from setbacks and limited the stress. However, she did not inform the learning objective for students, did not design the lesson plan well, did not prepare the best media and did not practice before teaching performance. Thus, those 16 aspects (70%) lead ST 4 to high level of self efficacy.

5. Student Teacher (ST 5)

ST 5 gets 11 aspects (48%) of self efficacy and misses 17 other aspects since he informed the learning objective for students, creatively presented stimulus material, was active in eliciting student's performance, managed the situation by enhancing retention, learned the setback and limited the stress. Yet, he was passive in gaining student's attention, put weak effort to recall prior learning and to guide learning, established the low standard in providing feedback, did not design lesson plan well, did not prepare the best media, did

not rehearse before teaching and visualized the failure of teaching. So, those 11 aspects (48%) lead ST 5 to low level of self efficacy.

6. Student Teacher 6 (ST 6)

ST 6 gets 12 aspects (52%) of self efficacy and misses 11 aspects since she was active in gaining student's attention, tried hard to recall prior learning, established standard by providing feedback, designed the lesson plan well, prepared the best media, practiced before performing, learned from setbacks and limited the stress during teaching. Nevertheless, she did not set the learning objective, presented monotonous material, put weak effort to guide learning, was passive in eliciting student's performance, did not manage the situation by enhancing student's retention and visualized the failure of teaching. Therefore, those 12 aspects (52%) lead ST 6 is to high level of self efficacy.

7. Student Teacher 7 (ST 7)

ST 7 gets 17 aspects (74%) of self efficacy and misses 6 other aspects because she was active in gaining student's attention, set goal of learning objective, creatively presented stimulus material, tried hard to recall prior learning, established the standard by providing feedback, designed the lesson plan well, prepared the best media, practiced before teaching, learned from setbacks of first teaching, visualized success and limited stress during teaching. Yet, ST 7 put weak effort to recall prior learning, was passive in

eliciting student's performance and established the low standard in providing feedback. Therefore, those 17 aspects lead ST 7 to high level of self efficacy.

8. Student Teacher 8 (ST 8)

ST 8 gets 14 aspects (61%) of self efficacy and misses 9 other aspects since she was active in gaining student's attention, set goal for learning objective, creatively presented stimulus material, tried hard to guide learning, was active in eliciting student's performance, designed the lesson plan well, prepared the best media, practiced before teaching, learned from setbacks of first teaching, visualized success of teaching and limited the stress during teaching. However, she put weak effort to recall prior learning, established low standard in providing feedback and did not manage the situation by enhancing retention. Therefore, those 14 aspects (61%) of self efficacy lead ST 8 to high level.

9. Student Teacher 9 (ST 9)

ST 9 only gets 8 aspects (26%) of self efficacy and misses 15 other aspects since she just creatively presented stimulus material, tried hard to guide learning, designed the lesson plan well and prepared the best media. However, she was passive in gaining student's attention, did not set the goal of learning objective, put weak effort to recall prior learning, was passive in eliciting student's performance, established low standard in providing feedback, did not manage the situation by enhancing retention, did not practice before performing, visualized the failure of teaching, ignored the

setbacks of first teaching and did not limit the stress during teaching. Therefore, those 8 aspects (35%) lead ST 9 to low level.

10. Student Teacher 10 (ST 10)

ST 10 gets 15 aspects (87%) of self efficacy and misses 3 other aspects because she was active in gaining student's attention, set the goal of learning objective, creatively presented stimulus material, was active in eliciting student's performance, established the high standard in providing feedback, managed the situation by enhancing retention, designed the lesson plan well, prepared the best media, visualized success of teaching, learned from setbacks of first teaching and limited the stress during teaching. However, she put weak effort to recall prior learning and did not practice before performing. So, those 10 aspects lead ST 10 to high level of self efficacy.

11. Student Teacher 11 (ST 11)

ST 11 also gets 20 aspects (87%) of self efficacy and also only misses 3 other aspects. However, although ST 11 also gets 20 aspects of self efficacy, but the specification of behavioral pattern in using instructional strategies is different with ST 10 because she was active in gaining student's attention, set the goal of learning objective, tried hard to recall prior learning, creatively presented stimulus material, was active in eliciting student's performance, established the high standard in providing feedback, managed the situation by enhancing retention, designed the lesson plan well, prepared the best media, visualized success of teaching, learned from setbacks of first teaching and

limited the stress during teaching. Yet, she did not give the motivation for students when she gained student's attention, only provided the group practice in eliciting student's performance and assessed students not based on objective when she established standard. So, those 20 aspects of self efficacy also lead ST 11 to high level of self efficacy.

12. Student Teacher 12 (ST 12)

ST 12 gets 16 aspects (70%) of self efficacy and misses 7 aspects because she set the goal of learning objective, tried hard to recall prior learning and to provide learning guidance, was active in eliciting student's performance, established the high standard in providing feedback, managed the situation by reviewing the material, designed the lesson plan well, prepared the best media, learned from setbacks of first teaching and limited the stress during teaching. However, she was passive in gaining student's attention, presented monotonous media, did not manage the situation by establish learning environment which was relevant with world context and visualized the failure of teaching. Therefore, those 16 aspects lead ST 12 to high level of self efficacy.

After displaying the findings of all self efficacy levels from each student teacher, the researcher displays all of those levels on the chart 4.1 to know the comparison of student teachers' self efficacy level entirely.
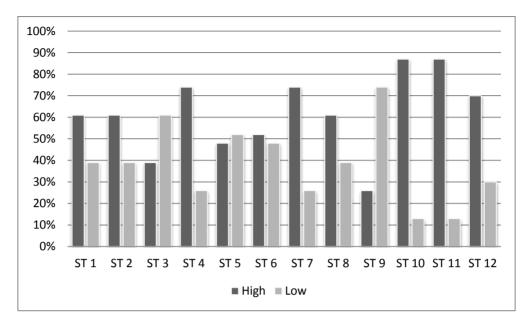
Chart 4.1: The Percentage of Student Teacher's Self Efficacy Level
in Using Instructional Strategies

Then, the researcher determines the highest level, lowest level and the average level of student teachers' self efficacy in using instructional strategies by displaying those levels of student teachers' self efficacy in using instructional strategies on the table 4.1.

Table 4.1: Self Efficacy Level of All Student Teachers

in Using Instructional Strategies

Class of Practice Teaching	Student Teachers (ST)	Fulfillment of Aspects about Student Teachers' Self Efficacy in Using Instructional Strategies		Self Efficacy Level
		Yes	Low Percentage	
B	ST 1	14	9	High (61%)
	ST 2	14	9	High (61%)
C	ST 3	9	9	Low (39%)
	ST 4	16	7	High (70%)

D	ST 5	11	12	Low (48%)
	ST 6	12	11	High (52%)
E	ST 7	17	6	High (74%)
	ST 8	14	9	High (61%)
F	*ST 9*	*8*	*15*	*Lowest (35%)*
	ST 10	*20*	*3*	*Highest (87%)*
G	*ST 11*	*20*	*3*	*Highest (87%)*
	ST 12	16	7	High (70%)
The Average Level		*62%*	*38%*	

The data from table above show that there are two student teachers who get the highest self efficacy percentage, they are ST 10 from F class and ST 11 from G class with 20 aspects (87%) of high self efficacy Then, the student teacher who gets the lowest self efficacy is ST 9 from F class with 8 aspect 35% of self efficacy. Also, the researcher determines the average level of all student teachers' self efficacy level, it is 62% of high self efficacy percentage and 38% of low self efficacy percentage. It proves that the student teachers' self efficacy in using instructional strategies is dominantly in high level.

Furthermore, from the observation checklist of student teacher's self efficacy in using instructional strategies, the researcher also determines how each behavioral pattern of using instructional strategies indicates the student teacher's self efficacy, whether it is high or low. The data is displayed in form of matrix below.
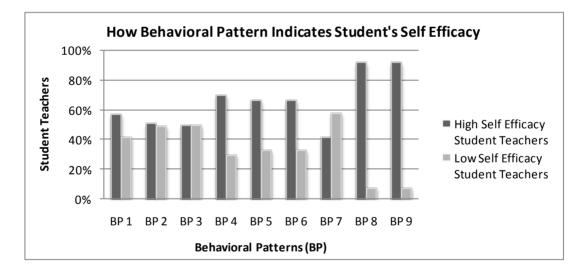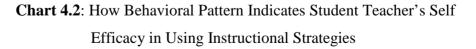
Table 4.2: Matrix of How Behavioral Pattern in Using Instructional Strategies Indicates Student Teacher's Level of Self Efficacy

No.	Behavioral Pattern	Total Percentage of Student Teachers		The Events of Instructional Strategies	The Aspects of Events in Using Instructional Strategies	Percentage of Each Item	
		High ST	Low ST			High ST	Low ST
1.	Being active	57.5%	43.5%	Gaining student's attention (57 % of high and 43% of low)	a) Appealing to student's interest	75%	25%
					b) Making the instruction relevant with student's life	75%	25%
					c) Giving motivation for students	17%	83%
				Eliciting student's performance (58% of high and 42% of low)	a) Providing relevant practice	83%	17%
					b) Including both individual and group practice	67%	33%
					c) Giving clear instruction	75%	25%
2.	Establish the standard	51%	49%	Informing the learning objective for students (50% of high and 50% of low)	-	50%	50%
				Providing feedback (53% of high	a) Giving comment about student's	67%	33%

				and 43% of low)	performance		
					b) Giving feedback based on the objective	33%	67%
						58%	42%
					c) Giving feedback to make students correct their own mistake		
3.	Try Hard	50%	50%	Recalling prior learning	-	42%	58%
				Providing learning guidance	-	58%	42%
4.	Creatively solve the problem	70%	30%	Presenting stimulus material	a) Using board and special mark	67%	33%
					b) Using interesting media	67%	33%
					c) Providing various example	75%	25%
5.	Manage the situation	67%	33%	Enhancing retention	a) Establish classroom learning which relate with world context	67%	33%
					b) Review the material in the end of lesson	67%	33%
6.	Plan, prepare and practice	67%	33%	Design the lesson plan well	-	83%	17%
				Prepare the best media	-	67%	33%
				Practice before performing	-	50%	50%
7.	Visualize success	42%	58%	Visualizing success before	-	42%	58%

				performing			
8.	Learn from setbacks	92%	8%	Learning from setbacks of previous teaching	-	92%	8%
9.	Limit the stress	92%	8%	Limit the stress before teaching and during teaching	-	92%	8%

On the matrix above, the researcher determines the total percentage of student teacher from each behavioral pattern which indicates their self efficacy in using instructional strategies. Then, the researcher also determines how the percentage of all behavioral patterns in indicating student teacher's self efficacy as displayed on chart 4.2 below:

Chart 4.2: How Behavioral Pattern Indicates Student Teacher's Self Efficacy in Using Instructional Strategies

Note:

BP 1: Being active

BP 2: Establish Standard

BP 3: Try hard

BP 4: Creatively solve problem

BP 5: Manage the situation

BP 6: Plan, prepare and practice

BP 7: Visualize success

BP 8: Learning from setbacks

BP 9: Limit the stress

From the chart which displays how behavioral pattern indicates student teachers' self efficacy in using the events of instructional strategies above, the researcher infers that the behavioral pattern which dominantly indicates high student teachers' self efficacy is in learning from setbacks and in limiting the stress. While, the behavioral pattern which dominantly indicates low student teachers' self efficacy is in visualizing the success.

C. **Factors Influencing the Level of Student Teacher's Self Efficacy in Using Instructional Strategies within Practice Teaching in English Teacher Education Department UIN Sunan Ampel Surabaya**

Besides the research finding from observation, another finding is from interview result. The interview was conducted by the researcher after the teaching performance of student teachers, exactly when the Practice Teaching class was over, supported by recording. Then, the researcher displays the data findings from interview result in form of matrix on table 4.3:

Table: 4.3: Matrix of The Factors Influencing the Level of Student Teacher's Self Efficacy from Interview Result

No.	Behavioral Pattern	Questions	Interview Result
1.	Mastery Experience	Do you think that your second teaching performance gets better than your first teaching performance? Why?	10 student teachers got better in second teaching because they prepare well the media, teaching activity, lesson plan and teacher's talk. 2 student teachers got better in first teaching because they do not understand 2013 curriculum and more nervous in second teaching.
		What are your efforts to improve your instructional strategies for your second teaching performance? Please, mention it!	11 student teachers learned 2013 curriculum by watching video and reading the book. Six of them also learned from feedback in first teaching and try to fix it. 1 student teacher did not have any special effort.
2.	Vicarious Experience	Have you ever adapted your peer's instructional strategies to be applied in your second teaching performance? Please, mention them!	6 student teachers adapted the peer's teaching 6 student teachers do not adapt the peer's teaching
		Who is the peer in your practice (PPL 1) who inspires you in using instructional strategies for your teaching practice? Why is he or she?	9 student teachers were inspired by the peers who were able to communicate well, to be attractive and to activate the students, to give clear instruction, had high voice, be calm and be confident, to provide worksheet, to use the media and strategies. 3 student teachers did not have peer who inspired them.
3.	Social Persuasion	Can your lecturer's comment in first teaching encourage you to be better in using instructional strategies for your second teaching practice? Why?	11 student teachers were encouraged by lecturer's comment because they were motivated to fix their media, interaction and material, pedagogical competence, lesson plan and feedback rubric. 1 student teacher was not encouraged by lecturer's comment about lesson plan since he did want to fix it.
		Can your peer's comment on your first	10 student teachers were encouraged by peer's comment because they

		teaching practice encourage you to be better in using instructional strategies for second teaching practice? Why?	wanted to fix the setbacks in giving unclear instruction, low voice, lack media and material and also over time management. 2 student teachers did not get any comments from peers since they were from B and C class where there was no chance to give comment within the class
4.	Emotion Arousal	Do you feel worried and stressed out on your first teaching practice in using instructional strategies? Why?	11 student teachers felt worried and stressed out in their first teaching because they got first teaching experience, lack media and interaction with students, first turn of performing, too many observers in class and worse practice before performing 1 student teacher did not feel worried in first teaching since she prepared more well for first teaching
		Do you feel more relaxed to use your instructional strategies in your second teaching practice rather than in your first teaching practice? Why?	11 student teachers felt more relaxed in second teaching since they could learn from the feedback and experience of first teaching, provided interesting activity, had successfully managed their nervousness 1 student teacher did not feel more relaxed since she came late for her second teaching, so she could not focus and lost concentration

From the matrix above, the researcher subsequently describes the finding of interview result specifically. The researcher describes their answer one by one based on the questions given for respondents as these following descriptions.

1. **Mastery Experience**

a. **Student Teachers who Felt Get Better in Second Cycle of Teaching Performance than in First Cycle of Teaching Performance and the Reasons**

In this study, mastery experience of student teacher's teaching performance is the first teaching experience in Practice Teaching class whether their first teaching is success or failure. Either the success or failure of the first teaching would bring the effect on the second teaching. From the interview result, ten student teachers (ST 2, ST 3, ST 4, ST 6, ST 7, ST 8, ST 9, ST 10, ST 11, ST 12) said that they felt get better in second teaching and two student teachers (ST 1 and ST 5) felt that their fist teaching was better than second teaching.

From ten student teachers who felt that their second teaching got better, three of them (ST 2, ST 7 and ST 8) prepared well for the media and teaching activity. Then, two of them (ST 3 and ST 9) prepared well for their lesson plan, but ST 9 also prepared the media and teaching activity. In addition, two of them improved their teaching language of instruction and also pronunciation and three of them (ST 6, ST 10 and ST 12) got better in psychological condition which is more relax, brave and confident. Moreover, one student teacher (ST 4) felt got better in second teaching because the lecturer preferred her second teaching to her first teaching.

Nevertheless, two student teachers (ST 1 and ST 5) felt that their second teaching was not better rather than first teaching. ST 1 stated that she did not understand about curriculum 2013 which is taught especially in second teaching and ST 5 felt more nervous since the lecturer commented on his lesson plan before his performance.

b. Student Teachers' Efforts to Improve Instructional Strategies for Their Second Cycle of Teaching Performance

Reflecting from either successful or failure experience of the first teaching practice by teaching using KTSP curriculum, ten student teachers (ST 1, ST 2, ST 4, ST 5, ST 7, ST 8, ST 9, ST 10, ST 11, ST 12) did some efforts to improve their performance of second teaching and there are two student teachers (ST 3 and ST 6) who did not have special effort.

Five of student teachers who did special effort, five of them (ST 1, ST 2, ST 7, ST 8 and ST 10) learned about curriculum 2013 by watching the video and reading teacher's book and student's book to adapt the curriculum 2013 activity. While, six of them (ST 4, ST 5, ST 8, ST 10, ST 11 and ST 12) learned from feedback and tried to fix and to improve their lesson plan and media to get their second teaching better.

However, one student teacher (ST 3) stated that he should prepare and practice more for his second teaching, but he did not do that because he had another task form another lecturer which was more burdened him. Then, another student teacher (ST 6) also did not have any special effort to

improve second teaching since she felt that she did the best effort for her first teaching as well.

2. Vicarious Experience

a. Student Teachers Who Adapted the Peer's Instructional Strategies to Be Applied in Second Cycle of Teaching Performance

To get the best performance of second teaching, six student teachers (ST 4, ST 6, ST 7, ST 8, ST 9, ST 10) adapted their peer's teaching by witnessing the peer's performance whether it was inspiring them. Nevertheless, six student teachers did not adapted their peer's teaching by witnessing the peer's performance too (ST 1, ST 2, ST 3, ST 5, ST 11 and ST 12).

From six student teachers who were inspired by their peer's teaching, five of them (ST 6, ST 7, ST 8, ST 9, ST 10) adapted some of their peer's teaching performance. Then, one of them (ST 4) adapted all of the peer's performance since all of peer's teaching had inspired her.

However, from six student teachers who did not adapt peer's teaching performance, two of them (ST 1 and ST 2) stated that they did not adapt their peer's teaching because according to their lecturer their peers still need to improve their teaching, so they did not adapt peer's teaching. In addition, ST 3 stated that he should adapt one of his peer's teaching since according his lecturer his peer's teaching was good, but he did not adapt it because he came late. Then, ST 5 stated that he prefer to

choose his own way of teaching whether it was good or bad. Moreover, ST 10 stated that the media that her peers used was same with her, so she did not adapt their teaching. Then, ST 12 additionally stated that she never adapted peer's teaching but she just share with the peers about lesson plan.

b. The Peers in Practice Teaching (PPL 1) who Inspired Student Teachers in Using Instructional Strategies for Their Teaching Performance and the Reasons

This question is the subsequent item of the previous question. From the interview result, nine student teachers who adapted peer's teaching(ST2, ST 3, ST 4, ST 6, ST 7, ST 8, ST 9, ST 10, ST 12) mentioned some names of their peers which had inspired them. Four of them (ST 2, ST 6 ST 7 and ST 10) stated that they adapted some of their peers who were able to communicate well, to be attractive and to activate the students. Then, one of them (ST 9) adapted the peers who gave clear instruction, had high voice, be calm and be confident. However, ST 6 also adapted peers who gave clear instruction, had high voice, be calm and be confident. In addition, ST 8 adapted the peers in term of worksheet, media and strategies; ST 12 adapted the peer who managed the classroom well and ST 4 adapted all of peers' teaching because each of them has unique style to teach.

Nevertheless, three student teachers (ST 1, ST 5 and ST 11) who did not adapt the peer's teaching have the various reasons. ST 1 stated that according to her, the peer's teaching had same quality with her. Then, ST 5 stated that he preferred to use his own way to teach.Also, ST 11 stated that she adapted the peer in her boarding house who was also became the student teacher from another department, not from the peers in Practice Teaching. Yet, ST 11 just adapted her peer in boarding house in term of media.

3. **Social or Verbal Persuasion**

a. **Student Teachers who were encouraged by Lecturer's Comment of First Teaching to Get Better in Using Instructional Strategies for Their Second Cycle of Teaching Practice and the Reasons**

Lecturer's comment was usually given orally after student teacher's teaching performance. The lecturers of Practice Teaching class gave the comment for student teacher's teaching performance based on the assessment instrument of teaching practice *(see appendix III)[1]*. Yet, lecturer 1 who taught A, B, and C class stated that she also combined that assessment instrument with the student teacher's ability in designing lesson plan, the variety of teaching activities, student teacher's ability in observing the peer's teaching and self reflection of their own teaching

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[1] Interview with three lecturers of Practice Teaching class on 26th of May 2015, 28th of May 2015 and 2nd of June 2015

(see appendix V).[2] It might either encourage or discourage student teacher's self efficacy. From the interview result, 11 student teachers (ST 1, ST 2, ST 3, ST 4, ST 6, ST 7, ST 8, ST 9, ST 10, ST 11, ST 12) stated that the lecturer's comment could encourage them to be better in second teaching. Therefore, only one student teacher (ST 5) who did not encouraged because of the lecturer's comment.

From the student teacher who were encouraged by the lecturer, four of them (ST 2, ST 8, ST 9 and ST 12) were encouraged by lecturer's comment in term of media, interaction and material; two of them (ST 6, ST 10 and ST 11) were encouraged by lecturer's comment about the pedagogical competence such as Teacher Talking Time (TTT), English competence, teacher's position, pronunciation, teacher's authority and giving instruction; and three of them (ST 1, ST 4 and ST 5) were encouraged by the lecturer's comment about lesson plan and feedback rubric. In addition, ST 7 was also encouraged by lecturer's comment since it was positive for her because the lecturer commented that her teaching was very good although she performed in the earlier turn. Then, ST 3 stated that he was encouraged with the lecturer's comment but he still repeated his mistake in second teaching because he did not put hard effort. However, one student teacher (ST 5) obviously stated that he was not encouraged by lecturer's comment. He stated that his lecturer had

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[2] Interview with Lecturer 1 of A, B and C class on 2nd of June 2015

commented on his lesson plan, but he did not try to fix his lesson plan for his second teaching.

b. Student Teachers who were encouraged by Peer's Comment of First Teaching to Get Better in Using Instructional Strategies for Their Second Cycle of Teaching Practice and the Reasons

Besides the lecturer's comment, peer's comment also might encourage and discourage student teacher's self efficacy. The peer's comment was usually given orally by the peer who became observer and also became students before the lecture was giving comment. However, in class A, B and C taught by lecturer 1, the lecturer did not give any chance for the peers to give the comment orally. The peers just gave an opportunity to give written comment on the observation rubric *(see appendix IV)* that would be submitted to the lecturer in the end of class. Ten student teachers (ST 2, ST 4, ST 5, ST 6, ST 7, ST 8, ST 9, ST 10, ST 11 and ST 12) stated that the peer's comment could encourage them to get better in their second teaching. Thus, two student teachers (ST 1 and ST 2) stated that the peer's comment could not encourage them to get better in their second teaching. From the student teachers who stated that the peer's comment could encourage them, four of them (ST 2, ST 9, ST 10 and ST 11) stated that their peer's comment about giving unclear instruction could encourage themselves to be better in giving instruction for second teaching, especially for ST 2 who also got comment that her

voice in the first teaching was low. Two of them (ST 8 and ST 12) stated that the peer's comment about their material and media which were not appropriate could encourage themselves to improve them for second teaching. Other peer's comment were also could encourage student teacher's motivation to get better for their second teaching. The peer's comment for ST 4 was about time management, for ST 5 was about opening activity of his teaching and for ST 6 was about lack speaking ability. Then, ST 7 stated that her peer's comment was positive since they commented that he was a cheerful and funny teacher.

However, there were two student teachers (ST 1 and ST 3) who stated that they did not get any comments from the peers since they were from B and C class. In B and C class, there was no chance for peers to give comment. ST 1 and ST 3 stated that the peers never gave them any comment after Practice Teaching class was over and they ignored their teaching which had been over whether it was good or bad.

4. **Psychological and Emotional Arousal**

   a. **Student Teachers who Felt Worry and Stress out on Their First Cycle of Teaching Performance in Using Instructional Strategies and the Reasons**

   Worry and stress can be encountered by everyone who shows the performance, especially for those who never get any experience before. From the interview result, 11 student teachers (ST 1, ST 3, ST 4, ST 5,

ST 6, ST 7, ST 8, ST 9, ST 10, ST 11, ST 12) felt worried and stressed out in their first teaching and only one student teacher (ST 2) who felt relax in the first teaching. Six of the student teacher who felt worried in first teaching (ST 1, ST 6, ST 7, ST 8, ST 9 and ST 11) stated that they were worried and stress out in first teaching because it was their first teaching experience. Indeed, some of them (ST 1, ST 7, ST 9 and ST 10) stated that they have gotten teaching experience from Service Learning of TEFL (Teaching English as Foreign Language) and some of them also stated that they have gotten teaching experience from private course. Then, the other reasons why student teachers felt worried and stress out in their first teaching were various as these following: ST 3 lost some of the media and the media was not suitable with her expectation, ST 4 stated that her interaction with students was lack, ST 5 performed in first turn and he did not have any description about teaching practice, ST 9 stated that it was too many observers in class (two lecturers and four researcher who conduct a research) and ST 12 stated that she did not practice well for her first teaching.

While, one student teacher who did not feel worried in first teaching is ST 2. She stated that she did not feel worried in first teaching is ST 2 since she prepared well for first teaching rather than for second teaching.

b. Student Teachers who Felt More Relax to Use Their Instructional Strategies in Their Second Cycle of Teaching Performance Rather Than in Their First Cycle of Teaching Performance

This last question is the following question of the prior question above. Reflecting on the question before, all of student teachers who felt worried and depressed in first teaching were automatically getting relaxed in their second teaching. Hence, there were 11 student teachers (ST 1, ST 3, ST 4, ST 5, ST 6, ST 7, ST 8, ST 9, ST 10, ST 11, ST 12) who got relaxed in their second teaching and only one student teacher (ST 2) who got more nervous in second teaching.

From eleven student teachers who got more relaxed in second teaching, two of them (ST 1 and ST 3) got relaxed in second teaching because they could learn from the feedback of first teaching. Then, two of them (ST 4 and ST 9) got relaxed since they had obtained the experience from first teaching. Besides that, ST 7 got relaxed since she felt that the activity of second teaching was more interesting which could make her more confident. Four other students (ST 8, ST 10, ST 11 and ST 12) were getting relax in second teaching because they had successfully managed their nervousness and stress as well as control their emotion. Yet, although they could control the nervousness in second teaching, ST 8 and ST 12 stated that the existence of some researchers who conducted observation in Practice Teaching class had made them nervous. In

addition, ST 5 stated that he felt nervous in his second teaching because his lecturer commented his lesson plan before his performance. ST 6 additionally stated that she got more relaxed in second teaching because actually the day of her performance was not the day of her turn.

While, one student teacher who did not feel more relax in second teaching is ST 2. She stated that she came late for her second teaching. Consequently, she could not focus and lost concentration during her second cycle of teaching.

D. Discussion

After gaining and presenting the research findings above, the researcher then deduces and infers them by reflecting on some theories to avoid misconception between the researcher and the readers. Therefore, in this part, the researcher discusses those findings that emphasize with the research question as follows:

1. The Level of Student Teacher's Self Efficacy in Using Instructional Strategies within Practice Teaching

Teacher's self efficacy of using instructional strategies should initially become the primary part of student teacher's self concept as the teacher candidate in the future. In pre-teaching education like Practice Teaching, student teachers require a pedagogical skill to enable their students in understanding the material. As stated in the background, instructional strategy is a method used by teacher in the classroom to enable and to enhance

student's learning of course content.[3] In research findings above, the researcher has shown the percentage of student teacher's self efficacy level in general and the percentage of student teachers who get high and low self efficacy in every behavioral pattern of using instructional strategies. Therefore, in this part, the researcher deduces the percentage of each behavioral pattern and its instructional strategies which has been determined by retrieving with some theories and the instrument of lecturer's assessment from guidance book of Practice Teaching (PPL I) toward student teacher's teaching performance. The researcher additionally discusses the highest percentage of student teachers who get high self efficacy and low self efficacy from each behavioral pattern as follows:

a. Being active

　　There are two instructional strategies in being active: being active in gaining student's attention and in eliciting student's performance. In being active, the total of student teachers who get high self efficacy percentage is 57.5% and who get low self efficacy percentage is 43.5%. If the student teachers are active to gain student attention and to elicit student's performance, the students are active as well. As Kreitner and Kinichi revealed, people who have high level of self efficacy always give active respond.[4]

[3] Alberta Learning, *Health and Life Skills Guide to Implementation (K-9) Instructional Strategies* (Alberta: Canada, 2002), 67
[4] Robert Kreitner-Angelo Kinicki, *Organizational Behavior: Seventh Edition* (McGraw-Hill: New

From the findings, the highest percentage of student teachers who get high self efficacy in being active is 83% which is exactly in providing practice that relevant with objective. As stated by Dick and Carey, good practice items should be relevant to the objective and elicit the exact performance stated in the objective.[5] It is also in a line with lecturer's assessment instrument of "Conducting learning which is suitable with the competency that will be achieved"[6]. Thus, student teachers are dominantly good in providing practice which is relevant with objective. However, the highest percentage of student teachers who get low self efficacy is also 83% which is exactly in giving motivation for students. Based on the observation, the student teachers were very seldom to give motivation for their lesson since they do not know that motivation is very essential for students. Indeed, Harmer reveals that teachers know well the difficulties involved in motivating student since teacher is a major factor of student's motivation.[7] It is suitable with lecturer's assessment instrument "Raising student's cheer and enthusiasm in learning"[8].

York, 2007), 146

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

[6]Buku Panduan Praktik Pengalaman Lapangan I (PPL I) Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya Tahun Akademik 2014-2015, 83

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

[8]Buku Panduan Praktik Pengalaman Lapangan I…,83

Ultimately, student teachers are still in low self efficacy in term of giving motivation for students. Automatically, they need to be more aware about giving motivation for students.

b. Establish Standard

There are two instructional strategies in establishing standard: informing the learning objective and providing feedback. In establishing the standard, the total of student teachers who get high self efficacy percentage is 51% and who get low self efficacy percentage is 49%. From the finding, the highest percentage of high self efficacy student teachers who are in establishing standard is 67% which is exactly in giving comment about student's performance. It is in a line with the theory which reveals that 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.[9]Also, it is suitable with lecturer's assessment "Showing the flexible attitude for the student's respond"[10]. Therefore, student teachers are dominantly in high level of self efficacy in term of giving comment about student's performance.

Nevertheless, in establishing the standard, the highest percentage of low self efficacy student teachers is 50% which is exactly in informing the learning objective for students. They were very seldom to tell what the

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[9] Jeremy Harmer, *The Practice of English.....*, 100
[10]Buku Panduan Praktik Pengalaman Lapangan I…,84

students have to achieve in learning today, whereas 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.[11] Indeed, it is in a line with the lecturer's assessment instrument of teaching practice "Informing the competence that will be achieved by students" and also "Informing the activity planning such as individual, group and the material that is supposed to be mastered"[12]. Therefore, student teachers need to be more aware in establishing learning standard by informing the learning objective which indicates their high self efficacy.

c. Try Hard

There are two instructional strategies in trying hard: try hard to recall prior learning and to guide learning. In trying hard to use the instructional strategies, the total of student teachers who get high self efficacy percentage to try hard in using instructional strategies is 50%. However, the total of student teachers who get low self efficacy percentage to try hard in using instructional strategies is also 50%.

Try hard includes two aspects: recalling prior learning and providing learning guidance. In recalling prior learning, the percentage of student teachers who get high self efficacy percentage is 42% and who get low self efficacy percentage is 58%. It proves that they dominantly get

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

[12] BukuPanduanPraktikPengalamanLapangan I….,85

low self efficacy. They directly provided the practice without reminding the students about material had given. According to Mayer, the process of stimulating recall of prerequisite learning enable students to recall and to use material without conscious effort from the brain.[13]It is in a line with lecturer's assessment instrument "Relating the presented lesson material with the previous material or prior learning"[14]. Therefore, the student teacher put the weak effort to recall prior learning to enhance the student's concept acquisition.

While, in facilitating learning by guiding to desired answer, the percentage of student teachers who get high self efficacy percentage is 58% and who get low self efficacy percentage is 42%. Thus, the student teachers dominantly get high self efficacy in facilitating learning guidance. The student teachers who got high self efficacy not directly gave the answer if the student teachers asked about vocabulary meaning or other things. They guide them to the desired answer as the concept of discovery learning. In accordance to Kreitner and Kinichi, high self efficacy people put hard effort and always try hard.[15]It is suitable with the assessment instrument "Facilitating students to analyze" and or "Giving the questions to students for acquisition process". In essence, the student

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[13] Marcia L. Tate, *Worksheet Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain* (Corwin SAGE Company: California, 2010), 66
[14]Buku Panduan Praktik Pengalaman Lapangan I…, 86
[15]Robert Kreitner - Angelo Kinicki, *Organizational Behavior...*, 146

teachers are dominantly in high self efficacy to facilitate learning by providing learning guidance since they are aware the concept of discovery learning.

d. Creatively solve problem

In using instructional strategies context, student teachers creatively solve the problems by presenting stimulus media. In this event, the total of student teachers who get high self efficacy percentage is 70% and who get low self efficacy percentage is 30%.

From the finding, the highest percentage of student teachers who get high self efficacy is 75% which exactly is in providing various examples. From the observation, the student teachers were able to solve the problem of teaching creatively by presenting various examples related with the material. Dick and Carey state that a variety of examples is essential for discriminating process and the acquisition of concept.[16]It is in a line with peer's observation rubric from A, B and C class point 5 "giving sample and illustration" *(see appendix IV).* Ultimately, the student teachers are dominantly in high self efficacy for providing various examples.

Nevertheless, in creatively solving the problems, the highest percentages of student teachers who get low self efficacy is in using board

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

or special mark and in creating interesting media. In both of these aspects of instructional strategies, they get 33% of low self efficacy percentage. Student teachers were seldom in using board during their teaching as they preferred to use LCD or Power Point slide instead of using board. Also, 33% student teachers did not give such an innovation for the media since they dominantly used the worksheet, picture and paper to fulfill student's need. In fact, people with high self efficacy can innovate creative way for solving problem since they do not quit or discourage because of the setbacks or obstacle.[17]It is appropriate with lecturer's assessment instrument "Showing the skill in using the learning media" and also "Showing the skill in using the learning sources".[18]Therefore, the student teachers need to be more innovative in using board and in creating interesting media.

e. Manage the situation

There are two instructional strategies in managing the situation: establishing the relevant classroom environment and reviewing the material in the end of lesson. In this behavioral pattern, the total percentage of student teachers who get high self efficacy percentage is 67% and who get low self efficacy percentage is 33%. Thus, student teachers are dominantly aware about the obligation of a teacher to enable

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[17] Robert Kreitner-Angelo Kinicki, *Organizational Behavior….,*146
[18]Buku Panduan Praktik Pengalaman Lapangan I…,86

students for understanding the material. It agrees with Kreitner and Kinichi's theory which postulate that people who have low self efficacy will avoid difficult task.[19] Hence, the student teachers dominantly try to manage the situation and do not avoid difficult task to enhance student's retention.

Both in establishing relevant classroom environment and in reviewing the material in the end of lesson, student teachers get same percentage 67% of high self efficacy percentage and 33% of low self efficacy percentage. Thus, there are 33% of student teachers who were ignoring the relationship between their material in the classroom and the real context. Indeed, the lecturer's assessment instrument includes "Doing the contextual learning" and "Doing the learning which builds the student's habit"[20]. Also, there are 33% of them were not reviewing the material in the end of lesson. Indeed, Dick and Carey state that reviewing the material at the end of the instruction allows the learners for retrieving new information and to strengthen the network of relationships in the brain.[21]It is in a line with lecturer's assessment instrument "Reflecting and summarizing the lesson by involving the students"[22].Thus, student

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[19]Robert Kreitner-Angelo Kinicki, *Organizational Behavior*…, 146

[20]Buku Panduan Praktik Pengalaman Lapangan I (PPL I)…,86

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

[22]Buku Panduan Praktik Pengalaman Lapangan I (PPL I)…,86

teachers are dominantly aware to establish learning environment which is relevant with world context and to review the material in the end of lesson.

f.   Plan, prepare and practice

In this behavioral pattern of using instructional strategies, plan is designing the lesson plan well, prepare is preparing the best media and practice is rehearsing before performing. Based on the interview result, the total percentage of student teachers who plan, prepare and practice is 67% high self efficacy percentage and 33% low self efficacy percentage.

From the finding of interview, the highest percentage of student teachers who get high self efficacy percentage is 83% which is exactly in designing the best lesson plan. Therefore, student teachers dominantly get high self efficacy in designing the lesson plan since high self efficacy people select the best opportunity by planning well.[23]

However, the highest percentage of student teachers who get low self efficacy is 50% which is exactly in rehearsing before performing. Based on the finding of interview, they did not practice before performance such as doing the simulation or acting out as a teacher in front of the class, but they just learned the lesson plan. Indeed, Kreitner and Kinichi reveal that high self efficacy people rehearse before they perform since they select the best opportunity to reach the success and to

[23]Robert Kreitner-Angelo Kinicki, *Organizational Behavior...,* 146

ignore their personal deficiencies.[24] Therefore, the student teachers need to practice before teaching performance to avoid the failure in teaching performance.

g. Visualize success

In visualizing the success of teaching, the total percentage of student teachers who get high self efficacy percentage is 42% and who get low self efficacy percentage is 58%. Based on the interview result, they were seldom to visualize that their teaching would be success before their performance since they did not feel confident before their performance. Thus, the student teachers dominantly get the low self efficacy in visualizing the success of teaching performance. Kreitner and Kinicki state that people who do not visualize their success will easily feel worry and depressed to accomplish the problems, so the student teachers can be stated that they have low self-efficacy.[25] Ultimately, student teachers need to visualize the success before their teaching performance to boost their self efficacy.

h. Learning from setbacks

Based on the interview, 92% student teachers learn from their setbacks in their previous teaching which indicates that they get high self efficacy and only 8% student teachers who get low self efficacy percentage. The student teachers learned the setbacks in form of oral

[24] Robert Kreitner-Angelo Kinicki, *Organizational Behavior...,*146
[25] Robert Kreitner-Angelo Kinicki, *Organizational Behavior...,*146

feedback from the lecturer and peers. Reflecting from the setbacks, the student teacher tried to improve their teaching for the next and to avoid the same mistake. It is in a line with Kreitner and Kinichi who states that people who do not learn from setbacks will blame the setbacks on lack of ability or bad luck.[26] Therefore, student teachers are dominantly in high self efficacy since they always learn from their setback of first teaching to improve their second teaching.

i. Limit the stress

Student teachers who limit their stress during their teaching also place the percentage 92% of high self efficacy percentage and 8% of low self efficacy percentage. Based on the interview result, they generally tried to keep calm before teaching performance by deep breathing and were not watching to the lecturer. They believed that they can pass the performance. It agrees with Kreitner and Kinichi's theory that people who has low self efficacy think about excuse of failed.[27] Thus, during teaching performance, the student teachers are dominantly in high self efficacy to limit the stress and nervousness.

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[26] Robert Kreitner-Angelo Kinicki, *Organizational Behavior...*, 146
[27] Robert Kreitner-Angelo Kinicki, *Organizational Behavior...,* 146

2. The Factors Influencing Student Teacher's Self Efficacy in Using Instructional Strategies within Practice Teaching

From the findings of interview result regarding the factors influencing student teacher's self efficacy in using instructional strategies, the researcher infers those findings by dividing them into three factors: primary factor, secondary factor and two others factors which had been found by researcher.

a. Primary Factors

1) Mastery Experience

Based on the interview result toward student teachers, mastery experience of their first teaching practice is the primary factors which influences student teacher's self efficacy in using instructional strategies. From twelve student teachers, ten of them stated that their second teaching was getting better because of their mastery experience in first teaching. It agrees with Stanrock's theory which states that mastery experience is the most powerful source of efficacy information.[28]

Both failure and success experience of first teaching encourages them to be better in second teaching. Therefore, they were getting active and were establishing higher standard in their second teaching as high self efficacy people. Reflecting on their first teaching

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

experience, they recovered the lesson plan, learned about 2013 curriculum, improved the media and teaching activity, and increased their teacher's language competent. Thus, they were encouraged to plan, prepare and rehearse well before their performance as high self efficacy people. It is in a line with McDonald's theory that the lecturer should encourage student teacher to think more deeply about their own practice in form of reflection.[29] Ultimately, the mastery experience of fist teaching becomes the primary factor of student teacher's self efficacy in using instructional strategies within practice teaching, especially for their second teaching.

2) Social Persuasion

Social persuasion comes from lecturer's oral feedback and peer's oral feedback after student teacher's performance in their first teaching. It might be positive social persuasion such as congratulation and compliment, or on the other hand, it might be negative social persuasion for instance criticism, underestimation and derision. Both of positive and negative social persuasion influence student teacher's self efficacy in their teaching. Positive social persuasion encourages student teacher's self efficacy and negative social persuasion may discourage it. However, the negative social persuasion can also

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[29]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

encourage student teacher's self efficacy in using instructional strategies. By considering the social persuasion from the first cycle of teaching, the student teachers would learn from setbacks of their first teaching as the high self efficacy people. As stated by McDonald from his study, feedback is not just about backwards, but also about the improvement of performance.[30]

From twelve student teachers, eleven of them are encouraged by lecturer's comment although seven of them got negative social persuasion such as "your instruction was unclear", "Your Teacher Talking Time was too much" and so on. Then, from twelve student teachers, eight of them were encouraged by peer's comment, although eight of them got the negative social persuasion. It is in a line with Brown and Inounge's theory which reveals that in a social or verbal persuasion, an individual is convinced verbally by other's suggestion, advice and guidance to improve the belief about his or her capability which can help to achieve what he or she wants.[31] Consequently, the student teacher would try hard to fix their instructional strategies in their second cycle of teaching performance. Therefore, social persuasion becomes the primary factors influencing student teacher's

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[30]Lyn McDonald, "Effective Mentoring…., 85-94
[31] Brown and Inouge in A.Bandura, *Self-Efficacy: The Exercise of Control* (W.H. Freeman and Company: New York,1997)

self efficacy in using instruction strategies besides the mastery experience.

b. Secondary Factors

1) Vicarious Experience

In using instructional strategies of practice teaching context, vicarious experience is observing the peer's teaching to adapt some of peer's instructional strategies. Only a few student teachers who adapt their peer's teaching in creatively solve the problem by presenting stimulus media and in managing the situation during their teaching caused by students.

There are six student teachers who adapt their peer's instructional strategies and there are also six student teachers who did not adapt their peer's instructional strategies. One student teacher (ST 5) stated "I did not adapt my peer's teaching, I prefer to choose my own way of teaching because I believe that my teaching style is better than my friend's own". In addition, another one (ST 3) said that "I came late when my peer were teaching in a good way as my lecturer stated, so I did not adapt her teaching." It is totally different with Brown and Inounge's theory which states that observation of other's

success with the same capability in doing same exercise will increase someone's self efficacy.[32]

In this case, self efficacy will be increased if the people have the self esteem to believe that their own teaching is better than the other's teaching. The finding proves that one student teacher feel that his own teaching style is better than the peer's teaching, so he get high self efficacy since he feels that he do not need to adapt the peer's teaching. Besides that, disciplinary in coming to the Practice Teaching class also more influence the student teacher's self efficacy, rather than vicarious experience. That is why vicarious experience becomes the secondary factor of student teacher's self efficacy.

2) **Psychological Factor**

Psychological factor becomes the secondary factors of student teacher's self efficacy too. To know whether emotion arousal brings the significant effect on student teacher's self efficacy, the researcher compares student teacher's emotion arousal in first teaching and second teaching. From twelve student teachers, eleven of them were more relaxed in second teaching rather than in first teaching since first teaching practice is their first teaching experience in teaching in front of the class. By reflecting on their nervousness in their first teaching,

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[32] Brown and Inouge in A.Bandura, *Self-Efficacy:The Exercise of Control….*

the student teachers visualized their success of teaching and limited their stress in order they are in a good psychological condition.

Nevertheless, one student teacher (ST 2) stated that "I think that my first teaching was better than my second teaching because I came late to arrive in class when the day of my turn of teaching performance. So, I could not focus and lost my concentration when teaching." It against Gufron and Risnawita's theory which reveals that 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.[33] This study proves that declined performance, reduced success, and other avoidance behaviors can be diminished by behaving punctually such as coming on time to the class rather than by limiting the stress. For that reason, the researcher infers that emotion arousal becomes the secondary factors of student teacher's self efficacy.

3) Other Factors Found by Researcher

Considering the primary factors and the secondary factors of student teacher's self efficacy above, the researcher finds other factors which bring the significant effect on student teacher's self efficacy. The first is discipline in coming to the Practice Teaching class. From

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[33] M. Nur Ghufron and Rini Risnawita S, *Teori-TeoriPsikologi* (Ar-Ruz Media: Jogjakarta, 2004),78

the interview result, one student teacher (ST 3) stated that he did not observe the peer's good teaching as the vicarious experience since he came late. Then, another one said (ST 2) that he could not focus in teaching and lost her concentration in teaching because she came late in the day of her teaching turn.

Ultimately, discipline becomes another factor influencing student teacher's self efficacy since people feel that they are in ready condition when they come punctually in performing a demand task. It is in a line with Cheema and Kitsantas' finding in their research which reveals that improvement in disciplinary climate relates with the reduction in achievement gap that brings the impact on self efficacy.[34] 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. Thus, in practice teaching context, student teachers' discipline habit to come punctually in the class when the turn of their teaching will automatically increase their self efficacy. When the student teachers come punctually, they believe in themselves that they are in ready condition to perform the teaching.

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[34] Jehanzeeb 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

Another factor which influences self efficacy significantly is self esteem. Based on the interview of Student Teacher 3 (ST 3), he did not do vicarious experience by adapting the peer's successful teaching since he has high self esteem. He prefers to use his own way of teaching rather than adapting the peer's success since he respect his creativity. It means that he has high self efficacy since he has high self esteem as well. Indeed, as stated in chapter II, self esteem is totally different with self efficacy but many people assume that both of them are similar. However, in accordance with Ferguson's theory, the level of self-esteem affects the levels of self-efficacy since they are connected each other.[35]Therefore, when self-esteem is high, self efficacy tends to be high as well, and likewise when self esteem is low, self efficacy tends to be low too. Ultimately, the researcher infers that self esteem is the factor influencing self efficacy since self esteem and self efficacy are connected each other like two sides of the coin.

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[35] Kelly Ferguson, *What is the Connection between Self Efficacy and Self Esteem?* Wisegeek. 18 May 2015 (from: http://www.wisegeekhealth.com/what-is-the-connection-between-self-efficacy-and-self-esteem.htm, accessed on 21st June 2015)