THE COMPARATIVE STUDY OF EFL PRE-SERVICE TEACHERS SELF-EFFICACY BETWEEN PRE-TEACHING PRACTICE AND POST-TEACHING PRATICE

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Abstract: The aim of this study is to compare pre-teaching practice students and post-teaching practice students' self-efficacy to find out whether enactive mastery does have effect in shaping EFL Pre-service self-efficacy. The ex post facto research design was used which implemented comparative research. The study attempted to analyze the difference between pre-service teacher students' self-efficacy. The result showed that post-teaching students had highest self-efficacy in students' engagement, followed by class management, and instructional strategy, while pre-teaching practice students had highest self-efficacy in class management, and followed by students' engagement and instructional strategy. The result of three dimensions showed that there was significant difference on pre-service teachers' self-efficacy between pre-teaching practice students and post-teaching practice students, in which post-teaching practice had higher self-efficacy compared to pre-teaching practice.

INTRODUCTION

Teachers play essential role in education. By having good qualified teachers, it will help students to receive more advanced education. Shisavan and Sadeshi (2009) state that "good and qualified teachers are essential for efficient function of educational system and for enhancing the quality of learning" (p.130). In teachers' education, pre-service teachers or early career teachers are taught both subject matter knowledge and pedagogical competence on their education in order to be prepared them to be high qualified teacher. Not only those two skills that have to be mastered by pre-service teachers but also their confidence and their belief to carry out certain action during learning. People's positive belief toward ability to arrange, and to perform certain action in order to achieve goals is called self-efficacy (Bijl & Shortridge-Baggett, 2001).

Teachers are demanded to have all-rounded skills. They are expected having board competency knowledge of subject area, having ability in managing the classroom, and having knowledge of discipline. In education field, self-efficacy has pivotal role for teachers since self-efficacy helped pre-service teachers to successfully conduct instructional strategies and classroom management (Senler & Sungur, 2010) and self-efficacy also helped pre-service teachers developing their ability to manage misbehavior students, class management, and language learners' engagement (Hoang & Wyatt, 2020). Despite its importance in learning, majority of non-native teachers

who are expected to transfer their subject matter knowledge to the students, find it as threat to demonstrate the knowledge (Horwitz (1996) as cited in Hoang & Wyatt (2020). Pre-service teachers or early career teachers who still have less exposure on teaching environment, probably will find difficulty to teach. Furthermore in country where English is placed as foreign language as Indonesia, they tend to be more considered toward their ability in their L2 (Hiver, 2013) and low self-efficacy can also be caused by having less experience also can be factor (MA & Cavanagh, 2018) and lack of preparations (Pill & Filatov, 2015).

Having more authentic experience positively associated with teachers' readiness, confidence, and effectiveness in teaching and by having well experience, teachers expected to be more prepared to face students with different background. Enactive mastery or authentic experience is considered as the most influential factor on building self-efficacy (Bandura, 1997). Some studies proved that enactive mastery became the most essential factor that built self-efficacy (MA & Cavanagh (2018), Hoang & Wyatt (2020)). Colson, Sparks, Berridge and Frimming (2017) in their research, also found out that pre-service teacher students with longer teaching practicum had higher self-efficacy than pre-service teacher students with shorter time teaching practicum, especially in term of students' engagement and classroom management.

Although experience is viewed as factor that hold pivotal role on gaining higher self-efficacy, in study conducted by Balci, Sanal, and Uguten (2019) it showed that

the final year pre-service teacher students had lower score compared to freshman, sophomore, and junior pre-service teacher students. A research conducted by Nugroho (2017) also found that pre-service teachers had medium to high self-efficacy even though they had not done their teaching placement. In consequence the comparative study of pre-service teachers' self-efficacy should be done to know whether self-efficacy truly is related with experience, especially in current condition, where online learning is widely used. Therefore, this study investigated the significant difference of pre-teaching practice and post-teaching practice students on their level of self-efficacy in teaching.

METHOD

This study used quantitative approach. The ex post facto research design was used which was implemented comparative research. The study attempted to analyze the difference between pre-service teacher students' self-efficacy level from students who were on their pre-teaching practicum and post teaching practicum in Universitas Islam Malang. Both groups were given a questionnaire to measure their level of self-efficacy. The total subject of this was 310 students which were 160 students from 6th semester and 150 students from 8th semester of English Education Department in Universitas Islam Malang. Both students from 6th and 8th semester had been completed teaching subjects such Profesi Keguruan and Language Teaching Preparation.

The instrument of this study used Teachers' Sense of Self-Efficacy (TSES) questionnaire developed by Tschannen-Moran & Hoy (2001) adapted by Bakar et al. (2012) and translated into Bahasa Indonesia. The questionnaire consists of 24 questions and the scale Likert was modified by Bakar et, al. (2021) from nine-point Likert scale to five-point Likert scale and the questions covered up the ability of pre-service teacher on students' engagement, instructional strategy and classroom management which each of the subscale consist of 8 numbers. The Google Form link's was shared to both pre-practicum teaching students and post-practicum students. Both group of pre-service teacher students were given three days to complete the questionnaire in order to ensure that both groups had answered the questionnaire properly

The descriptive statistic was used to measure the means and standard deviation of three subscales (students' engagement, instructional strategy, and class management) in order to find the level of self-efficacy among pre-service teachers while, independent t test was used to find out whether there was significant different between pre-service teacher students' self-efficacy from pre-practicum teaching students and post practicum teaching students. The significant level of independent t test was set up to < 0.05.

FINDINGS AND DISCUSSION

After the data was analyzed, the researcher interpreted the data result of Pre-service teachers' self-efficacy between post-teaching practice and pre-teaching

practice students. The data was analyzed using SPSS software package to measure descriptive statistic (mean and standard deviations) and independent *t* test.

Table 4.1: The comparison of self-efficacy level between post-teaching practicum students (N: 52) and pre-teaching practicum students (N: 49)

Subscale	Group	Mean	Mean Difference	Sig (2-tailed)
Students Engagem ent	Post-teaching practicum	32.27	2.943	.000
	Pre-teaching practicum	29.33		
Instructio nal Strategy	Post-teaching practicum	30.48	1.889	.032
	Pre-teaching practicum	28.59		
Class Managem ent	Post-teaching practicum	32.25	2.781	.003
	Pre-teaching practicum	29.47		

The table 4.1 showed that the post-teaching practice student's self-efficacy between three skills. Students Engagement skill is the highest with the mean 32.27 which means that post-teaching practice students have high self-efficacy to help

student more active, more motivated them, and to build their confident in learning activity, Classroom Management was in the middle place with the mean 32.25 and Instructional strategy was the lowest among three subscale with the mean 30.48. It can be said that the post-teaching practicum students less confidence or less efficacy to transfer and provide the appropriate level of the knowledge to their students.

From pre-teaching practicum students, they had quite different result compared to post-teaching practicum students which class management became the highest self-efficacy level with the mean 29.47 which can be said that pre-teaching practicum students more efficacious or confident in the ability to manage the students in order to follow the learning activity and to control students' behavior, Followed by Students Engagement with the mean 29.33, and Instructional strategy which had the similarity with post-teaching practicum students, became the lowest skill among the three subscale measured with the mean 28.59.

The independent t test was also used to know whether there was significant difference between post-teaching practicum students and pre-teaching practicum students on three skills (students' engagement, instructional strategy, and class management). Table 4.1 displayed that the significant value of students' engagement skill was .000, instructional strategy was .032, and class management was .003. From the collected data, it showed that there was significant difference of self-efficacy from three skills between post-teaching practicum and pre-teaching practicum students.

Based on the data from both groups, it can be assumed that experience plays major role on helping pre-service teachers gaining their self-efficacy. It showed on data from pre-service teachers who had done their teaching practicum that they got higher self-efficacy in all three dimension. In other hand, pre-teaching practicum students had lower self-efficacy in all three dimensions as expected based on theory from Bandura (1997) that highlighted authentic experience or enactive mastery as the major factor helped gaining self-efficacy.

Based on the result of the study, it showed that there is differences among post-teaching practicum and pre-teaching practicum students. Post-teaching practicum students had highest self-efficacy on their Students Engagement since it had the highest mean among other subscales, followed by Classroom Management, and Instructional strategy while Pre-teaching practicum students had highest self-efficacy on Classroom Management, followed by Students Engagement and Instructional Strategy and both groups were less confident in their ability to providing good teaching strategy in order to achieve their teaching goals. It can be said that post-teaching practice students had higher self-efficacy compared with pre-teaching practice students which it was already predicted based on Bandura's theory of self-efficacy (1997) that explained that one of most important source of self-efficacy is enactive mastery or mastery experience.

The same result also appeared in study conducted by Nugroho (2017) which found out that instructional strategy became the lowest subscale in term of self-

efficacy. It potentially occurred because they could not link their knowledge on their English teaching. In addition, the result had similarity with Sevimel and Subasih (2018) who found out that post-teaching practicum students had high self-efficacy in teaching. Teaching experience became the most impactful factor to influence pre-service teacher self-efficacy while language proficiency skill was the skill they felt less efficacious in teaching. The result was also similar with both of groups of post-teaching practicum students and pre-teaching practicum students which felt less efficacious in instructional strategy. In line with Sevimel and Subasih (2018). A research from Unal, Yamac, and Uzun (2017) reinforced the result of this study by mentioning the improvement of self-efficacy after teaching practice courses and found out the role of four main sources of self-efficacy and considered mastery experience or enactive mastery (Bandura, 1997) as the most effective source to gain self-efficacy. It is in line with the current research that found pre-service teachers who did teaching placement had more confidence in their teaching compared to pre-service teacher who have not finished their teaching placement.

This finding is contrast with Balci, Sanal, and Durak-Uguten (2019) who found that pre-teaching practice students had higher score of self-efficacy compare to post-teaching practice students. The researchers assumed that post-teaching practice students' lower self-efficacy was caused by the examination anxiety which had part to influence to judge self-efficacy since final students or post-teaching practice students was preparing on Public Personnel Selection Examination (KPSS). An

opposite result also found in research conducting by Matoti, Junquera, and Odora (2011) who reported that 6 months teaching experiences didn't have correlation with self-efficacy which they got lower score in all subscale compared to their first test.

Despite the different result of some researches on the effect of self-efficacy on teaching, some researchers found that self-efficacy has great effect both for teachers themselves and the students in their learning. More over in the main source of self-efficacy or enactive mastery, it has significant effect on pre-service teachers' self-efficacy. Teachers' self-efficacy most likely had positive correlation with students' accomplishment (Butt, Khan, and Jehan (2012), Shahzad and Naureen (2017), Ghaffar, Hamid, and Thomas (2019)). It means that teachers with higher self-efficacy have higher chance to help their students in achieving their goals in learning and giving better performance in completing the task. Knowing the vital role of self-efficacy in teaching, it should take as consideration to have more informal teaching experiences as part of ELT education so that pre-service teacher have more opportunities in gaining enactive mastery and vicarious experience as it becomes important factor to increase self-efficacy (Bandura, 1997). Having more teaching experiences also help teachers trainees in reinforcing their self-efficacy so that failure in teaching will not affected their self-efficacy (Bandura (1977) as cited in Balci, Sanal, and Durak-Uguten (2019).

CONCLUSION AND SUGGESTION

Self-efficacy becomes one of important aspects in teaching. Having high self-efficacy help to arrange and to perform certain action in order to reach the goal. The researcher implemented ex post facto to collect data and used independent t-test from SPSS 16 to compare the data. The purpose of the study is to find out whether significant difference between EFL post-teaching practicum students and pre-teaching practicum students in their self-efficacy in English Education in Universitas Islam Malang.

Based on the result of the study, it can be implicated that there were significant different between post-teaching practicum students and pre-teaching practicum students in term of self-efficacy. It proved by the means from each subscale were less than 0.05 ($p < 0.05$). Even though post-teaching practicum students (M=30.48) and pre-teaching practicum students (M=28.59) felt lack on the self-efficacy to transferring subject matter, the gap of experiences between both groups in teaching formal class is one the cause of higher self-efficacy on post-teaching practicum students. The university training and teaching experience hold essential role to help students develop their self-efficacy. By having proper university training, more classroom teaching observation and early formal teaching experience, pre-service teachers will have greater chance to develop self-efficacy in teaching placement.

Then, some suggestions will be given based on the result of this study. First suggestion will be given for EFL pre-service teachers. Based on the explanation

above, post-teaching practicum students gained more self-efficacy in teaching after went under teaching placement. It suggests to EFL pre-service teachers to gain more experience whether it is formal teaching experience or informal teaching experience so that EFL pre-service teachers become efficacious and more experienced which will be really helpful to provide more effective learning activity for students.

The last suggestion is for further researcher. Since this study more focuses on experience as the factor to develop self-efficacy, the further study is needed more exploration related to factor that affecting self-efficacy besides the experience. The further study could include other factor such gender and level of English proficiency or observing same participants on their self-efficacy before and after their teaching placement. Adding more participants and depth observation or interview might be helpful to gain more insight to know what factors that have influence in increasing self-efficacy.

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