

CHAPTER I

INTRODUCTION

A. Research Background

Education in Indonesia covers English learning as foreign language learning. This has a very diverse impact on each student. First, by mastering English students can communicate and follow developments in the world. Second, some of the scholarship requirements from abroad request that prospective scholarship recipients have good English skills and have a TOEFL score >500, therefore by learning English students can prepare themselves to face various challenges. Meanwhile, the negative impact is that Bahasa Indonesia will be marginalized because students are more interested and prioritize learning English than learning Bahasa Indonesia by taking courses at various institutions.

Learning English is not for communication purposes only. More than that, teachers must instill moral values in every activity of learning English. Teachers are role models for students so that teachers must provide examples of exemplary attitudes such as being polite, honest, responsible and confident. In Indonesia, there are still several teachers who do not pay attention to students' attitude during learning process. Some teachers also do not show any confidence when teaching English.

There are still English teachers who do not have sufficient English proficiency. Rosita (2017) stated that teachers with inadequate English skills assume that the use of English in class is considered normal and irrelevant to the needs of the class. They tend to use or mix Bahasa as the first language used by both the teacher and

students, and English during the learning process. They are afraid of making mistake in using English as a medium of instruction. Arifin (2017) suggested that “Less-confidence, speech anxiety, and low self-esteem are almost common problem in classroom, and occur on both teachers and students.” It means that both teacher and students need to improve their self-confidence, so that the learning process can be held well.

Moreover, there are still many teachers who cannot provide appropriate media of teaching which consequently affect their ways of designing and presenting learning materials. Pratama, Wedhanti, & Piscayanti (2018) stated that media known as a tool for helping the teacher in delivering materials to the students. In the world of education, media is one of the important components that can be used by the teacher for teaching. By using media the teacher can deliver the materials easily.” So, the teacher must prepare and provide appropriate media in order that the students can understand and accept the learning material.

To ease the process of teaching and to fulfill the target of the curriculum, many teachers still implement monotonous strategy. According to Susiyanti (2019) “English teachers in teaching English as a foreign language need a creative way and select some good strategies.” It can be concluded that monotonous strategy must be avoided and good strategy can help the teacher to develop their ideas in teaching.

Three components of teaching English should be maintained optimally so the target of learning can be gained well. Moreover, a good learning achievement will positively contribute to the Teacher-self Efficacy.

Self-efficacy is necessary for every individual of teacher. According to Bandura (1997) “self-efficacy beliefs operate as a key factor in generative system of human

competence”. Therefore, the teacher must be able to design creative and effective learning process. Besides, the teacher should use the right strategy in the class in order to make sure the student have good competence in the learning process. Being a confident teacher is necessary because it relates to self-efficacy. Therefore, the teacher must be able to show the best quality of themselves and inspire the students to love learn English so they can be their students’ role models.

Considering the importance of teachers’ belief in English learning process, a research with focuses on Teacher-Self efficacy becomes a fruitful topic to investigate.

B. Reasons for Choosing the Topic

Self-efficacy can determine the success of someone. Importantly, efficacy beliefs help dictate motivation (Schunk & Pajares, 2002). Self-Efficacy may influence teacher’s choice and effort, so it is important to know their level of self-efficacy.

Putri & Fakhruddiana (2018) argue that teachers who have high self-efficacy tend to be more tenacious and open in guiding their students in class. They are better able to cultivate themselves into teacher figures that are able to express every material presented so that all students can accept it well. Based on this, it can be said that teachers with low self-efficacy have a low desire to try new strategies in order to process student learning processes for the better. Therefore, to achieve high self-efficacy, appropriate strategies and efforts are needed so that what will be conveyed will be in accordance with expectations.

C. Research Question

The research problem can be formulated into the following two research questions:

1. What is the level of Teacher-Self Efficacy?
2. What are the English teachers' strategies in maintaining their TSE?

D. Research Objectives

This research is intended to find out:

1. The level of Teacher-Self Efficacy.
2. The teachers' strategies in maintaining their self-efficacy.

E. The Scope of the Research

Teacher self-efficacy related to teacher's belief. It can determine how far the teacher's confidence and ability in learning and the way they are delivering materials to the students. The teacher with high self-efficacy will be easier to achieve the target of learning. On the other hand, if teachers have low self-efficacy, it will be a problem and a hindrance to students' learning outcomes. In this research, the writer will only concentrate on the level of teacher self-efficacy and the strategies used by teachers to maintain their self-efficacy.

F. Contribution of the Research

The contributions of the research are divided into 2, namely:

1. Theoretical

Investigating the teacher self-efficacy will contribute to the class management in which it will provide questions related to the material so that it will make teacher more active and make their self-efficacy increase well. This research is also expected to be a useful reference for future researchers, especially regarding teacher self-efficacy.

2. Practical

a. Teachers

The information about the level of teacher self-efficacy will be a reference for each teacher. It will help teachers to improve their abilities to design creative and effective learning process, choose and use the right strategy and learn to be more confident in the teaching activity.

b. Students

This research will give information to the students that not all teachers have high level of self-efficacy. If the teacher have high level of self-efficacy the student can enjoy the learning activity in the classroom then teacher can use innovative teaching and good strategy to achieve the target of learning.