

CHAPTER II

THEORETICAL REVIEW

A. English as a Foreign Language (EFL)

English as a Foreign Language (EFL) is a language not usually used by the speaker in countries where English is not the first language, Rajasa (2018). Based on this statement, it can also be said that English as a foreign language (EFL) is usually used by countries where the majority do not use English as their daily language of communication.

Indonesia is a country that uses English as a Foreign Language (EFL). Indonesian uses Bahasa Indonesia as the main language in their daily life and English used for certain purpose only. For example, they only used English in the school or in the course. It is related to the what Gebhard (2006) cited in Rajasa (2008), he stated that EFL is stands for English as Foreign Language which means that English language is not the primary language that is taught or learned at schools.

According to Bautista & Gonzales (2006) English is now the main foreign language being learned in Indonesia. English has been taught and used as a foreign language in Indonesia over sixty five years. Jayadi (2004) points out that English as a Foreign Language is being made as compulsory object in secondary schools throughout Indonesia in 1945 soon after Indonesian Independence day, August 17, 1945. Meanwhile at Indonesia primary schools, formal English Language Teaching education began since early nineties and English has been taught at primary school students starting in Grade four as a local curriculum only (Cahyono and Widiati

2004). However the recent policy of curriculum Indonesia (2013 curriculum) has just removed English at Elementary school in order to increase Indonesian student's awareness and ability to study their national language. So, currently English is only taught to students in Junior high school and senior high school.

B. Teacher-Self Efficacy

1. Definition of Self Efficacy

Every teacher does not have the same level of self-efficacy and it is influential to their ability and their confidence. According to Bandura (2001) "Self-efficacy is a person's belief in his ability to do some controls over one's own functioning and events in the neighborhood". This means that self-efficacy is a person's belief in his own ability to organize and achieve something.

Riyanto (2021) stated that in teaching activities, a teacher must have beliefs in his capabilities (self-efficacy) to achieve the learning goals. According to Ormord (2008: 20) self-efficacy is someone's assessment about self-capability to achieve a certain goal. This is in line with statement from Andiny (2008) that teacher self-efficacy is teachers' beliefs who about capabilities in doing his responsibility as a teacher to make good students perform who is taught by him. Yuliani (2013) states capability of explaining material, learning management, developing students' attitude are things that is related with teacher self-efficacy.

Self-efficacy in teachers is important to affect the achievement of the learning and students outcomes. If teachers have high self-confidence in their success, they will try as hard as possible so that the goals they want are achieved. This shows that these teachers have high self-efficacy. According to Bandura (1977) "self-efficacy

is a term used to refer to a teachers' beliefs concerning their completion of a task and their perceived competency level with performing the task".

Siregar (2020) stated that teacher self-efficacy plays an important role on student academic achievement. Teachers with high self-efficacy are able to create a conducive learning environment by making flexible plans according to learning needs. So the teacher can provide teaching techniques that is able to increase student's independence and reduce excess control on students.

2. Theories of Self Efficacy

a. Sources of Self-Efficacy

There are four sources of Self-Efficacy. Bandura (1977) states individuals develop their self-efficacy beliefs by interpreting information from four main sources of influence. Those are mastery experience, vicarious experience, verbal persuasion, psychological and emotional states. In detail, those four sources are:

1) Mastery Experience

★ One of the big roles in self-efficacy is experience. For example, someone who has previously worked on a difficult problem and he can solve it properly and correctly. Then if that person faces the same thing again, of course his confidence will grow stronger so he is very confident that he will succeed in doing it.

2) Vicarious Experience

Vicarious experiences are the same as experiences of other people's success or failure that influence one's actions. In this case, the person is usually easily influenced by other people. For example, when he sees other people succeed, his self-confidence will increase because the thought arises "other people can do it, why can't I?" On the other hand, if he sees other people failing to do something, he can just give up and not have the courage to do it because he is not confident in his abilities.

3) Verbal Persuasion

Self-efficacy can also be obtained or weakened through social persuasion Bandura (1997). Verbal persuasion is a way to motivate someone so that they believe they can achieve and carry out tasks. Verbal persuasion is the same as giving encouragement directly to someone so that he can achieve his target.

4) Psychological and Emotional States

The last source of self-efficacy is the psychological and emotional state of a person Bandura (1997). Strong emotions will usually reduce performance: when a person experiences high fear and anxiety, it can be said he has low self-efficacy. A person is said to have high self-efficacy characterized by low fear and anxiety to do something.

b. Dimension of Self-Efficacy

According to Bandura (1997) self-efficacy consists of 3 dimensions, namely level, strength and generality. A person's self-efficacy can be different from other people depending on the dimensions or aspects of each of this self-efficacy. The three dimensions include:

1) Magnitude or Level

This dimension relates to the individual's belief in the determined ability to complete the task. Someone will do the task quickly if he feels that the task he is doing is not difficult and can be done well. The more difficult the level of the task given, the lower person's self-efficacy will be. The easier the level of task given, the higher person's self-efficacy will be. This shows that everyone has a different perception of difficulty. That is the reason why one tends to do the easy tasks first.

2) Generality

★ This dimension refers to a person's beliefs in behavioral, cognitive and affective fields based on their abilities. It means that someone will feel their self-efficacy is high in certain fields only. For example, the English teacher feels that his ability is high in that field, so he will be very easy to convey the material well. However, he feels that he has low ability in other fields and does not believe that he is able to complete tasks as well as those in his field. On the other hand, someone with high self-efficacy will not give up even if they fail. Someone who

has high self-efficacy will try to complete and can do several task at once in different fields.

3) Strength

Basically this strength dimension refers to a strong individual's belief in his abilities. The stronger the individual's feeling of self-efficacy, the more persistent the individual will be and have a higher probability of success. Individual with strong feeling will try to do the best in doing the task even though there are many difficulties that are faced. However, the strong believe or feeling is not the only thing that makes someone successful in doing his job, but it takes maximum efforts to get the satisfying result. This means that the stability of the individual will affect his success.

C. Teacher-Self Efficacy in English as a Foreign Language Setting

Hoang (2018) stated that Teacher-Self Efficacy is defined as domain, task, and context specific rather than a general construct of self-confidence. The implication of this view is the need for domain specific research that investigates teachers' context-specific judgments about their specific teaching behaviors. Teacher-Self Efficacy has been intensively researched in different subject areas, for example, in math and science teaching, and several decades ago the research field was already about to "stand on the verge of maturity". However, this is not the case for the English as a foreign language field. That research on Teacher-Self Efficacy in second/foreign language teaching contexts is still underrepresented within the self-efficacy research literature. The need for Teacher-Self Efficacy research in the

English as Foreign Language area is not only because of the significant role of these beliefs to failure or success of education, but also because of the need to investigate Teacher-Self Efficacy in the English as Foreign Language field as a unique setting. The uniqueness of the English as Foreign Language field is reflected in the role of English language as both the content and the means of instruction. In English as Foreign Language contexts, using English in classrooms is valuable and sometimes the only opportunities for learners to gain exposure to their target language. As a result, English as Foreign Language teachers carry the dual burden of creating activities for students in which both the content and the language to deliver the content constitute the core of the lesson.

Hoang (2018) also said that an initial search (June, 2017) in the literature did not identify any previous systematic reviews that specifically deal with the construct of teacher self-efficacy in EFL contexts, except for a review by Faez & Karas (2017) that only focused on the linkage between English teachers' self-efficacy and their English language competence.

D. Strategies to Maintaining TSE

According to Anitah (2007) the word strategy comes from the Greek *strategos*, which is defined as the art of using plans to achieve goals. Learning strategies can be used to achieve various objectives of providing subject matter at various levels, for different students, in different contexts. Learning strategy can also be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the surrounding environment and the specific learning objectives that are formulated.

Quoting from Bandura (1986), Hartanti (2012) stated that teachers who have a high level of self-efficacy are more adaptable in teaching activities in the classroom. The increased self-efficacy of the teacher will affect the success of teaching.

The more self-efficacy that the teacher has, the higher he makes learning goals for his students. A teacher who has high self-efficacy can make more actives to his students, has more willingness to try a new idea and teaching strategy that can improve students' achievement in learning. This is also stated by Guskey (1988), teachers who have high self-efficacy have more expectations and make higher learning goals for student achievement.

The following are some ways to increase teacher self-efficacy:

1. Feedback from the principal on teacher performance, past history and social influences, this is accordance with one of the sources of self-efficacy namely verbal persuasion. According to Masrarah (2012) one of strategy to improve self-efficacy is provide feedback and rewards, it is explained that teachers need to provide feedback to students' assignments and their articulation clearly and constructively. Giving clear and constructive feedback to students is the most visible strategy.

In addition, Masrarah (2012) also explained that giving awards to teachers is another method in increasing self-efficacy. The form of this award can be in the form of praise or a fun assignment in class. This explanation is one way for teachers to improve their students' self-efficacy. So of course this can also apply in general in this case especially for the teacher himself. If students are given feedback and rewards by the teacher, then the teacher himself is given feedback and rewards by his superiors or in other words given by the principal.

According to Maulana (2020) one of the factors that can affect self-efficacy is external incentives. Incentives in the form of gifts (rewards) given by others to reflect a person's success in mastering and carrying out a task such as giving praise.

2. Develop skills, abilities, and completion of tasks assigned to teachers. This strategy is in accordance with the source of self-efficacy namely mastery experience. Maulana (2020) explains that the factors that can affect self-efficacy quoted from Bandura, one of which is information about his abilities. A person's self-efficacy will increase or decrease if he gets positive or negative information about himself. Someone with low self-efficacy in doing certain tasks will tend to avoid that task. A person will find it difficult to motivate himself and reduce his efforts or give up in various kinds of obstacles he faces. Meanwhile, someone with high self-efficacy perceives difficult tasks as challenges to be faced rather than as threats to be avoided. So a factor that can affect self-efficacy is a task that is felt to be difficult to deal with in certain situations through belief in one's own abilities. Teaching efficacy level of the teachers affects the learning environment for the student. Teachers with higher teaching efficacy are more willing to implement teaching strategies that stretch their abilities.

From the description above, the researcher concludes that increasing skills, abilities and completion will make us have confidence and confidence in our abilities so that we can increase self-efficacy.

3. Modeling and various experiences have an influence on self-perception of self-efficacy. Seeing someone who has something in common with him succeeds in carrying out his duties can increase self-confidence as well as being able to do

it and believe in your ability to succeed. By seeing people exhibit a certain number of behaviors, individuals will be able to convince someone that someone can do what that person has done.

In addition, according to Schulze (2007) it is explained that one of the strategies in increasing self-efficacy is modeling. This modeling refers to the process of demonstrating and explaining in mastering new skills for beginners. Modeling is effective in increasing self-efficacy because it can provide clear information about how to acquire skills. According to Masrroh (2012) quoting Hergenthan & Olson (2010) states that the model is anything that conveys information, such as people, movies, television, pictures or instructions. Thus modeling is something that is done when someone observes and imitates the behavior of others.

Bandura (1997) says that modeling is an effective way to increase self-efficacy. Many people do not believe in their experience of success as a source of information about their abilities. So that modeling can be a technique to awaken a person's feelings of self-efficacy.

4. Verbal persuasion is widely used to try to talk to people so that someone believes that someone has the ability to be sure that he will succeed in carrying out the task at hand. The use of social persuasion alone does not have the power to continuously increase one's self-efficacy, but it can contribute to job success if the expectations given are within realistic limits. According to Bandura (1986), regardless of the extent to which verbal persuasion can encourage or increase self-efficacy so that people try hard to succeed, verbal persuasion can

increase the development of skills and feelings of self-efficacy in someone (including the teacher).

5. Physiological arousal or self-motivation is something that can be used to increase teacher self-efficacy. People generally depend on their physical condition to say they can do the job or not. Individuals make judgments about their performance based on the positive conditions they feel.

This is also in line with one source of self-efficacy which says that strong emotions will usually reduce performance: when a person experiences high fear and anxiety, it can be said he has low self-efficacy. A person is said to have high self-efficacy characterized by low fear and anxiety to do something.

Meanwhile, research conducted by Efendi (2013) on Self Efficacy: Indigenous Studies on Javanese teachers shows that there are several factors that influence self-efficacy including Motivation, Physical Health and Competence. Of course this is in line with several points about Strategies to Evolve TSE, namely Develop skills, abilities, and completion of tasks assigned to teachers and Physiological arousal or self-motivation is something that can be used to increase teacher self-efficacy.

E. Previous Relevant Studies

A previous study is used as a reference and also for comparison by researcher because they have almost the same topic, The researcher compares the subjects, methods, and instruments used by previous researchers to avoid plagiarism. Some writers have conducted the research about Teacher-Self Efficacy such as Hoang (2018), Prasna (2014), and Novembli (2019).

The first research has been conducted by Hoang (2018). He conducted a research entitled “Teacher Self-Efficacy Research in English as Foreign language Contexts: A systematic Review”. The method which is used by the writer is systematic review. In the end of the research, the writer concludes that teacher self-efficacy is an important constructs that influences EFL teachers’ practice and emotion.

The second research has been conducted by Prasna (2014) entitled “Elementary School Physical Education Teacher Self Efficacy Level in Implementing Curriculum 2013 Secretary Kalasan District Sleman . The data were collected through a survey administered to 25 teachers. The results show that most of the self-efficacy levels of State Elementary School Physical Education teachers in implementing the 2013 curriculum throughout the Kalasan District are in the "sure" category of 44.0%.

The third study entitled "Self-Efficacy Of Prospective Teachers in Teaching Children with Special Needs at Inclusive School" (2019) written by Novembli. The type of this research is a survey with the quantitative approach. The population of this research is the students of Elementary School Teacher Education Study Program in Yogyakarta with a total sample of 234 people. The data were collected using a questionnaire. The instrument used to collect data was a scale of self-efficacy for prospective teachers and a cross-check instrument for content mastery. The data were analyzed using the descriptive statistics. The results show that in general, the self-efficacy of prospective teachers is in the moderate category.