

CHAPTER I

INTRODUCTION

A. Background

A teacher is a person whose job is to provide knowledge. Meanwhile, in general, teachers can be interpreted as people who educate the nation's life and heroes. Teachers are the spearhead in the world of education, both formal and non-formal. Teacher is a professional profession, which is required to have special skills in teaching and cannot be done by just anyone (Hamalik 2007, P.118). A teacher is required to have high confidence in carrying out his duties, to teach. They also need to know how to make students comfortable in learning English.

There are still many English teachers who have low self-efficacy regarding their teaching competence. This low self-efficacy is influenced by several factors; inability to teach, low English language proficiency, lack of ability/skills in using technology, lack of creativity and innovation because not belief in their abilities. In fact, the level of teacher beliefs is an important elements and part of four teacher competencies, that is personality competence. Especially in today's conditions, which require teachers to have the ability and skills to manage classrooms with technology. The learning system that used to use online switched back to offline, but only 50% of the number of students should be. Certainly, this change in the learning system raises a variety of new efforts and challenges that must be faced.

As teachers, they must be able to deal with any situation in teaching, including in emergent transition. Therefore, teachers must be more belief in their abilities. This belief is referred to as teachers self-efficacy. Bandura (1997) defines self-efficacy as a person's belief in his ability to organize and carry out a series of actions required to complete a specific task. Meanwhile, according to Baron and Byrne (2004) , self-efficacy is a person's belief in his or her abilities or competencies for completing a task, achieving a goal, or overcoming an obstacle.

Teachers' self-efficacy is very necessary because it will greatly affect the learning process, especially in English. In this situation where Covid-19 is still becoming a threat in some almost every part of the world, the teachers' self-efficacy is considered raising deals with their struggles in employing. Now, when the teachers' ability in applying many technological applications and tools in online learning has not been optimum yet, the learning process is approaching to offline learning again as the condition of the world health is becoming better to hold face-to-face learning. Teachers are being forced to blend learning activities and prepare the students to be ready for an incidental learning process where offline learning is now becoming a new government regulation to apply. This condition, of course, affects the teachers readiness in holding any learning situation, and subsequently affects on the teachers' self-efficacy. Jex, and Bliese (as cited in Nuzulia; 2010; P.101) claimed that self-efficacy also affects beliefs in achieving something and the way individuals deal with problems.

Considering how important teachers' self-efficacy in English learning process is, investigating teachers' self-efficacy in an emergent transition from online to offline learning becomes a fruitful topic to investigate. The teachers' self-efficacy is closely related to their readiness in teaching English.

B. Reason for Choosing the Topic

Teachers' self-efficacy brings a value to a teaching-learning process. Investigating the teachers' self-efficacy in this emergent learning situation, from online to offline which pushes the teacher to think creatively in designing the learning process is an important thing to discuss.

C. Research Questions

The purpose of this study is to discover the answers to the following research questions :

1. What is the level of teachers' self-efficacy?
2. What factors affect the teachers' self-efficacy?

D. Aims of the Study

This research is aimed at the following research objectives :

1. to understand the level of teachers' self-efficacy
2. to describe the influencing factors of teachers' self-efficacy

E. Significance of the Study

The findings of this study are expected to provide useful contributions to :

1. Theoretically

- a. The results of this study will provide information for future researchers. It can also be a guide for them in conducting and modifying deeper research on this topic.
- b. The results of this study can improve the knowledge of the readers about self-efficacy on EFL teachers.

2. Practically

- a. English Teacher

The result of this study can help English teacher to know how to deal emergent situation while teaching. It provides information regarding the influencing elements of teachers' self-efficacy. Thus, it helps to formulate strategies to elevate teachers' self-efficacy, especially during this period.

F. Clarification of Terms

1. Teachers' Self-Efficacy

Teachers' self-efficacy refers to a teacher's belief in her or his ability to have a positive impact on students and help them learn. A teachers' self-efficacy can cause them to prefer to act, to be more willing to try new teaching ideas and strategies that can improve student learning processes, and to persist in assisting student learning processes. A teacher with low self-efficacy has a low desire to try new teaching ideas or strategies that can improve student learning processes. This is in line with the opinion of Yuliani (2013) the ability

to convey information, manage learning, increase interest to form student attitudes are some of the things related to teacher self-efficacy.

2. Emergent Transition

Transition is defined as "a transition from a state (place, action, etc.)" in the Kamus Besar Bahasa Indonesia (KBBI). While, the definition of transition is "a period of change that marks the passage from one phase to another." For example, prior to a pandemic, life went on as usual with no major concerns, but when the World Health Organization declared COVID-19 a pandemic, everyone was advised to avoid close contact with anyone exhibiting symptoms. As a result, the world of education in Indonesia is moving quickly, changing the learning system to be online. After the situation began to improve, the government slowly began to hold offline classes in classes with the condition that they only contained half of the number of students.

3. Online Learning

Online learning is a learning process that takes place over the internet rather than in person. According to Ivanova (2020), online learning is defined as learning that occurs online through the use of learning applications and social networks. It is done through an online platform to facilitate classroom discussion. All subject matter, communication, and tests are available online. Several applications, including Google Classroom, Google Meet, and Zoom, help to support

this online learning system. In Indonesia, this learning was only carried out during a pandemic as a way to break the chain of virus spread.

4. Offline Learning

Offline learning is a face-to-face learning method by interacting directly with teachers and friends at school or in class. Face-to-face learning provides real-time contact with resources and others, occurs within a set contact time, and provides students with immediate feedback (Black & Wiliam, 2006; Waghid, 2018, as cited in Mpungose, 2020)

