

SELF-EFFICACY: A NEW RESEARCH CONSTRUCT IN INDONESIAN ENGLISH TEACHERS STUDY

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ABSTRACT: Due to the significance of self-efficacy, it has been becoming a research concern in many fields such as health, business and education. Self-efficacy is defined as a degree of someone's belief to be able to deal with constrains to perform the given task well (Bandura, 1977). In education, there have been many studies conducted in self-efficacy. English teachers' efficacy is one of the areas that has been become a concern for many researchers in EFL context due to its benefit to the teachers and the students. This research is qualitative research with the observation data collection technique. There were three observation objects: TEFLIN Journal, Indonesia Journal of Applied Linguistics and Google Scholar. The result of the observation showed that in the TEFLIN and Indonesian Journal of Applied Linguistics journals. The result indicated that there was no any topic regarding self-efficacy in Indonesian context the two journals however in the Google Scholar there were some Self-efficacy researches in Indonesian context but the issues which were being discussed were not self-efficacy in English Teaching context. Therefore, English teachers' sense of self-efficacy has not been a research area yet in the context of English teaching in Indonesia.

Keywords: Self-efficacy, English teaching, and Indonesian English teacher

A. INTRODUCTION

Many people do the same things but they end up with the different results. Some people perform better than others. There are many factors that may influence people's performance. One of them is their self-efficacy belief. Many studies across different professions confirm that self-efficacy influences achievement. This may be because self-efficacy plays an essential role to initiate and persist human development in all aspects of life (lent and Hackett, 1987).

Albert Bandura (1977) developed self-efficacy concept under social learning theory. He defined self-efficacy as the belief of someone to be capable of finishing the given task in the specific domain. Since then, there have been many studies done by many researchers in many different fields such as health, business, and education. Lee and Ko (1999) did a study in Korean nurse. They reported that self-efficacy played profound role to the development of Korean nurses. In entrepreneurship, Boyd and Vozikis (1994) stated that self-efficacy has direct influence to people's entrepreneur intention and action.

Furthermore, in education, a study did by Gibson and Dembo (1984) revealed that teachers with high self-efficacy performed better than low efficacy teachers because they spent more time to prepare and to do paperwork. Furthermore, they found that teachers with high efficacy praised their students better than low efficacy teachers, they had a better way to respond to the students who had wrong answer, low efficacy teachers moved to other

students who might know the question however the efficacious teachers gave students questions which led them to the answer, the efficacious teachers did not criticise their students much as it was done by the low efficacy teachers.

The research did by Gibson and Dembo in 1984 showed that the positive attitudes of the efficacious teachers that would lead their students to achieve better in their learning. This finding supported the previous studies and afterwards it led some researchers to do research in the area. Due to the benefit of self-efficacy concept to the teachers and their students, there have been many researchers conducted in many countries and in specific teaching subjects such as math, computer, and English.

In many countries where English is taught as foreign language, there have been many attempts to do research in the English teachers' self-efficacy. This is to improve the teaching of English quality. Therefore, this current research would find out either English teachers' self-efficacy has become research area in Indonesia or not. If it is not then it is highly suggested to start doing research in English teachers' self-efficacy.

Teachers' sense of self-efficacy corresponded with their attitudes and students' achievement. Johnson (1992) contended that self-efficacy has not only influence in the teachers' instructional quality and classroom behaviour but also their students' achievement. The relation between efficacious teachers and their students' achievement was also studied by Gibson and Dembo (1984). They reported that efficacious teachers led their students to have high achievement. Furthermore, in the other studies, teachers with high self-efficacy had better quality of instructions than teachers with low self-efficacy (Holzberger, Philipp, & Kunter, 2013; Chan & Lam, 2010).

B. LITERATURE REVIEW

Self-efficacy belief was introduced by Albert Bandura in 1977. It has confused many people with self-concept. Therefore, some researchers used them interchangeably. This led Bong and Clark (1999) to collect extensive researches in both areas and researched the differences. They found that self-efficacy and self-concepts confused many researchers because the source of both constructs is the same which is cognition. However, self-efficacy uses the cognitive as the only source to make judgement whereas self-concept uses cognition and affection to make a judgement. The other difference is that self-efficacy focuses on measuring the one competence belief in a given task whereas self-concept measuring belief and emotion in a general competence. Having said that self-efficacy is more specific than self-concept.

Self-efficacy has been attracting researchers to do more research in the area. In the teaching efficacy, Tschannen-Moran and Woolfolk Hoy (2001) compiled a scale called Teacher Sense of Efficacy Scale (TSES). Chacon (2005) then adopted the scale into English

teaching context to measure secondary English teacher in Venezuela. He then called the scale with English Teachers' Sense of Self-Efficacy Scale (ETSSES).

Researches in English teachers' efficacy have been conducted in many non-English speaking countries such as Venezuela, New Zealand, Turkey, Iran, and Slovakia. The studies in three countries; Venezuela by Chacon (2005), Iran by Eslami and Fatahi (2008) and Turkey by Yilmaz (2011), resulted that the teachers' sense of self-efficacy was influenced by their proficiency. However, their results in the three self-efficacy teaching aspects were not similar. Iranian English teachers had more self-efficacy in the classroom management than their engagement and instructional self-efficacy (Eslami and Fatahi, 2008). However, English teachers in Turkey and Venezuela had strong self-efficacy in instructional strategies than classroom management and their engagement in the teaching process (Yilmaz, 2011; Chachon, 2008).

Furthermore, the studies by Yilmaz (2011) and Eslami and Fatahi (2008) highlighted the importance of doing self-efficacy research to secondary English teachers in non-speaking English countries. They said that research in secondary English teachers' sense of self-efficacy would provide stakeholders information regarding what the teachers need to improve their teaching quality.

Self-efficacy has been used to predict the teachers' performance. This is because self-efficacy positively influences people attitude. Bandura (1997) contended that efficacious people had positive attitude. He highlighted four positive attitudes which were derived from his research. Firstly, people with high self-efficacy would be able to cope with their level of stress if they were facing a demanding task. Secondly, they were able to persist in the challenging situation. Thirdly, efficacious people would put more effort to achieve their goals. And lastly, efficacious people were able to control their emotion when they fail to achieve their goals.

C. RESEARCH METHOD

This research is qualitative by employing observation to obtain data. It observed two profound EFL journals in Indonesian context; TEFLIN Journal and Indonesia Journal of Applied Linguistics, over the last five years publication. In addition, to anticipate some Indonesian researchers who might publish their research in international journals, this study would observe journal articles in Google Scholar under three types of searching key words; English teacher AND self-efficacy AND Indonesia, Indonesian English teachers' self-efficacy, and English teachers' efficacy AND Indonesia.

TEFLIN Journal has been recognized nationally and internationally. It was accredited by Direktorat General of Higher Education of Indonesia as scientific journal in 9 September 2011. The accreditation would be lasting for 5 years. For international recognition, this journal has been indexed by EBSCO, Proquest, and Directory of Open Access Journal (DOAJ). The

journal publishes articles in January and July every year. There are four major concerns of this journal. They are teaching English as a second or foreign language, English language teaching and learning, English language teachers' training and education, and English language and literary studies (TEFLIN, 2015).

Indonesia Journal of Applied Linguistics (IJAL) is the other journal which was observed. It has been indexed internationally by SCOPUS and Directory of Open Access Journal (DOAJ). Basically this journal started publishing journal article since 2011. Similar with TEFLIN Journal, it publishes journal articles twice a year (Indonesian Journal of Applied Linguistics, 2015).

The search in the observed journal articles would be focusing on secondary English teachers' sense of self-efficacy in Indonesia. In TEFLIN Journal and IJAL, the researcher copied all the journal articles since the first year of its publication. When the researchers perceived that the content of the journals might discuss self-efficacy topics then the researcher read the journal articles. In Google Scholar, the researcher searched with three types of searching key words; Indonesian English teachers' self-efficacy, and English teachers' self-efficacy AND Indonesia, English teacher AND self-efficacy AND Indonesia. The researcher observed the first 3 pages in each type of key words searching.

D. FINDINGS AND DISCUSSION

1. Findings

TEFLIN Journal has published journal articles since 1999. There have been many issues regarding secondary English teacher for example teaching materials and teaching methods. But, there was no journal articles found discussing self-efficacy of English teachers in Indonesia. The same result with the observation in Indonesia Journal of Applied Linguistics (IJAL).

Interesting result was found in the Google Scholar search, under the three types of key words searching, there were four articles discussing self-efficacy in Indonesia. They are "*Is General self-efficacy universal construct? Psychometrics finding from 25 countries*", "*General perceived self-efficacy in 14 countries*", "*Do pre-service teachers feel ready to teach in inclusive classroom? A four country study of teaching self-efficacy*", and "*Understanding acid-based concepts: Evaluating the efficacy of a senior high school student-centred instructional program in Indonesia*". However, there was no research which specifically addressed to research English teachers' sense of self-efficacy.

2. Discussion

English teachers' self-efficacy researches have been conducted in many non-native English speaking countries such as Iran, Turkey, Venezuela, and Slovakia. However, there was still no research found regarding Indonesian English teachers' sense of self-efficacy.

The search in TEFLIN journal since early publication until the most update publications resulted that there was no research in English teachers' sense of self-efficacy.

Similar finding was also found in Indonesian Journal of Applied Linguistics (IJAL). In Google Scholar there were four journal articles searching studied self-efficacy issues in Indonesia. However, the object of the studies was not English teachers.

Therefore, it might be better to start doing research on English teachers' sense of self-efficacy in Indonesia. The research would inform the stakeholders on the level of English teachers' sense of self-efficacy in their teaching. Then afterwards, stakeholders should find methods to improve teachers' efficacy. As contended by Yilmaz (2011) and Eslami and Fatahi (2008) the research in self-efficacy would result in important information regarding the strengths and the weaknesses aspect of the teachers' efficacy.

E. CONCLUSION

There is no research in English teachers' sense of self-efficacy until the present day in Indonesian secondary English teachers. Therefore, this paper suggests to do research in the field due to the benefits that might be gained. Furthermore, research in the area would provide stakeholders information on the area where the English teachers need to be improved to enhance their teaching qualification.

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