

INDONESIAN EFL TEACHERS' SELF-EFFICACY AND THEIR SUCCESSFUL TEACHING PERFORMANCE

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Abstract

The purpose of this research aimed to investigate the influence of Teachers' Self-efficacy on their teaching performance in the classroom setting. The role of teachers' years of teaching experience in their self-efficacy was also investigated. The method applied was a qualitative descriptive research with interview as the instrument. The participants of this research were two Indonesian EFL teachers. The years of teaching experience were 2 years for novice teacher and 21 years for experienced teacher. The result of this research showed that experienced teacher has higher sense of self-efficacy than novice teacher. It also showed that years of teaching experience influence to teachers' self-efficacy.

Keywords: self-efficacy, successful teacher, teaching performance.

Abstrak

Efikasi diri pada guru bahasa Inggris sebagai bahasa asing di Indonesia dan keberhasilan mereka dalam kinerja pengajaran. Penelitian ini bertujuan untuk mengetahui pengaruh efikasi diri guru terhadap kinerja mengajar mereka di ruang kelas. Saat ini, peran pengalaman guru dalam mengajar khususnya mengenai efikasi diri mereka juga perlu diinvestigasi. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan menggunakan wawancara sebagai instrumen. Peserta pada penelitian ini adalah dua guru bahasa Inggris di Indonesia. Masing-masing peserta mempunyai pengalaman mengajar sekitar 21 tahun dan 2 tahun. Hasil penelitian ini menunjukkan bahwa guru yang telah lama mengajar memiliki efikasi diri yang lebih tinggi daripada guru pemula. Hal ini juga menunjukkan bahwa pengalaman tahun mengajar sangat berpengaruh terhadap efikasi diri guru.

Kata kunci: efikasi diri, guru yang sukses, kinerja mengajar.

INTRODUCTION

Before the 1990s, despite the fact that teachers had always constituted one of the main rings of the educational chain, they had been neglected to a large extent in the research agenda. However, in recent years, with the postulation of postmethod pedagogy which empowers language teachers to theorize from their practice and practice what they theorize and critical pedagogy which considers teachers as "transformative intellectuals", more attention has been paid to them. Consequently, some researchers have investigated different characteristics of language teachers such as their pedagogical knowledge base, professional development, and identity which affect teachers' classroom practices and subsequently students' achievement.

One of the features that has absorbed a good deal of attention recently is teachers' sense of self-efficacy which is a crucial parameter in determining teachers' opinion about their job, their classroom activities, and their influence on students' outcomes. So, it seems that the stronger a teachers' sense of efficacy, the more qualified s/he will be.

Self-efficacy is a term used in psychology, roughly corresponding to a person's belief in their own competence. This is an important feature because people regularly overestimate or underestimate their capabilities, and these estimations may have consequences for the courses of action they choose to follow and the effort they exert in those pursuits. In classroom setting, self-efficacy can be influential in the quality of teachers' performance.

Psychologist Albert Bandura has defined self-efficacy as our belief in our ability to succeed in specific situations. Our sense of self-efficacy can play a major role in how we approach goals, tasks, and challenges. The concept of self-efficacy lies at the center Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. Especially for teachers, this theory emphasizes on how self-efficacy influences their pedagogical success in school and how self-efficacy helps them reach their teaching goals.

According to Brookfield (1995) successful teachers get right down to business, use a variety of instructional strategies, teach at an appropriate fast pace but stop regularly to check students' comprehension and engagement, focus on the topic and their instructional objectives, and use humor in keeping with their individual styles. Lowman (1996) stated exemplary teachers are those who are likely to promote high levels of learning in their students while also creating the positive memories of learning. He also put emphasis on teachers' enthusiasm as characteristics of successful teachers.

Why do some teachers succeed in being good teachers, in continuously enhancing students' achievements, and in setting and pursuing high goals for themselves, while others cannot meet expectations imposed on them and tend to collapse under the burden of everyday stress? One reason lies in this case is whether teachers have self-efficacy or not. By looking at the background above, the researcher conducted a research under the title *Indonesian EFL Teachers' Self-efficacy and their Successful Teaching Performance* to see how sense of teachers' self-efficacy influences teachers' performance in the classroom setting which can help students gain their academic achievement and how years of teaching experience influences to their self-efficacy.

Referring to the background above, the researcher formulated problem statement as follows:

1. How does teachers' self-efficacy influence their teaching performance?
2. What is the role of years of teaching experience in teachers' self-efficacy?

The concept of Self-efficacy

The concept of self-efficacy has received increased attention in organizational research over the past two decades. At the individual level of analysis, Bandura (1997) defined self-efficacy as the "belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). The higher one's self-efficacy, the more likely one is to engage and persist in task-related behavior. Research has found that self-efficacy positively predicts job attitudes,

training proficiency, and job performance (Stajkovic & Luthans, 1998), and it acts as a buffer ameliorating the negative effects of work stressors on employees' psychological well-being. Pajares (1997) noted that self-efficacy could influence choices made, efforts expended, and perseverance executed when confronted with obstacles, stress, and anxiety. Specifically, students who had high self-efficacy beliefs were persistent when faced with challenges and were more successful in academic achievement (Schunk, 1990).

Self-efficacy beliefs have shown convergent validity in influencing such key indices of academic motivation as choice of activities, level of effort, persistence, and emotional reactions. There is evidence (Bandura, 1997) that self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities. Self-efficacy beliefs also provide students with a sense of agency to motivate their learning through use of such self-regulatory processes as goal setting, self-monitoring, self-evaluation, and strategy use

Four sources have been postulated to be influential in shaping self-efficacy beliefs (Bandura, 1977, 1995, 1998). The first one is *enactive or mastery experience*. It is the most powerful source of efficacy and is connected with people's success or failure in doing a task. "Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established" (Bandura, 1998, p.53). *Vicarious experience*, as the second source of efficacy, has to do with the fact that most people try to select models for themselves from among other persons. In such a case, the successes of the chosen model enhance individuals' sense of efficacy, especially when there are a lot of similarities between the individual and the selected model. The third source of efficacy is called *social persuasion* which refers to the verbal encouragement people receive from others. If the person who provides verbal persuasion is dependable, individuals' self-efficacy tends to increase. *Physiological and emotional states* constitute the last source of efficacy and pertain to people's physical and affective condition during task completion. For instance, feelings of relaxation are signals of self-assurance and, therefore, enhance self-efficacy, while a racing heart beat or high blood pressure can lead to low efficacy beliefs.

The Concept of Successful Teacher

According to Thompson et al, there are some personal characteristics of successful teacher, namely: fairness, positive attitude, preparedness, personal touch, sense of humor, creativity, willingness to admit mistakes, respect, high expectation, and sense of belonging.

The effective teaching or teacher's characteristics are: "lesson clarity, instructional variety, teacher task orientation, and engagement in the learning process and student success rate" (Borich, 2000 p.8). The effective teacher in the inclusive classroom possesses such characteristics as: efficient use of time; good relationships with students; provides positive feedback; has a high student success rate; and in

general provides support for the students with and without disabilities (Larrivee, 1985).

METHOD

The method applied in this research was a qualitative descriptive research. According to Gay, Mills, Airasian (2006), this type of design relates to the collection, analysis, and interpretation of comprehensive, narrative, and visual data. In order to gain insight into a particular phenomenon of interest. The purpose of qualitative research is broad in scope and center around promoting a deep understanding of a particular phenomenon, such as environment, a process, or even a belief. The participants of this research were two Indonesian EFL teachers. The years of teaching experience were 2 years for novice teacher and 21 years for experienced teacher. The instrument used in this research was interview.

The data collected through interview was conducted to allow the researcher to respond to the situations at hand, and to the emerging perspectives of the participants. The interview was administered with each taking approximately 45 minutes.

FINDINGS AND DISCUSSION

Since the purpose of this research aimed to investigate the influence of teachers' self-efficacy on their teaching performance in the classroom deals with their years of teaching experience, the result indicated that teachers' self-efficacy beliefs may influence their teaching performance in the classroom in several ways. Teachers with high self-efficacy are more likely to have stronger belief than teachers with a low sense of self-efficacy to implement didactic innovation in the classroom, use classroom management approaches and adequate teaching methods that encourage students' autonomy and reduce custodial control, to take responsibility for students with special learning needs and to manage classroom problems. Teachers with high sense of efficacy have the capacity to accept more challenging tasks, determination, show more stamina facing difficulties and become less anxious. The role of self-efficacy in teaching and learning continues to interest researchers and practitioners alike. Self-efficacy (Bandura, 1977) has proved to be a powerful force in learning and motivation.

When classroom teachers were asked to identify barriers in educational settings, contextual factors in schools that act to constrain programs consistently emerge as prominent barriers. Environmental barriers facing classroom teachers include conditions such as time, space, equipment, and accountability. One of the ways that self-efficacy affects performance behavior is related to the level of perseverance and persistence a person displays when encountering obstacles.

When the researcher asked the participants about what they can do to control disruptive behavior in the classroom, there were different responds. Experienced teacher said that:

"If a student in my class becomes disruptive and noisy, I feel sure that I know some techniques to redirect him/her quickly. I give them some extra attention

and sometimes I need to give them an understanding of having a good manner in the class”.

On the other hand, the novice teacher explained that:

“This is the annoying one in my classroom, but then I realize their attitude and behavior as children. So when I get that situation I will give that student some questions to make him busy and focus on the class.

In other question, how much they can do to improve the understanding of a student who is failing, the experienced teacher said:

“I always use appropriate teaching materials/aids, provide specific feedback, modulate voice with inflections, control and vary speech speed, show enthusiasm while teaching, speak clearly and understandably, use standard English, and maintain sense of humor”.

While novice teacher said “

“We answer the questions of the test together in the class so they understand of their mistake in the test. There is remedial for the students who get below the standard. The standard in my school is 77 (KKM) but if the students can get until 70 so I just give them tasks relate to the material given”.

Based on their responds, it can be concluded that experienced teacher has a high self-efficacy to manage the classroom and and face one of the barriers in educational setting than novice teacher. The result of this research indicated that years of teaching experience influence to teachers' self-efficacy. In other words, teachers' sense of efficacy tends to increase with additional years of teaching experience. This is hardly surprising in view of the fact that mastery and vicarious experiences have been identified as the major sources of efficacy beliefs by Bandura (1997). Years of teaching experience in a teaching setting is an overriding factor in molding one's feelings of teaching efficacy”.

CONCLUSION

This research has highlighted the importance of teachers' self-efficacy on their successful teaching performance. It has provided important insights into teachers' self-efficacy which could be utilized to raise teachers' innovative behavior at the workplace. Teachers with higher self-efficacy exhibit higher levels of teaching performance at their workplaces.

The term self-efficacy has a great effect on different parts line with the prior researches. A wide review of our lives and teaching is no exception. Using good literature has clearly documented that teachers with teaching skills and strategies help teachers obtain a strong self-efficacy and show high levels of planning and positive effect when working with students and their organization, readily accept new ideas and at the same time feel capable and selflikely to test new methods to better meet the needs of confident that they are able to solve teaching difficulties their students. This research has shown that beliefs, once established, enthusiasm for teaching, are more engaged with them appear resistant to change: people tend to interpret reality job and

most likely have a positive influence on students' in accordance with beliefs and to recall belief-congruent achievement.

In conclusion, teachers with high self-efficacy - that is, those who believe they can perform well - are more likely to view difficult tasks as something to be mastered rather than something to be avoided. The teachers will teach better if they believe that they are good at managing their thinking strategies in a productive manner. Teachers who have a high sense of instructional efficacy devote more instructional time to academic learning, give students more and better help when they need it, and are more likely to praise students for their successful accomplishments. Confident teachers tend to maintain student attention on academic activities more effectively than teachers who lack confidence in their teaching abilities. In addition, less confident teachers appear more vulnerable to stressful classrooms, employing less effective strategies to deal with stress compared with confident teachers. Self-efficacy beliefs influence how much effort is spent on an activity, how much perseverance / persistence is evident when encountering obstacles, and how much resilience is brought forth in the face of adverse circumstances (Pajares, 1996, 2002). Besides that, the longer year of teaching experience is, the higher teachers' self-efficacy is. This fact is supported by some sources that have been postulated to be influential in shaping self-efficacy beliefs (Bandura, 1977, 1995, 1998), namely: *enactive or mastery experience, vicarious experience, social persuasion, and physiological or emotional states*.

Suggestion

In this research, teachers' success was assessed only through interviewing the teachers. In a similar research, the researchers can make use of other kinds of evaluative tools such as observation, interviewing students, etc. or a combination of different assessment devices to assess teachers' success in a classroom setting. Since this study was conducted only in high school, further research is needed to be done in Language Institute or university in order to compare the results.

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APPENDIX

Teachers' Interview

Experienced teacher

1. How many years are you being a teacher?
"I've been a teacher for 21 years".
2. How well can you establish a classroom management system with each group of students?
"Everything's running well, I think, because each group can have participated actively in my class. I apply cooperative learning strategy and I group the students in heterogenous way. So that they can be a peer tutor for their own group members".
3. What can you do to help your students think critically?
"By giving them some challenging questions (an implicit one). First I give them motivations about the materials related, and then I give them some examples to gain their motivation. I ask them to express their opinion freely but still I ask them to be polite with their word not to see just one side".
4. How do you gauge student comprehension of what you have taught? "Sometimes I just see from their gestures and feedback from my questions. When the performance of students improves, it is usually because their teacher found more effective teaching approaches. If a student masters a new concept quickly, this might be because the teacher knew the necessary steps in teaching that concept".
5. What can you do to control disruptive behavior in the classroom?

- "I give them some extra attention and sometimes i need to give them an understanding of having a good manner in the class. This is the annoying one at the early years of my teaching, but then I realize their attitude and behavior as children. So when I get that situation I will give that student some questions to make him busy and focus on the class. Then I put him/her with the good student in the class to eliminate his/her behavior".
6. Do you always motivate students who show low interest in school work?
"Yes of course, I always do that. I will say that there is no bad student or stupid one. I will say, "You all have your own capability, not only on English but there are a lot of things you can do to improve yourself. If you bad in English (as my subject) but may be you can do it in other subject. But the most important that you have motivation on your own, show your attention on that subject, I m sure you can be the best."
 7. How much can you do to get students to believe they can do well in school work?
"By keep on motivating them. They always remember my words – You can if you think you can".
 8. How well can you respond to difficult questions from your students?
"All along these years I think I can respond my students' questions well, Alhamdulillah".
 9. How much can you do to help your students value learning?
"I will give them extra class, in even semester there is an evening class (bimbingan sore) for two months before semester".
 10. What can you do to foster student creativity?
"Every semester I give them assessment in speaking and sometimes in writing. For speaking I ask them to make speaking activity base on their creativity (they work in group)".
 11. How much can you do to improve the understanding of a student who is failing?
"I always use appropriate teaching materials / aids, provide specific feedback, modulate voice with inflections, control and vary speech speed, show enthusiasm while teaching, speak clearly and understandably, use standard English, and maintain sense of humor".
 12. How much can you do to calm a student who is disruptive or noisy?
"If a student in my class becomes disruptive and noisy, I feel sure that I know some techniques to redirect him/her quickly. I give them some extra attention and sometimes I need to give them an understanding of having a good manner in the class". Or there some step I do If they make noise: I keep silent for a moment, I ring my bell to take their attention, I scream hello then they reply with hi (I made agreement before)".

Novice Teacher

1. How many years are you being a teacher?
"2 years"

2. How well can you establish a classroom management system with each group of students?
"At the first time I group the students based on their attendance list, but there is not any progress. Sometimes they complain about their friends' work. So, I decide to group them randomly".
3. What can you do to help your students think critically?
"I give them a problem related to the material and I ask them to discuss with their group. After that, they share the result of their discussion in front of the class".
4. How do you gauge student comprehension of what you have taught?
"I can see from their responses from my question. If they can answer it well although using bahasa Indonesia, I'm sure that they understand the material that I've explained".
5. What can you do to control disruptive behavior in the classroom?
"This is the annoying one in my classroom, but then I realize their attitude and behavior as children. So when I get that situation I will give that student some questions to make him busy and focus on the class."
6. Do you always motivate students who show low interest in school work?
"Yes, but not all of them can be motivated especially those with no talent in learning English".
7. How much can you do to get students to believe they can do well in school work?
"I always support and give them motivation to do their best".
8. How well can you respond to difficult questions from your students?
"I always try to answer their question. If it difficult for them I will explain slow and use in Bahasa Indonesia but if I don't know it, I will explain it next week (but I won't show that don't know)".
9. How much can you do to help your students value learning?
"I help my students value learning by giving them assignment in class and homework".
10. What can you do to foster student creativity?
"I just give them a freedom to express their creativity. For example, in writing class, I ask them to write a personal letter to their family, relatives, etc."
11. How much can you do to improve the understanding of a student who is failing?
"We answer the questions of the test together in the class so they understand of their mistake in the test. There is remedial for the students who get below the standard. The standard in my school is 77 (KKM) but if the students can get until 70 so I just give them tasks relate to the material given".
12. How much can you do to calm a student who is disruptive or noisy?
"This is the annoying one in my classroom, but then I realize their attitude and behavior as children. So when I get that situation I will give that student some questions to make him busy and focus on the class".