PERCEPTION OF SELF-EFFICACY AMONG PRE-SERVICE TEACHERS: A STUDY OF TEACHER CONFIDENCE IN ENGLISH TEACHING

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor of Education in English Language Education

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ABSTRACT

Title : **Perception of Self-Efficacy Among Pre-service Teachers: A Study of Teacher Confidence in English Teaching**
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This study investigates pre-service teachers' self-confidence as part of self-efficacy, focusing on their confidence in English language teaching. Self-efficacy, or belief in one's ability to perform tasks successfully, plays a vital role in shaping how future teachers design lessons, manage classrooms, and interact with students. This research used a qualitative method with a phenomenological approach to explore how confidence is formed during the teacher preparation phase. Participants were selected using purposive sampling, involving ten sixth-semester students at UIN Walisongo Semarang who had completed microteaching and PLP. Data were collected through open-ended questionnaires and semi-structured interviews. Thematic analysis revealed that teacher confidence was influenced by teaching experience, feedback from mentors and peers, and personal preparation. Participants generally felt confident in planning lessons, choosing teaching strategies, and motivating students. However, they still encountered challenges in classroom management, differentiating instruction, and maintaining language accuracy. The study underscores the importance of practicum, mentoring, and supportive environments in enhancing pre-service teachers' confidence and preparing them to become competent English educators.

Keywords: *Self-Efficacy, Pre-service Teachers, Teacher Confidence, English Language Teaching, Teaching Practicum.*

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MOTTO

"Believe you can and you're halfway there."

– **Theodore Roosevelt**

"Self-efficacy is the belief in one's abilities to organize and execute the courses of action required to manage prospective situations."

– **Albert Bandura**

"A good teacher is like a candle — it consumes itself to light the way for others."

– **Mustafa Kemal Atatürk**

"Confidence doesn't come from always being right, but from not fearing to be wrong."

– **Peter T. McIntyre**

وَمَن يَتَوَكَّلْ عَلَى ٱللَّهِ فَهُوَ حَسْبُهُۥٓ ۚ إِنَّ ٱللَّهَ بَٰلِغُ أَمْرِهِۦ ۚ قَدْ جَعَلَ ٱللَّهُ لِكُلِّ شَىْءٍ قَدْرًا

"And whoever trusts in Allah, Allah will provide for him."

– **QS. At-Talaq:3**

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CHAPTER I
INTRODUCTION

This chapter consists of research background, research questions, research objectives, and research significance, as well as research limitations.

A. Research Background

Education has an important role in forming competent human resources and able to develop their potential. In the education system, teachers are the main elements that play an important role in the learning process. Students need the guidance of teachers to optimize their interests and talents in school. Teachers not only teach, but also guide and train students. A person who has an interest in becoming an educator usually feels happy to carry out his profession without pressure and constantly try to improve his abilities. Teachers who have commitment are also able to think creatively and carry out their duties effectively (Wulandari, 2020).

Teachers have an important role in preparing quality human resources to support national development. The teaching profession is very influential in increasing the intelligence and knowledge of students. In the learning process, teachers not only teach, but also guide and become role models for students. Choosing to become a teacher is not an easy decision, because it requires a high level of

commitment. The lack of interest of pre-service teachers in this profession can reduce their quality and competence. Future teachers are expected to not only function as teachers, but also as trainers, supervisors, and managers in the learning process (Rizkia & Samlawi, 2024).

Teachers are an important component in education who must continue to develop their competencies on an ongoing basis. The teacher's job is not only to teach, but also to complete supporting administration, so high professionalism is required. One of the internal factors that affect teacher performance is self-efficacy, which is confidence in one's own ability to carry out tasks effectively. Self-efficacy encourages confidence, creativity, and resilience in the face of teaching challenges. For pre-service teachers, strengthening self-efficacy is very important to form the character of educators who are professional, dedicated, and able to act as agents of change in the world of education (Mulyani & Jamilus, 2021).

Education plays an important role in nation building, so efforts to improve the quality of education must continue to be carried out, such as improving the curriculum, improving teacher competence, and improving educational facilities. pre-service teachers who are participating in professional education also need to be equipped with affective aspects, such as self-confidence, in addition to cognitive aspects. In teaching English, confidence is an important key because this language

is often a challenge in itself. Lack of confidence in pre-service teachers can hinder the learning process in the classroom and negatively impact the achievement of students' competencies optimally (Prima Aldi, 2020).

Self-confidence in English language skills, or self-efficacy of English, has an important role in determining student behavior during the learning process. In Indonesia, English teaching often encounters various challenges, both from students and teachers. Therefore, forming a solid perception of self-efficacy is very necessary for pre-service teachers, in order to be able to present interactive, effective, and interesting learning in the classroom. Without confidence, the language skills and teaching methods possessed by pre-service teachers will not be able to be applied optimally in teaching practice (Firdausih & Patria, 2018).

Self efficacy is related to a person's belief in his ability to achieve certain goals. In English language education, self-efficacy includes pedagogical readiness, mastery of the material, and language skills. pre-service teachers who have positive beliefs about themselves tend to be more motivated to find innovative and effective teaching methods. On the other hand, negative perceptions of one's abilities can lead to fear of failure, thus limiting creativity when teaching. Therefore, it is important to foster self-efficacy early on in pre-service teachers

so that they are able to teach English actively, creatively, and confidently (Fadjar Kurniawan et al., 2022).

According to Bandura's theory, self-efficacy not only affects how a person thinks, feels, and acts, but also determines perseverance and endurance in the face of adversity. For pre-service English teachers, a positive perception of self-efficacy will encourage them to continue to improve their language and teaching skills, despite facing obstacles. This perception will also form an attitude of never giving up and optimism in carrying out the profession as an educator. Conversely, negative perceptions can weaken the spirit of learning and reduce the quality of learning interactions (Efendi & Psychology, 2013).

pre-service teachers who have high self-efficacy usually show confidence in using English in the classroom. They are more actively involved in discussions, role plays, and various language-based activities. They are also able to overcome the fear of making mistakes when speaking in a foreign language. Courage and openness to mistakes are important indicators of healthy self-efficacy. Conversely, pre-service teachers with low self-efficacy tend to be passive, less creative, and rely on monotonous teaching methods, thus limiting students' potential in learning (Kolay & Mirici, 2024).

The educational environment plays a big role in shaping the self-efficacy of pre-service teachers. Support from

lecturers, peers, and the opportunity to practice teaching directly can strengthen a positive perception of one's abilities. Practicum or internship is an important place to test and develop self-efficacy in the real field. pre-service teachers who are often given constructive feedback tend to have better development than those with minimal experience. Thus, teacher education institutions need to design programs that support the formation of self-efficacy, especially in English teaching.

The experience and opportunities gained before and during the teacher education program greatly affect the development of pre-service teachers, as well as attitudes, beliefs, and personal intentions. In addition to environmental factors, individual experiences also shape the perception of self-efficacy. Previous successes, both in communicating using English and while teaching, can strengthen confidence. Conversely, the experience of failing without adequate support can weaken self-efficacy. Therefore, pre-service teachers need to get positive experiences gradually so that their confidence grows strong. The formation of self-efficacy is a dynamic process that is influenced by internal and external factors throughout education (Williams et al., 2023).

The perception of the self-efficacy of pre-service teachers in teaching English is also influenced by cultural factors. In Indonesia, the tendency to avoid mistakes or

embarrassment when speaking a foreign language is a challenge in itself. A culture that values perfection sometimes makes pre-service teachers feel afraid to try. Therefore, it is important to create a safe learning environment and support language exploration. By accepting mistakes as part of the learning process, pre-service teachers can build healthier confidence in using English in the classroom (Movafagh Ardestani et al., 2025).

In the face of the era of globalization, English language skills are an indispensable competency for educators. Confident English teachers are able to equip students with the language skills needed to compete at an international level. A strong perception of self-efficacy in pre-service teachers will encourage the birth of creative, innovative, and contextual teaching methods. Thus, improving self-efficacy in teaching English is not only important for the individual development of pre-service teachers, but also for improving the overall quality of national education in the future.

Based on the above background and observations, the researcher is interested in conducting research on "Perception of Self-Efficacy Among Pre-service Teachers: A Study on Teacher Confidence in English Teaching".

Based on the results of the report from the EF English Proficiency Index (EF EPI) 2023, Indonesia ranks 81st out of 113 countries in English language skills, with a relatively low

average score. This shows that English language skills in Indonesia still need to be improved, including among educators. In addition, based on the results of a study by the Language Development and Development Agency, there are still many teachers, especially at the primary and secondary levels, who are not confident in using English as the language of instruction in teaching and learning activities.

From the results of observations conducted in several Teacher Professional Education (PPG) programs, it was found that many pre-service teachers still feel hesitant and lack confidence when asked to teach using English. Some of the factors found include fear of making mistakes, low experience of active English language practice, and lack of training in increasing confidence in teaching.

The low self-efficacy of pre-service teachers on English teaching ability can affect the quality of learning and students' mastery of the foreign language. Therefore, this study was conducted to find out "Perception of Self-Efficacy Among Pre-service Teachers: A Study on Teacher Confidence in English Teaching."

B. Research Question

Based on the description of the background and research title above, the researcher take the following main problem:

1. How is the perception of pre service teacher on their self-confidence in English language teaching?
2. What are the contributing factors that shape pre-service teachers' self-confidence?
3. What challenges do pre-service teachers face in developing their self-confidence in the classroom?

C. Research Objectives

Based on the research question above, the researcher formulated the research objective as follows:

1. To find out the Perception of Self-Efficacy among Pre-service Teachers in English Teaching.
2. To identify the contributing factors that shape pre-service teachers' self-confidence in teaching English.
3. To explore challenges faced by pre-service teachers in developing their self confidence in the classroom

D. The Significance of the Study

The expected benefits of this study are:

1. For Preservice Teachers

   Provide an understanding of the importance of building confidence in the English teaching process, so that they can improve their professional competence and teaching readiness effectively.

2. For Educational Institutions

   As a material for the evaluation and development of pre-service teacher education programs, especially in

providing teaching experiences that support increasing the perception of self-efficacy of English education students.

3. For Researchers

   As a means of expanding insight and understanding of the concept of self-efficacy and its application in the world of education, as well as being a basis for further research related to the development of the teaching profession.

E. Limitation of the Study

This research is limited to pre-service teacher in English teaching who focus on the self-efficacy to build their competences.

CHAPTER II
THEORETICAL REVIEW

This chapter provides an overview of relevant literature, including previous research and theoretical review. The literature review presents several theories to support the data in this study, while the previous studies were used to identify research gaps and shortcomings so that the researcher can improve and refine them.

A. Previous Research

Investigating teachers' self-efficacy and English proficiency in the EFL context is not a new issue. Several studies have explored this area. Therefore, the researcher uses both theoretical reviews and previous research to support this study, as described below:

A study conducted by Dwita Laksmita Rachmawati and Dian Fadhilawati (2020) explored the relationship between teachers' English language proficiency and their sense of self-efficacy in an EFL setting. This study involved 11 lecturers from private universities in Indonesia with diverse demographic backgrounds. The participants responded to the Teacher Efficacy Scale (TES) and performed a self-rating of their linguistic proficiency. The results, analyzed using Pearson product-moment correlation and regression analysis, indicated a significant correlation between teachers' self-efficacy and their proficiency levels. Moreover, the regression results demonstrated that teachers' language proficiency plays an

essential role in shaping their efficacy beliefs in classroom practices. The study emphasized that teachers' confidence in their teaching abilities is strongly influenced by how they perceive their own language competence. These findings suggest that improving teachers' linguistic skills can contribute to better teaching outcomes, especially in tertiary-level EFL classrooms . (Rachmawati & Fadhilawati, 2020)

A study by Rizal Rivandi and Triesninda Pahlevi (2025) examined how digital competence influences teaching readiness, with self-efficacy as a moderating variable. This research focused on pre-service teachers from the Faculty of Economics and Business at Universitas Negeri Surabaya (UNESA). Using a quantitative method with an explanatory design, the researchers applied path analysis to explore the relationship between digital competence, self-efficacy, and teaching readiness. The findings revealed that digital competence has a significant impact on the readiness of pre-service teachers to teach. Furthermore, self-efficacy was found to strengthen this relationship, suggesting that confident individuals are more prepared to integrate technology into their teaching practices. This study recommends enhancing digital competence and self-efficacy through curriculum integration, digital-based training, lecturer support, and real teaching practice. The implication is that collaboration among lecturers, institutions, and students is essential to build adaptive and

sustainable learning systems in the digital era (Rivandi & Pahlevi, 2025).

Another research investigated by Riza Puryati (2019) examined the self-efficacy of English teachers in several senior high schools in Salatiga. The study aimed to explore teachers' beliefs about their own teaching abilities by distributing questionnaires to 30 English teachers from nine different schools. The instrument used in the study measured teacher self-efficacy in three main categories: instructional strategies, student engagement, and classroom management. The results revealed that most teachers had high levels of self-efficacy and expressed positive perceptions of their teaching capabilities. They believed strongly in their instructional competence and classroom management. However, despite their confidence in these areas, many teachers showed less confidence in engaging students during the learning process. Although they acknowledged the importance of engaging students, this was identified as the area where they felt the least effective. Overall, the study concluded that teachers' self-efficacy beliefs are generally strong, yet targeted efforts are still needed to help educators build greater confidence in student engagement strategies (Puryati, 2019).

A study examined by Devina Eka Safitri (2021) focused on the sense of self-efficacy of pre-service English teachers within an EFL context. Conducted at the Islamic

University of Indonesia, this research aimed to highlight how future educators perceive their teaching capabilities before entering the profession. The study employed the Teacher Sense of Efficacy Scale (TSES) as the primary instrument, involving 103 participants. The findings revealed that the participants rated themselves highest in terms of instructional strategies, with an average score of 3.7840. This was followed closely by student engagement (3.7561) and classroom management (3.7318). Although the differences between the three categories were not significant, the data indicated that the overall sense of efficacy among pre-service teachers remained at a moderate level. The study emphasizes the need for enhanced support and development programs that strengthen these areas of efficacy, particularly before teachers begin their professional careers. It also highlights that while confidence in instructional delivery was relatively strong, further efforts are needed to ensure better preparedness in managing classrooms and engaging students effectively (Safitri, 2021).

A study conducted by Cania, Kusriandi, and Dwiniasih (2021) investigated the self-efficacy beliefs of EFL pre-service teachers during their teaching practicum. This research involved 20 students from a private university in Cirebon and utilized the Teachers' Sense of Efficacy Scale (TSES) consisting of 24 items. The scale assessed three key dimensions: student engagement, instructional strategy, and

classroom management. Based on the analysis using descriptive statistics, the results indicated that the pre-service teachers had a moderate level of self-efficacy. Among the three dimensions, instructional strategy received the highest efficacy score, followed by student engagement and classroom management. The study concluded that self-efficacy beliefs during practicum play a crucial role in preparing future teachers and recommended institutions to strengthen practical teaching support (Cania et al., 2024).

A study conducted by Nugroho (2017) investigated the self-efficacy, English proficiency, and preparedness of pre-service EFL teachers for their teaching practicum program. The research was conducted at Universitas Negeri Surabaya using a survey design with questionnaires to measure self-efficacy, while English proficiency was assessed using results from the university's official TEP (Test of English Proficiency). The findings revealed that most of the pre-service teachers had medium to high levels of self-efficacy regarding EFL teaching. Despite experiencing some anxiety, they generally felt prepared for practicum. The study emphasized that coursework related to teaching preparation played an important role in increasing their confidence and readiness for teaching practice. This research highlights the significance of integrating both skill development and psychological readiness into teacher training programs (Adi Nugroho, 2017).

Another study conducted by Özgür Balcı, Fahretin Şanal, and Selma Durak Üğüten (2019) also explored the self-efficacy beliefs of pre-service EFL teachers across different academic levels at a state university in Turkey. The study involved 291 participants ranging from freshmen to seniors and utilized the Teachers' Sense of Efficacy Scale (TSES) as the main instrument. The findings indicated that most pre-service teachers demonstrated relatively high levels of self-efficacy, particularly in the areas of classroom management, student engagement, and instructional strategies. Interestingly, the study found that junior students had significantly higher self-efficacy scores than sophomores, while other levels did not show significant differences. The researchers emphasized the need for teacher education programs to enhance support for senior students in strengthening their teaching confidence (Balci et al., 2019).

Based on this previous research, the similarity with the present study lies in its focus on pre-service teachers' self-efficacy in the context of English teaching. However, the difference is that the current study emphasizes the perception of teacher confidence as a specific indicator of self-efficacy in English instruction, rather than comparing class levels or statistical differences.

B. Literature Review

1. The Concept of Self-Efficacy

a. Definition of Self-Efficacy

Self-efficacy refers to an individual's belief in his or her ability to succeed in facing a particular task or challenge. According to Bandura (1997), self-efficacy is a person's belief in his abilities that affects the way he responds to situations or conditions. Schultz (1994) describes self-efficacy as feeling sufficient, efficient, and able to overcome life's problems. Overall, self-efficacy reflects the extent to which individuals feel confident and confident in facing challenges and achieving desired goals (Lianto, 2019).

Self-efficacy is a person's belief that they have the ability to control the results of the efforts that have been made. These beliefs influence the way individuals deal with challenging or stressful situations. By having high self-efficacy, a person tends to be more confident and able to manage stress in various conditions. Bandura (1997) states that a person's level of self-efficacy will determine how they respond to challenges as well as how effective they are in achieving their desired goals, despite facing obstacles.

Self-efficacy refers to an individual's belief in his or her ability to succeed in a given situation. This concept plays a crucial role in how a person faces and achieves goals, completes tasks, and overcomes challenges. Self-efficacy

develops through external experiences and self-perception, which influences how individuals respond to various events. This aspect is particularly important in social cognitive theory, where self-confidence plays a role in influencing the outcome of actions and how individuals overcome obstacles in achieving goals (Athia Mayalianti & Fatimahtuzzahro, 2024).

b. Self-Efficacy Function

According to Bandura (1997), there are four main functions of self-efficacy, namely:

1) Cognitive Function

Self-efficacy affects individual cognitive processes in a variety of ways. A strong belief in one's own abilities can increase a person's efforts to achieve his or her personal goals.

2) Motivation Function

Human motivation arises largely from cognition. Individuals tend to motivate themselves and direct their actions to achieve goals, based on thoughts and expectations for the future.

3) Attitude Function

Self-efficacy assists individuals in managing stress and depression, improving their ability to deal with difficult and stressful situations.

4) Selective Function

Self-belief influences the choice of activities or goals to be taken by individuals. Thus, it can be concluded that the four functions of self-efficacy, cognitive, motivational, attitude, and selective, play an important role in influencing the way individuals' complete tasks and achieve predetermined goals.

c. Dimensions of Self-Efficacy

According to Bandura (1997), self-efficacy consists of three main dimensions, namely:

1) Magnitude (Difficulty Level)

This dimension refers to an individual's perception of their ability to cope with a task based on its level of difficulty. Individuals who are confident that they are able to complete difficult tasks will have a high level of self-efficacy, while those who feel they are only able to do easy tasks will have low self-efficacy.

2) General

This dimension relates to an individual's belief in their ability to perform various tasks in a broader context. Generalizations include the intensity of similarities in activities, as well as abilities reflected in behavior, cognition, and affect. It describes how the individual views himself or herself in a variety of different situations and roles.

3) Strength

This dimension measures how strong or weak an individual's belief in his or her abilities is. Individuals who have strong convictions will continue to strive despite facing significant difficulties and obstacles.

From the above explanation, it can be concluded that self-efficacy is an individual's belief in his or her ability to overcome challenges to achieve a goal, which is influenced by three dimensions: magnitude, generality, and strength, which in turn affects the way the individual interacts with stressful situations.

d. Factors that affect Self-Efficacy

According to Bandura (Alwilsol, 2004) in, there are several factors that affect self-efficacy, namely:

1) Mastery Experiences

Success that is often obtained will increase one's self-efficacy, while failure can decrease it. Success obtained by hard work and facing great obstacles has a positive impact on improving self-efficacy. Conversely, if success is obtained due to external factors, it usually does not have a significant influence on the increase in self-efficacy.

2) Vicarious Experiences

The success experience of others that has similarities to the individual's experience in a task can

increase a person's self-efficacy in dealing with similar tasks.

3) Social Persuasion

Verbal information provided by an influential person regarding an individual's ability to perform a task can convince the person that they are capable of performing it.

4) Physiology and Emotional States

The anxiety and stress that arise while performing a task is often considered a sign of failure. A person tends to want success in a state that is free from tension and other physical distractions. High self-efficacy is usually characterized by low levels of stress and anxiety, while low self-efficacy is often accompanied by high levels of stress and anxiety.

e. Self-Efficacy in Education

Self-efficacy in the context of education refers to an individual's belief in his or her ability to succeed in a variety of academic tasks or learning activities. Bandura (1997) explained that self-efficacy affects the way students approach tasks, the level of effort they put in, and their resilience when faced with difficulties. In education, high self-efficacy can increase students' motivation, make them more persistent in learning, and encourage them to overcome obstacles and challenges that arise during the learning process. Students who

feel confident in their own abilities are more likely to take the initiative and complete tasks well.

In addition, self-efficacy in education also plays an important role in managing the stress and anxiety that often arise during exams or evaluations. Students with higher levels of self-efficacy are usually better able to cope with feelings of anxiety and stay focused on their tasks. This confidence can be enhanced through previous successful experiences, social support, or providing positive feedback from teachers. Thus, the development of self-efficacy among students can contribute to improved academic performance and their psychological well-being in an educational context.

2. The Concept of Self-Confidence

a. Definition of Confidence

Self-confidence is a person's belief in one's abilities, strengths, and positive assessment of oneself. It reflects the individual's view of the strengths he has, which makes him feel capable of achieving his life goals. By having positive judgments, individuals are more motivated and tend to value themselves. Confidence also means belief in the behavior necessary to achieve the desired outcome. In simple terms, it is how a person feels and perceives themselves, which will be reflected in their actions and behaviors automatically (Rais, 2022).

Self-confidence is a mental attitude that reflects the way a person assesses himself and his surroundings. This is related to an individual's belief in one's ability to do something according to the capacity he has. Confidence arises from how a person interprets the skills and abilities that exist in him. In other words, confidence is formed when a person feels confident that they can face certain challenges or tasks based on their understanding of their potential and abilities (Azmi et al., 2021).

Self-confidence is the belief in one's ability to achieve goals and accept shortcomings as part of one's personal strengths. According to Hurlocks, self-confidence includes accepting reality, developing self-awareness, thinking positively, and having independence. In addition, individuals with good self-confidence also have the ability to achieve what is desired. To develop self-confidence, it is important to improve self-concept, personal abilities, and social interaction skills. This will help a person feel more confident in various situations (Andiwijaya & Liauw, 2019).

b. Aspects of Self-Confidence

Angelis (2002) stated that self-confidence includes three aspects, namely:

1) Behavioral Aspects

The behavioral aspect is related to the confidence to be able to act and complete tasks, both simple and

complex, to achieve something. In this aspect there are four important features:

a) Confidence in one's own ability to do something.
b) Confidence in the ability to follow up on any personal initiative consequentially.
c) Confidence in one's ability to overcome all obstacles.
d) Confidence in the ability to gain support.

2) Emotional Aspects

The emotional aspect is related to beliefs and the ability to master the emotional side. Its features include:

a) Confidence in the ability to know one's own feelings.
b) Belief in the ability to express feelings.
c) Belief in the ability to express oneself in life.
d) Belief in the ability to get along with others in a positive and understanding way.
e) Confidence in the ability to know the benefits that can be given to others.

3) Spiritual Aspects

The spiritual aspect has to do with belief in destiny and God and the belief that life has a positive purpose. Its features are:

a) The belief that the universe is constantly changing matter, and that every change is part of a larger change.
b) Belief in the existence of a natural nature, so that everything that happens is a natural thing.

c) Belief in oneself and the existence of a God Almighty who knows all human spiritual expressions to Him.

According to Lautster (1997), the aspects of self-confidence are:

1) Confidence in one's abilities

   A person's positive attitude about himself that he understands what he is doing.

2) Optimism

   A positive attitude that always has a good view in dealing with everything about yourself, hopes, and abilities.

3) Objectivity

   Viewing problems or everything according to the truth should be, not according to personal truth.

4) Responsible

   Willingness to bear any consequences of the actions taken.

5) Rational and realistic

   Analyse problems or events with thoughts that are accepted by reason and in accordance with reality.

These three aspects reflect confidence in each individual. Self-confidence is said to be perfect in a positive form when these three aspects are possessed by the individual as a whole.

c. Factors That Affect Self-Confidence

Hurlock (2001) states that the factors that affect self-confidence are as follows:

1) Parents

Parents have a very strong influence in fostering and fostering confidence in children, as well as in the development of children in the surrounding environment.

2) A Sense of Security

The sense of security received from home and the people around them greatly affects an individual's self-confidence. If a sense of security is established, individuals will step out with confidence.

3) Success

Success obtained with a greater level of difficulty will foster a higher sense of confidence compared to success obtained with minimal effort.

4) Physical Appearance

Individuals who feel physically attractive tend to feel more favourable social attitudes. This will affect self-concept and increase self-confidence. Physical appearance is closely related to body image or body image, which is the image of the body that is formed in a person's mind.

Fahmi (2004) also stated that the factors that affect self-confidence are as follows:

1) Parental Treatment

As a child, individuals need to adapt to their parents and absorb the values that are passed on to be used as a guide for life.

2) Brother

Siblings also have an important role in determining individual success or failure.

3) Others

The more a person interacts in social life, the more factors can change his or her views.

4) Culture

The norms and general views accepted in society greatly affect individuals, especially those passed on through mass media, both print and electronic.

Tasmara (2002) mentioned several other factors that affect self-confidence, namely:

1) Self-Concept

Self-concept is the sum total of feelings and everything we believe in, which is the image and perception of who we really are. This self-concept is often likened to someone looking at themselves in a mirror.

2) Self-esteem

Self-esteem is an assessment of oneself, how a person feels about themselves, their assessment of others, and the expectations they want to create or expect from

others. This self-esteem affects a person's creativity and whether he will become a follower or leader.

3) A Sense of Security

The sense of security that individuals gain from their home and the surrounding environment greatly influences the development of self-confidence. With a sense of security, individuals can step out with confidence.

4) Parents

Parents have a strong influence in fostering and fostering confidence in children, both in family relationships and in children's behaviour in their social environment.

Based on the description above, it can be concluded that factors that affect a person's confidence include parents, sense of security, success, physical appearance, self-concept, self-esteem, and culture.

3. The Concept of Preservice

a. General Definition of Preservice

Preservice refers to the initial phase of teacher education that takes place before individuals officially become teachers in schools. This phase includes both academic and practical activities designed to prepare education students to carry out their duties as professional educators. The term is commonly used in teacher education programs across various educational institutions (Arwildayanto et al., 2023).

During the preservice period, students are not only equipped with theoretical knowledge about teaching and learning but are also given opportunities to engage in simulations and teaching practice. The main objective is to ensure they acquire fundamental competencies required in the educational field, such as pedagogical skills, effective communication, and classroom management.

b. Main Objectives of the Preservice Program

The preservice program aims to shape pre-service teachers who possess not only academic knowledge but also strong practical teaching skills. Through structured training and field practice, they learn to apply theoretical concepts in real classroom situations, including managing diverse student behaviours and learning needs (Arwildayanto et al., 2023).

In addition, the program seeks to instil a sense of professionalism and social responsibility in teacher candidates. By participating in this program, they are expected to understand their role as educators who not only transfer knowledge but also contribute to the moral and character development of students through meaningful learning experiences (Ghufron, 2024).

c. Components of Preservice Education

Preservice education consists of several essential components, such as educational theory courses, microteaching sessions, and teaching practicum (PPL).

Microteaching provides pre-service teachers with the opportunity to practice basic teaching skills on a small scale before entering real classroom environments (Suaibatul Aslamia, 2024).

During the practicum, pre-service teachers interact directly with students under the supervision of mentor teachers. They learn to create lesson plans, choose appropriate teaching methods, and evaluate students' learning outcomes. This activity is crucial as it bridges the gap between academic learning and professional practice in the field.

C. Frame of Mind

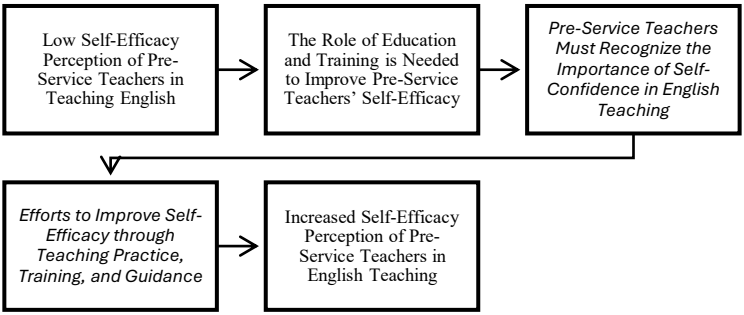


Figure 2.1 Frame of Mind

In the Thinking Framework above, the process of developing self-efficacy perception among pre-service teachers in English teaching is shown. The main problem identified is the low perception of pre-service teachers of their self-efficacy in carrying out learning activities. This low self-efficacy can have an impact on a lack of confidence in managing classes, delivering materials, and facing learning challenges in the field.

As an effort to overcome this problem, an intensive education and training role is needed. Education in teacher training institutions, professional training, and teaching internship programs are means to strengthen the pedagogic abilities of pre-service teachers. With this training, it is hoped that pre-service teachers will not only acquire adequate teaching skills, but also increase confidence in their own competence in the field of English teaching.

In addition, pre-service teachers need to be aware of the importance of self-efficacy in the teaching profession. This awareness encourages them to actively participate in various self-development programs such as teaching practices, microteaching, academic guidance, and self-reflection. Through these activities, pre-service teachers have the opportunity to improve and optimize their teaching skills based on real experience.

Through these efforts, there has finally been an increase in the perception of self-efficacy among pre-service teachers in teaching English. With a higher level of self-efficacy, pre-service teachers are expected to be able to carry out the learning process more confidently, creatively, and adaptively to class dynamics, so that learning English becomes more effective and meaningful.

CHAPTER III
RESEARCH METHOD

Chapter Three presents the research methodology, covering the design, setting, participants, data collection, instruments, and analysis methods. It explains how the study on pre-service teachers' self-efficacy in teaching English was conducted, detailing the procedures used to gather and analyze data on their teaching confidence.

A. Research Design

This This study adopted a qualitative research approach with a phenomenological research design to investigate the perception of self-efficacy among pre-service English teachers, particularly focusing on their confidence during the teaching preparation and practicum stages. Phenomenology, as defined by Creswell (2013), is a qualitative approach that seeks to explore and understand the lived experiences of individuals regarding a specific phenomenon. In this research, the phenomenon in focus is *teaching self-efficacy*, which refers to the belief in one's own ability to perform teaching tasks effectively.

The phenomenological approach was deliberately chosen for several reasons. First, this design enables an in-depth exploration of subjective experiences, which is essential when studying self-efficacy, a construct that is deeply personal, internal, and psychological. Pre-service teachers'

confidence cannot be accurately measured by numerical scales alone; instead, it must be interpreted through their narratives, reflections, emotions, and interactions with real teaching contexts.

Second, phenomenology is suited to uncover not only the essence of the experience but also the factors that shape it. This study aims to identify what internal (such as personal motivation and language anxiety) and external factors (such as teaching experience, mentor feedback, and classroom environment) influence how confident pre-service teachers feel when delivering English lessons. It also examines how these factors interact and evolve over time through different phases of their practicum.

Third, phenomenology is valuable because it allows the researcher to examine the impact of these experiences on participants' future professional identity. The sense of confidence or lack thereof during training has long-term implications for how these individuals approach teaching in their careers. Pre-service teachers who develop strong self-efficacy early on are more likely to adopt innovative practices, engage students effectively, and persist through challenges in the classroom.

Thus, the phenomenological design is not only aligned with the research objective to understand how pre-service teachers perceive their self-efficacy, but also to explore why

they perceive it that way, what influences those perceptions, and what consequences these perceptions may have on their teaching behavior and growth as future English educators. By giving voice to participants' lived experiences, this design enables the generation of rich, meaningful insights that can inform teacher education programs in building stronger foundations of teacher confidence.

B. Research Setting

1. Place

This research was carried out at UIN Walisongo Semarang Faculty of Education and Teacher Training**,** which is a higher education institution that has an English education study program. The research location was chosen based on the consideration that the campus has an adequate number of pre-service English teachers and is relevant to the research objectives, thus allowing the collection of representative data related to the perception of self-efficacy in teaching.

2. Time

The time for the implementation of the research is planned to take place starting from the month of May of the year 2025. The series of research activities includes the preparation stage of instruments, data collection through the distribution of questionnaires to respondents, data analysis, and the preparation of research reports. With a

clear location and research time, it is hoped that all stages of research can run systematically and according to the planned schedule.

C. Subjects and Objects of Research

1. Research Object

The object of research is the main focus of attention in research. This focus is related to the substance or material that is researched and analysed using relevant theories, such as the theory of self-efficacy and self-confidence in the context of education. The object of this study is the perception of self-efficacy among pre-service teachers, especially related to the confidence of pre-service teachers in teaching English. This study more specifically describes the phenomenon of pre-service teachers' perception of their beliefs in managing the learning process, delivering materials, overcoming student learning barriers, and motivating students in learning English.

The reason for choosing this object is to get a deeper picture of the level of confidence of pre-service teachers in carrying out their role as English educators, which can later contribute to the development of education and training programs for pre-service teachers. The data sources in this study are oral data sources and written data sources. Oral data was obtained from pre-service teachers who became research respondents through questionnaires

and interviews, while written data was obtained from academic documents, journals, and research reports related to teachers' self-efficacy.

Through this data collection, it is hoped that a comprehensive understanding of the perception of self-efficacy of pre-service teachers will be obtained, which is the main object of this study.

2. Research Subject

Moleong (2010:132) describes the research subject as an informant, that is, a person who is used to provide information about the situation and conditions of the research site. In line with this definition, Moeliono (1993:862) states that the subject of research is a person who is observed or is the target of the research (Fahlevi et al., 2019).

Based on this understanding, the subjects of this study were pre-service English teachers undergoing education in the English Education Department at UIN Walisongo Semarang. All participants were in their sixth semester, a critical transitional stage in which students move from academic theory to professional practice. At this point, the perception of self-efficacy in teaching has a significant influence on their readiness to enter the teaching profession.

Spradley (2007:68) identifies five minimum requirements for selecting a good informant: individuals who are fully enculturated with their academic culture, actively involved in teaching-related activities, deeply understand the educational context they are undergoing, have sufficient time to participate in research, and are able to convey their experiences clearly and in a structured manner.

In this study, ten participants were selected based on the following criteria:

Table 3.1 Participant Criteria

No.	Criteria
1	Currently enrolled as sixth-semester students in English Education
2	Have completed and passed the microteaching course
3	Have teaching experience either during PLP/PPL or in informal settings
4	Willing to participate and provide written reflections in detail
5	Capable of expressing ideas clearly in writing (based on prior coursework)
6	Represent a diversity of perspectives in terms of gender and experience

Here is the survey selection of the participants:

No	Item	Response
1	Name (optional)	_____ _____ _____
2	Gender	☐ Male ☐ Female ☐ Prefer not to say
3	Student ID	_____ _____ _____
4	Current semester	☐ 4th ☐ 5th ☐ 6th ☐ 7th or above
5	Have you completed the microteaching course?	☐ Yes ☐ No
6	Have you participated in a teaching practicum (PLP or similar)?	☐ Yes ☐ No
7	Please briefly describe your teaching experience	
8	Confidence level in teaching English (1 = Not confident, 5 = Very confident)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
9	Willing to share teaching experiences via questionnaire/interview ?	☐ Yes ☐ No

10	Available to participate in the study within the next 1–2 weeks?	☐ Yes ☐ No

This purposive sampling was used to select participants who met the above criteria. From approximately 150 students in the 2021 cohort (based on department records), the researcher selected 10 participants who best matched the above indicators. This sample size was deemed sufficient for qualitative thematic analysis and provided rich, in-depth insights while maintaining manageability in data handling.

No.	Participant	Gender	Microteaching Completed	Extra Info
1	P1	Female	Yes	PLP in Junior High School
2	P2	Male	Yes	PLP in Islamic Senior High School
3	P3	Female	Yes	Taught English at local course
4	P4	Female	Yes	PLP and tutoring

5	P5	Male	Yes	PLP + freelance teaching
6	P6	Female	Yes	PLP and English club facilitator
7	P7	Male	Yes	PLP only
8	P8	Female	Yes	Taught Sunday class for kids
9	P9	Female	Yes	PLP + volunteer teaching
10	P10	Male	Yes	PLP and private tutoring

D. Method of Collecting Data

According to Sugiyono (2017: 224), "Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data." In the context of this study, the main objective is to obtain data that describes the perception of self-efficacy among pre-service English teachers. Therefore, the data collection techniques used are

aligned with the research objectives and the need to acquire valid and relevant data. The techniques employed in this study include questionnaire and interview to ensure participants answer. The researcher selected these techniques for their potential to yield in-depth and meaningful data related to the pre-service teachers' confidence in teaching English.

This study employed a qualitative data collection approach to explore pre-service English teachers' perceptions of self-efficacy. The primary instrument used was an open-ended questionnaire, distributed via Google Form, which allowed participants to express their experiences, challenges, and confidence in teaching English in a reflective and narrative form. The questionnaire was designed to elicit descriptive responses regarding four core domains of teaching self-efficacy: classroom management, instructional delivery, student engagement, and adaptability. Before distribution, participants were informed about the purpose of the study, and consent was obtained digitally. The format provided flexibility for participants to respond in detail and at their own convenience, which enriched the depth of the data collected.

E. Method of Analyzing Data

In this study, data were analyzed using *thematic analysis*, a method for identifying, analyzing, and interpreting patterns or themes within qualitative data. The analysis

followed the six-phase framework proposed by Braun and Clarke (2006), as outlined below:

1. **Familiarization with the Data**

   The researcher began by reading and re-reading the interview transcripts to become deeply familiar with the content. During this phase, initial ideas and impressions were noted for further exploration.

2. **Generating Initial Codes**

   After gaining a thorough understanding of the data, the researcher systematically generated initial codes by highlighting meaningful segments of the text that were relevant to the research focus.

3. **Searching for Themes**

   The researcher grouped the generated codes into potential sub-themes and broader themes by identifying patterns and relationships across the coded data.

4. **Reviewing Themes**

   The identified themes were reviewed and refined to ensure coherence and consistency. At this stage, the researcher re-examined the coded extracts and the entire dataset to confirm that the themes accurately reflected the data.

5. Defining and Naming Themes

Once the themes were finalized, each theme was clearly defined and appropriately named to capture the essence of the participants' responses.

6. Producing the Report

In the final phase, the researcher wrote a detailed report of the findings. Each theme was described thoroughly and supported with direct quotations from participants to strengthen the interpretation.

F. Research Instruments

In qualitative research, the researcher is often considered the key instrument, as suggested by Sugiyono (2016:305). However, in this study, the main data collection tool was an open-ended questionnaire designed to explore the perceptions of self-efficacy among pre-service teachers in the context of English language teaching. The researcher developed the questionnaire to allow participants to share their thoughts and experiences openly. By using this method, the study aimed to capture authentic responses from participants regarding their beliefs and confidence in handling various teaching-related tasks.

The open-ended questionnaire was constructed based on Bandura's Self-Efficacy Theory (1997) and supported by the frameworks of Pajares (1996), Tschannen-Moran & Woolfolk Hoy (2001), and Deci & Ryan's Self-Determination

Theory (1985). These theories provided a strong conceptual foundation for the formulation of research questions. Each question was designed to elicit thoughtful and reflective responses about participants' confidence in performing specific teaching duties, such as planning lessons, managing classrooms, and assessing students' performance in English language instruction. Here is the Questionnaire Instrument.

No	Variable	Theory	Questions
1	Perception of Self-Efficacy	Bandura's Self-Efficacy Theory (1997)	How confident are you in using appropriate instructional strategies when teaching English?
			How confident are you in managing classroom behavior during English lessons?
			How confident are you in engaging students actively during English classes?
2	Influencing Factors	Birdhouses (1996)	How do your practicum experiences affect your confidence in teaching English?
			How does feedback from your mentor or

			peers impact your self-efficacy as a future teacher?
			Can you share any successful teaching moments that helped build your confidence?
3	Challenges	Tschannen-Moran & Woolfolk Hoy (2001).	What are the biggest challenges you face in feeling confident about teaching English?
			How do limitations in materials or institutional support affect your teaching confidence?
			Do you think your own English proficiency affects your confidence in teaching it? Why or why not?
4	Institutional Support	Bandura's Social Learning Theory (1986)	What kind of mentorship or support would help increase your confidence in teaching?
			How helpful are microteaching

			sessions in building your self-efficacy?
			Do you think the current teacher education program adequately prepares you to teach English confidently? Why or why not?

Although the study did not involve interviews, the questionnaire was carefully structured to encourage in-depth responses while maintaining flexibility in interpretation. Participants were given ample space to express their personal perceptions, challenges, and teaching experiences in detail. This approach ensured that the data collected would remain rich and meaningful, aligned with the qualitative nature of the research. A table outlining the research variables, indicators, theoretical references, and full list of questionnaire items is provided in the appendix to offer transparency and support the instrument's credibility.

G. Research Procedure

This research procedure adopts a qualitative approach to explore the perception of self-efficacy of pre-service teachers in teaching English. The steps of the research procedure are as follows:

1. Formulation of Research Problems and Objectives

   This study aims to explore the perception of pre-service teachers regarding their confidence in teaching English. Researchers will examine the factors that influence their perception of self-efficacy in the context of foreign language teaching. The focus of this research is on the subjective understanding of the respondents of their abilities as pre-service teachers.

2. Research Design

   This study uses a qualitative research design with a phenomenological study approach, which aims to understand the direct experience and perception of pre-service teachers about their self-efficacy. This approach will provide a deeper picture of their beliefs and attitudes in the context of teaching English.

3. Participant Selection

   Participants in this study are English education students who are undergoing teacher professional education programs or have completed micro-teaching courses. Sampling was carried out by purposive sampling, which is selecting participants who have experience relevant to the research topic and have certain criteria that have been set by the researcher.

4. Data Collection

Data were collected through an open-ended questionnaire that allowed pre-service teachers to share their personal experiences and perceptions of self-efficacy in English teaching. This type of instrument enabled participants to respond freely and reflectively, offering insights into their confidence in planning lessons, managing classrooms, and delivering instruction. The use of open-ended questions was chosen to maintain the flexibility of qualitative inquiry while still providing consistency across all responses. No interviews or observations were conducted; instead, the rich, written responses from the questionnaire served as the primary source of data.

5. Data Validity Test

To ensure the validity of the data in this qualitative research, the researcher employed member checking as the primary validation strategy. Since the data collection method consisted solely of open-ended questionnaires, the participants' responses were revisited to confirm the accuracy of the researcher’s interpretation. After analyzing the data, the researcher summarized key findings or interpretations and sent them back to the participants for confirmation. This process allowed participants to verify whether their ideas and experiences had been accurately understood and represented. Member checking helped

minimize misinterpretation and enhanced the credibility and trustworthiness of the research findings.

6. Data Analysis

   The data obtained from the questionnaire were analyzed using thematic analysis. This process involved identifying key themes that emerged in the participants' conversations, which related to their perception of self-efficacy in teaching English. The steps of the analysis included data transcription, categorization of themes, and interpretation based on relevant theories.

7. Interpretation and Conclusion

   After the data is analysed, the researcher will interpret the findings to identify patterns and meanings that emerge from the perception of the self-efficacy of pre-service teachers. Researchers will also draw conclusions about the factors that affect their perception and how they relate to their future teaching practices. These findings will be used to provide recommendations for the development of teacher professional education programs, especially in increasing the confidence of pre-service teachers in teaching English.

8. Preparation of Research Reports

   The research report will be compiled based on the findings and analysis carried out. The researcher will present the results of the research in a systematic and

objective manner, taking into account the relevant theories and practical implications of this research on the development of the self-efficacy of pre-service teachers in English language education.

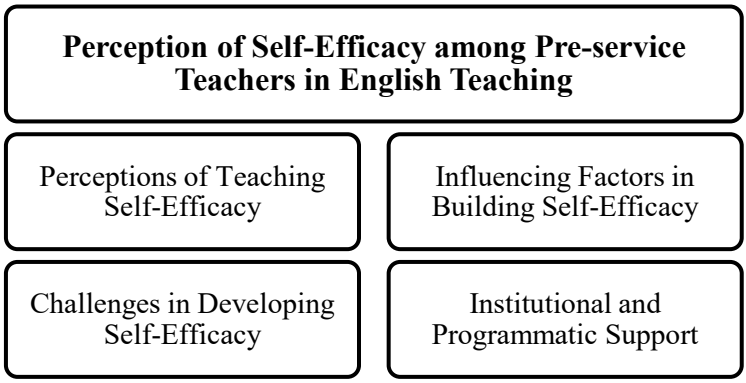
CHAPTER IV

FINDINGS AND DISCUSSION

Research findings and discussion from the interviews are presented in this chapter. The findings relate directly to the research questions and objectives. An analysis of the collected interview data comprises the results. The discussion is further supported by relevant expert theories.

A. Finding

This chapter presents the research findings on pre-service English teachers' perceptions of self-efficacy. Based on a thematic analysis of interview data from ten participants, four major themes emerged: (1) Perceptions of Teaching Self-Efficacy, (2) Influencing Factors in Building Self-Efficacy, (3) Challenges in Developing Self-Efficacy, and (4) Institutional and Programmatic Support. Each theme is elaborated with detailed sub-themes, participant narratives, and supporting tables.



1. Perceptions of Teaching Self-Efficacy

This theme focuses on how pre-service teachers view their own competence in carrying out essential teaching responsibilities. Most participants expressed varying levels of confidence when it came to planning lessons, choosing teaching methods, and managing the classroom. Their responses reflect both strengths and areas where they still feel the need to grow.

a. Confidence in Planning the Lesson

A significant number of participants expressed confidence in designing lesson plans for English classes. They described how their exposure to microteaching and instructional methodology courses helped them understand the structure, components, and logical flow required for an effective lesson. Most participants also emphasized how repeated practice allowed them to internalize key principles such as setting learning objectives, organizing class activities, and aligning assessments with lesson goals.

Many pre-service teachers reported that they had become more independent in planning and more attentive to student engagement strategies. However, several participants still acknowledged occasional uncertainty, especially when choosing appropriate learning models or adapting the lesson for mixed-ability classrooms.

One student shared,

> *"I feel quite confident when designing lesson plans because I've learned the structure and components in my methodology classes. But sometimes I still need guidance when adjusting activities to different student levels."* (P6),

The statement shows that the participant feels confident due to theoretical knowledge gained from coursework, but still needs guidance in adapting lessons to different student needs. This indicates that their confidence is developing and influenced by practical teaching experience.

Another explained,

> *"I've planned from the opening to the closing, like greetings, discussion, practice, assessment. And I always think about how to make students interested in the media I use."* (P7),

The statement reflects the participant's confidence in structuring complete lessons, from beginning to end. It also shows a student-centered mindset, as they consider how to make learning engaging through appropriate media. This indicates not only planning competence but also an understanding that student motivation plays a key role in effective teaching, especially in language learning.

Some participants admitted relying on peer support or existing templates when they faced difficulties.

As P10 described,

> *"I feel confident enough, especially after practicing. Sometimes I still check examples or ask friends, but overall, I can handle it."*

This indicates that the participant's confidence grows through hands-on practice and peer support. It shows that lesson planning skills are developed not only through individual effort but also through collaboration and shared learning experiences with peers.

b. Confidence in Choosing Teaching Methods

Many participants emphasized the importance of selecting teaching methods that align with students' characteristics, learning goals, and classroom context. They reported a growing confidence in their ability to adapt methods based on students' learning styles, such as visual, auditory, and kinesthetic, as well as the complexity of the material. Experience from microteaching, class observations, and peer discussions helped shape their decision-making process when choosing suitable pedagogical approaches.

Pre-service teachers commonly referred to their awareness of learner diversity as the basis for method selection. Rather than relying on a one-size-fits-all approach, they demonstrated an intention to differentiate

instruction to maintain student engagement and ensure learning outcomes were met.

One participant reflected,

> *"I feel confident choosing the right methods and materials because I always consider my students' learning styles, their level of understanding, and the learning goals. That way, I can make sure the learning outcomes are achieved." (P1),*

This highlights the participant's structured and learner-centered approach to lesson planning. It reflects an understanding that effective teaching requires aligning methods and materials with student needs and instructional goals. The response shows emerging pedagogical reasoning, where the participant actively considers how to make learning more meaningful and accessible for different types of learners.

Another elaborated,

> *""I feel confident in choosing teaching methods because I always observe the class first. If they're active, I use discussions or games. If they're quieter, I go with guided practice so they can follow easily." (P5),*

This response demonstrates the participant's adaptive teaching approach, showing that confidence in method selection comes from being responsive to students' behavior and classroom dynamics. It highlights growing

professional judgment and the ability to modify strategies to suit different learning environments.

Some participants also expressed that their confidence in this area grows through trial and error.

As P3 explained,

> *"I'm becoming more confident in choosing methods. It depends on the material, so I make sure I understand it first. Sometimes I get it right, sometimes not, but each time I learn and improve."*

This reflects a developing sense of self-efficacy rooted in reflective practice. The participant acknowledges that effective teaching requires understanding content before selecting suitable methods, showing awareness of the learning process. It also reveals a growth mindset, where confidence builds through trial, error, and continuous improvement.

c. Confidence in Classroom Management

Classroom management emerged as a critical area where pre-service teachers are actively developing their self-efficacy. Participants shared that managing student behavior, maintaining class discipline, and creating a positive learning environment were essential aspects of their teaching confidence. While some expressed strong self-assurance in handling classroom routines and student engagement, others admitted they were still in the process

of learning how to maintain control and authority, especially in unfamiliar or unpredictable situations.

Participants described various strategies they used to manage classrooms, including setting rules from the beginning, building rapport with students, and using engaging materials. Several also mentioned that their classroom management skills improved significantly during teaching practice, where they could apply theories in real-life settings.

One participant stated,

> *"I feel confident managing the class because I always set clear rules and routines from the first meeting. It helps students know what to expect and keeps things orderly."* (P1),

This reflects a proactive classroom management strategy, where the participant establishes structure early to prevent misbehavior. It shows growing confidence in handling student behavior through preparation and consistency, indicating an understanding of how routines contribute to a positive learning environment.

Another reflected,

> *"I believe that before I ask students to be disciplined, I must be disciplined first. That's what I apply every time I enter the class."* (P5),

This shows the participant's belief in leading by example, emphasizing the role of teacher behavior in

shaping student discipline. It reflects an internalized sense of responsibility and classroom leadership, where self-discipline is seen as key to managing student conduct effectively.

At the same time, some participants were honest about their struggles and ongoing learning.

As P10 shared,

> *"Honestly, I'm still building my confidence in being firm. I know I can be too soft sometimes, and students take advantage of that. But I notice I'm improving with every class."*

This illustrates that confidence in classroom management is a gradual process shaped by real teaching experience. The participant recognizes personal challenges and reflects on progress, showing that self-efficacy develops over time through learning from classroom situations and adjusting behavior.

Others emphasized the importance of using instructional strategies to maintain control.

P7 explained,

> *"I feel more confident managing the class when I start with a review and get students involved. When they're focused on the task, it's much easier to keep things under control."*

This response highlights the participant's awareness of the connection between effective instruction

and classroom management. By starting with a review and encouraging active participation, the teacher sets a focused tone that helps reduce distractions. It shows that the participant views student engagement not only as a learning strategy but also as a preventive measure for misbehavior. This indicates a growing understanding of how instructional clarity contributes to a well-managed and productive learning environment.

Overall, these responses show that while not all pre-service teachers feel fully confident in classroom management, most are aware of its importance and are actively building strategies to improve. The development of self-efficacy in this area appears to be shaped by both preparation and hands-on experience during teaching practicum.

2. Influential Factors in the Development of Self-Efficacy

This theme focuses on the various internal and external factors that shape pre-service teachers' perceptions of their self-efficacy. Participants identified teaching experience, feedback from mentors and peers, and personal preparation as key contributors to their developing confidence in teaching English. These influences did not work in isolation but rather interacted to shape their beliefs, behaviors, and attitudes toward teaching in real classroom contexts.

a. Prior Teaching Experience

A majority of participants identified direct teaching experience, through microteaching or school teaching practicum, as a major factor in building their teaching confidence. They explained that the opportunity to apply theoretical knowledge in real classrooms allowed them to test their abilities, reflect on their performance, and make improvements. These experiences provided them with a sense of mastery, which Bandura identifies as the strongest source of self-efficacy.

Participants described teaching practice as a "turning point" that helped them feel more capable and less anxious in front of students.

One participant explained,

> *"Teaching practice was really the turning point. I became more confident after standing in front of a real class, managing students, and delivering lessons." (P9),*

Another noted,

> *"The first time I taught, I was really nervous. But after two or three meetings, I felt more relaxed and actually enjoyed it." (P10),*

These statements reflect how direct teaching experience plays a crucial role in building self-efficacy. Participants indicated that real classroom exposure helped reduce anxiety, improve confidence, and develop

adaptability. Experiencing real teaching situations enabled them to anticipate challenges and make spontaneous instructional decisions, showing that confidence grows through doing, reflecting, and adjusting in practice.

As P6 put it,

> *"Microteaching helped me understand how to organize a class step by step. It gave me the confidence to do the same in the real practicum."*

Overall, teaching experience emerged as a foundational pillar in participants' journey to becoming confident and capable educators. The more exposure they had to real teaching scenarios, the more they believed in their ability to perform essential teaching tasks effectively.

b. Feedback from Mentors and Peers

Another central factor that shaped participants' self-efficacy was the feedback they received from supervisors, lecturers, mentor teachers, and even peers during their training. Feedback was not merely seen as a form of evaluation but as a developmental tool that helped them reflect on their teaching, identify areas for improvement, and refine their skills.

Participants highlighted that both formal feedback (e.g., from university supervisors or mentor teachers during PPL/PLP) and informal feedback (e.g., peer suggestions during microteaching) played important roles.

Feedback that was clear, specific, and supportive was especially valued, as it provided direction without discouraging them. verbal persuasion is one of the four key sources of self-efficacy, especially when combined with supportive relationships.

Several participants noted that feedback gave them practical advice on how to improve their performance and motivated them to try new strategies with more confidence.

One participant reflected,

> *"My supervisor always gave me very detailed feedback." (P2),*

Another participant mentioned the importance of informal peer support,

> *"Sometimes I ask my friends to check my lesson plan. They might say, 'Oh, this part is too long,' or 'You could make this activity more interactive.' I think peer input makes me feel less alone in this process." (P3),*

P10 shared that guidance from others helped reduce teaching-related anxiety,

> *"There are times when I'm unsure about something, like how to introduce a topic or how to manage noisy students. I usually ask for advice from friends or lecturers, and it helps a lot."*

Interestingly, some participants noted that constructive criticism was more helpful than general

praise. They preferred feedback that was actionable and focused on specific teaching elements. As one student said,

> *"I don't just want to hear 'Good job.' I want to know what I did right, and especially what I should fix. That way, I can grow as a teacher." (P4),*

This feedback loop not only improved their performance but also reinforced their sense of competence, which is critical for building long-term teaching confidence.

These findings demonstrate that feedback, when delivered with clarity and support, serves not only to correct mistakes but also to reinforce the belief that participants are capable of learning and improving. It provides reassurance, direction, and motivation, all of which are essential ingredients in the formation of teacher self-efficacy. The feedback process also cultivates a mindset of ongoing reflection, where teaching is seen not as a finished skill but as a continuous journey of development.

c. Personal Motivation and Preparation

Beyond teaching experience and feedback, participants consistently emphasized the role of personal motivation and preparation in building their self-efficacy as future English teachers. While external support played a crucial role, many participants believed that their internal

drive, sense of responsibility, and personal habits, especially preparing before teaching, were fundamental to increasing their teaching confidence.

Participants described preparation as a proactive behavior that not only reduced anxiety but also gave them a greater sense of control in the classroom. This aligns with the idea that self-regulation and planning are key elements in building self-efficacy, as individuals begin to associate success with their own effort and readiness.

Participants associated confidence with knowing their material well, preparing classroom activities ahead of time, and anticipating students' possible reactions or questions. Many reported that when they came to class fully prepared, they felt more focused, calm, and able to handle unexpected classroom dynamics.

One participant stated,

> *"Preparation helps me stay calm and confident during teaching. If I review the materials beforehand and have a clear structure, I don't panic even if something unexpected happens." (P4),*

Another added,

> *"When I already know what I'm going to say, what examples I'll give, and how to guide the discussion, I feel more in control. I believe students can sense that confidence too." (P6),*

Some participants also connected preparation with time management and class flow.

P1 reflected,

> *"If I don't prepare, I lose track of time. I forget the structure. But when I prepare properly, I can manage the class from opening to closing without feeling lost."*

In addition to material preparation, a few participants also mentioned emotional preparation, such as calming themselves before class or practicing how to speak with clarity. These habits strengthened their mental readiness and contributed to a more composed teaching performance.

> *"Sometimes I practice talking in front of the mirror or record myself explaining the topic. It helps me fix my pronunciation and feel less nervous." (P8).*

3. Challenges in Building Teaching Self-Efficacy

Although many participants demonstrated growing confidence in teaching, they also encountered a range of challenges that affected the development of their self-efficacy. These difficulties stemmed from various sources such as managing student behavior, dealing with language-related insecurities, and addressing different learner needs within the same classroom. For several participants, these challenges

served as learning opportunities, while for others, they were obstacles that required ongoing reflection and support.

a. Managing Student Behavior

Several participants described difficulties in controlling classroom behavior, particularly when students were noisy, unresponsive, or lacked discipline. This issue often created feelings of uncertainty and caused participants to question their authority as teachers.

P3 shared a common concern,

> *"I sometimes get overwhelmed when students don't listen. I try to get their attention, but some still talk or ignore me."*

This highlights the gap between planned instruction and real classroom dynamics. The participant's experience shows that managing student behavior can be challenging, even with preparation. It reflects the emotional strain new teachers may face and the need for strategies to handle unpredictable situations, which directly impacts their classroom confidence.

P6 experienced a similar issue, stating,

> *"At first, I didn't know how to handle students who kept interrupting. I tried to ignore it, but it made me lose focus."*

This reflects how disruptive behavior can impact a pre-service teacher's confidence and concentration. The participant's response shows that without effective

management strategies, classroom interruptions can interfere with lesson delivery. It highlights the need for practical training in handling distractions to help build composure and maintain control during teaching.

P9 described using a personal approach to address behavior issues, noting,

> *"I usually talk to the students privately after class. I want to understand why they behave that way instead of scolding them immediately."*

This response demonstrates a reflective and empathetic approach to managing student behavior. Rather than reacting harshly, the participant seeks to understand the root of the problem, showing emotional maturity. However, it also reveals the emotional labor involved in building respectful relationships and maintaining authority, which can be demanding for pre-service teachers.

These experiences show that classroom management remains one of the most difficult areas for pre-service teachers to navigate. Without firm experience or backup strategies, behavior problems can disrupt instruction and erode teaching confidence.

b. Language Anxiety and Fear of Mistakes

In addition to behavioral challenges, many participants struggled with language anxiety—especially

when teaching entirely in English. They worried about making grammatical mistakes, mispronouncing words, or not being able to respond to students' questions spontaneously.

P8 revealed,

> "I'm still afraid of making grammar mistakes when I speak in front of students."

This reflects the pressure pre-service teachers feel to present themselves as flawless language models. The fear of making mistakes can undermine their confidence, especially in speaking. It highlights how language anxiety and perfectionism may affect teaching performance and suggests the need for reassurance that mistakes are part of the learning and teaching process.

P5 expressed a similar concern, stating,

> *"Sometimes I forget vocabulary or can't find the right English word. That makes me panic."*

This illustrates how language limitations can disrupt a pre-service teacher's confidence and teaching flow. The fear of forgetting vocabulary creates stress and self-doubt, making them feel less competent. It underscores the importance of language fluency support in teacher training to help reduce anxiety and build communication confidence.

P10 mentioned that this fear was more intense during speaking lessons.

> *"Teaching speaking is the hardest. I have to talk a lot and explain pronunciation, but I'm scared of being wrong."*

This reveals how language-focused subjects, like speaking, heighten anxiety for pre-service teachers. The fear of making mistakes while demonstrating pronunciation or fluency can significantly lower their confidence. It highlights internal struggles that may not be visible externally but impact teaching effectiveness and the willingness to take risks in the classroom.

These reflections indicate that linguistic insecurity can be a major barrier to teaching self-efficacy. The expectation of fluency often clashes with the realities of language learning, especially for non-native English teachers in training.

c. Differentiating Instruction for Mixed-Ability Students

Another challenge identified by participants was the difficulty of adjusting their instruction for classes with varying levels of English proficiency. Several pre-service teachers struggled to design activities or explain material in ways that accommodated both stronger and weaker students.

P3 explained,

> *"It's hard when some students are fast learners, but others are very slow. I don't know how to balance the pace."*

This reflects the participant's struggle with differentiated instruction. The inability to meet diverse learning speeds caused frustration and uncertainty, highlighting a gap in practical strategies for addressing mixed-ability classrooms. It shows how such challenges can negatively affect pre-service teachers' confidence in managing and delivering effective lessons.

P5 added,

> *"Sometimes I feel like the activity is too easy for some and too hard for others. I want to make it fair, but I don't know how."*

P6 shared a similar dilemma, stating,

> *"I want all students to follow, but when I slow down for the weak ones, the advanced ones get bored."*

These challenges highlight the complexity of managing diverse student needs in a single classroom. Without adequate tools or strategies for differentiation, pre-service teachers may feel torn between competing demands, which undermines their confidence and satisfaction in teaching.

d. Lack of Teaching Resources and Facilities

In addition to behavioral and instructional challenges, several participants reported that limited access to teaching materials and classroom facilities affected their ability to implement effective lessons. This lack of support often made them feel less prepared and more anxious, especially when attempting interactive or media-based learning.

Participants described how simple resources, such as projectors, speakers, or even printed worksheets were sometimes unavailable during teaching practice, forcing them to improvise or simplify their planned activities. These constraints reduced the effectiveness of their lessons and, in some cases, undermined their teaching confidence. P7 explained,

> *"I prepared a listening activity with audio, but there was no speaker in the classroom. I had to change everything at the last minute."*

This highlights how unexpected technical issues can disrupt a lesson and affect a teacher's confidence. The need to adjust plans suddenly led to feelings of frustration and unpreparedness, showing that limited resources and poor classroom facilities can directly impact the quality of instruction and self-efficacy.

P2 shared a similar experience, stating,

> *"I wanted to show a video as part of my material, but the projector didn't work. I felt disappointed because I had prepared for it."*

P10 also mentioned difficulties accessing teaching tools, adding,

> *"Sometimes we have ideas for creative activities, but we can't do them because the school doesn't have the tools we need."*

These responses reveal that limited teaching resources can pose not only logistical challenges but also emotional and psychological barriers to confidence. Pre-service teachers who rely on technology or media for student engagement may feel disempowered when such tools are unavailable. Over time, this may lead to reduced willingness to experiment with new methods—thus impeding their growth as confident, adaptable educators.

4. Institutional and Programmatic Support

The final theme highlights how teacher education programs, including coursework, practicum design, and lecturer guidance, contribute to the development of pre-service teachers' self-efficacy. Across the interviews, participants pointed to several aspects of institutional support that either strengthened their confidence or revealed areas for improvement. Three major sub-themes emerged: the role of microteaching and practicum, the importance of structured

mentorship, and the need for increased teaching simulations prior to field experience.

a. Impact of Microteaching and Practicum

A majority of participants cited microteaching and school-based practicum as essential experiences in building their teaching confidence. These structured programs allowed them to move from theoretical understanding to practical application, giving them a sense of how to manage real classroom dynamics. Both stages were described as scaffolding processes, starting with small, peer-reviewed teaching trials (microteaching) and advancing to full teaching responsibilities in a real school setting (PLP/PPL).

P6 noted,

> *"Microteaching helped me prepare for the real classroom situation. I knew what to expect, and I felt less nervous."*

This quote underscores the importance of gradual exposure to teaching tasks in a low-stakes environment.

P9 emphasized the transformative effect of school practicum, stating,

> *"When I taught at school during the practicum, I realized how different it was from campus practice. But that challenge helped me grow."*

P1 also reflected on the power of real classroom experience, sharing,

"After teaching real students, I felt like a real teacher. It made me believe I could do this as a profession."

These findings illustrate that institutional structures such as microteaching and practicum are not just academic requirements, they are critical phases for building pre-service teachers' self-belief, especially when accompanied by structured reflection and feedback.

b. Mentorship and Supervisor Support

Another major contributor to participants' self-efficacy was the presence of supportive mentorship, particularly from university lecturers, PLP supervisors, and cooperating teachers in the schools where they were placed. Participants consistently highlighted how effective mentors played a vital role in shaping their belief in their teaching abilities not only through constructive feedback, but also by offering emotional reassurance, clear expectations, and practical teaching advice.

Mentorship was not viewed merely as supervision or academic assessment. Instead, participants described it as a professional relationship built on trust, communication, and shared goals. The most impactful mentors were those who took time to observe, offer suggestions, and motivate participants to reflect on their own strengths and weaknesses.

P2 explained how detailed and specific feedback from her university supervisor helped her recognize and correct her teaching mistakes:

> *"My supervisor gave me feedback after every teaching session. Not just general comments, but specific things like, 'You should give clearer instructions before the activity,' or 'Next time, ask the students to repeat the instructions to check understanding.' That really helped me teach better."*

This kind of detailed input not only improved participants' teaching techniques but also boosted their sense of competence. Knowing exactly what to work on made their progress more measurable and less overwhelming. Beyond technical aspects, mentorship also addressed the emotional challenges of becoming a teacher. P4 emphasized how having someone to talk to gave her a sense of security during stressful moments:

> *"There were days when I felt like I failed. My class was noisy, and I wasn't sure they understood the material. But when I talked to my mentor, she said, 'It happens. You're learning.'"*

This emotional support, sometimes overlooked in formal assessments was vital for maintaining confidence. It reframed failures not as incompetence, but as normal parts of the learning process.

Participants also noted that some mentors acted as role models, inspiring them through their experience, calm demeanor, and classroom management strategies.

P7 shared,

> *"My cooperating teacher at school became my example. I watched how she handled the class, explained the material, and gave feedback to students."*

Meanwhile, P6 appreciated supervisors who balanced encouragement and challenge:

> *"My supervisor didn't sugarcoat things. If I did something wrong, she told me. But she also gave suggestions to fix it."*

These reflections suggest that mentorship is a powerful social persuasion tool that can significantly influence pre-service teachers' self-efficacy. When mentors offer constructive feedback, emotional support, and consistent presence, they help bridge the gap between uncertainty and professional confidence. Participants came to believe they could succeed not just because of what they learned, but because someone they respected believed in their potential.

c. Curriculum Relevance and Course Integration

In addition to mentorship and teaching opportunities, participants reflected on how the content and structure of their coursework influenced their

confidence in teaching. Several mentioned that when university courses were aligned with classroom realities, they felt more prepared and assured during teaching practice. However, when course content was too theoretical or disconnected from real school conditions, participants reported feeling confused or underprepared. This highlights the importance of curriculum relevance in supporting self-efficacy development.

Participants noted that certain subject, such as teaching methodology, assessment, and lesson planning, had direct applications during practicum. When the material was explained clearly and demonstrated through examples, participants found it easier to transfer that knowledge into action.

P5 reflected,

> *"In the Teaching English for Young Learners class, we didn't just learn theory. We also practiced creating lesson plans and tried teaching in pairs. That helped me a lot in PLP because I already knew how to start."*

This shows the value of practical, hands-on activities in teacher education courses. The opportunity to apply theory through simulations and peer teaching boosted the participant's readiness and confidence during practicum. Others also emphasized the importance of

lecturers who linked theory to real teaching situations, making learning more relevant and effective.

P1 stated,

> *"Some lecturers gave real examples from their own teaching experience. When they explained how to deal with noisy."*

This indicates a gap between theory and practice in some courses. When practical application is missing, pre-service teachers may struggle to transfer knowledge into action, which can reduce their confidence during actual teaching.

P3 expressed this concern,

> *"In the curriculum design course, we mostly read about theories. I didn't really know how to apply it until I had to make my own syllabus in the practicum. I wish we had more practice in class."*

Similarly, P8 pointed out a mismatch between material and school conditions:

> *"We learned about designing tasks using high-tech tools like Canva or online quizzes, but the school I taught at had no Wi-Fi. I had to switch to paper-based materials and it was confusing."*

These responses reveal a need for better alignment between academic preparation and teaching realities, so that pre-service teachers enter schools with both confidence and practical flexibility.

B. Discussion

This chapter discusses the research findings by relating them to the theoretical framework and previous studies presented in the literature review. The focus is on how pre-service English teachers perceive their self-efficacy and how various internal and external factors influence its development. Drawing from Bandura's (1997) social cognitive theory, this chapter analyzes how personal belief, emotional responses, teaching experience, feedback, and environmental factors contribute to shaping teaching confidence. The discussion is structured according to the themes identified in the findings and examines how these perceptions evolve across time and contexts during teacher training.

Self-efficacy, as defined by Bandura (1997), is an individual's belief in their ability to perform specific tasks. In the context of teacher education, this refers to how confident pre-service teachers feel in planning lessons, delivering instruction, managing classes, and assessing student learning. These beliefs do not emerge in isolation but are shaped by prior experiences, cognitive interpretation, emotional states, and social persuasion. This study confirms that pre-service teachers view their self-efficacy as something that can be improved through effort and exposure, rather than a fixed trait, reinforcing the view that self-efficacy is a dynamic and malleable construct.

The data also highlight that pre-service teachers construct their sense of self-efficacy through reflective practice. This finding aligns with Zimmerman's (2000) model of self-regulation, which emphasizes the importance of self-observation, judgment, and self-reaction. Participants shared how they became more confident as they practiced teaching, received feedback, and reflected on what worked or failed. Through this process, they adjusted their instructional behavior and gradually internalized the belief that they could perform teaching tasks effectively. This supports the idea that self-efficacy can be nurtured through structured teaching experiences that encourage reflection and continuous learning.

Emotional responses, such as anxiety, fear of failure, or excitement, also influenced participants' perceptions of their abilities. Bandura (1997) includes emotional arousal as a key determinant of efficacy beliefs, and this study confirms its role. Participants who reported language anxiety or fear of making mistakes tended to underestimate their competence. In contrast, those who managed their emotions through preparation or self-talk reported higher confidence levels. This suggests that emotional regulation strategies must be embedded within teacher education programs to help pre-service teachers maintain a positive and stable sense of teaching self-efficacy across varying situations.

The findings of this study reveal that pre-service teachers generally perceive themselves as moderately to highly confident in teaching English. This supports Bandura's (1997) theory that self-efficacy significantly influences individual behavior, especially in professional contexts. Participants' confidence in lesson planning and instructional strategies aligns with Nugroho's (2017) findings that course preparation directly improves pre-service teachers' readiness. The mastery they felt through structured planning and practice indicates that prior successful experiences contribute to heightened self-efficacy. This reinforces Bandura's concept of "mastery experience" as the most powerful source of self-belief among learners and educators.

Confidence in teaching methods was strongly shaped by adaptability to student needs. This supports Cania et al. (2024), who emphasized that pre-service teachers with flexible instructional strategies reported higher self-efficacy. Participants in this study gained confidence when choosing teaching methods based on classroom context, student engagement, and learning styles. This confirms Bandura's view that enactive mastery and vicarious learning such as learning through real experience and observation, strengthen efficacy. When pre-service teachers saw students respond positively to their chosen methods, they felt more confident in

their pedagogical decisions and classroom management strategies.

The role of classroom management emerged as a more complex area in self-efficacy development. While several participants demonstrated growing confidence, others expressed uncertainty in handling disruptive behaviors or maintaining student attention. This supports Safitri's (2021) study, which found classroom management to be a commonly weak area for pre-service teachers. Bandura's emotional arousal construct explains why high-stress interactions often undermine efficacy. Without prior exposure to managing large or mixed-behavior classrooms, participants hesitated in their responses. This highlights the need for more simulation-based training and mentorship in discipline strategies within teacher preparation programs.

Mentorship and feedback were identified as key external factors contributing to self-efficacy. Participants described how guidance from supervisors, mentors, and peers helped clarify instructional goals and boost their confidence. These findings align with Bandura's "social persuasion" source of efficacy, where verbal encouragement and constructive feedback enhance one's belief in their abilities. Safitri (2021) also found that formative feedback helps bridge the gap between theory and practice. Participants in this study emphasized that specific, actionable feedback was more useful

than vague praise, further supporting the idea that effective mentorship depends on clarity, structure, and consistency.

Personal preparation and intrinsic motivation also played a major role in shaping self-efficacy. Participants who invested time in planning lessons, reviewing materials, and anticipating classroom scenarios reported feeling more in control. This aligns with Rachmawati and Fadhilawati (2020), who concluded that pre-service teacher efficacy increases with academic preparation and self-directed learning. Several participants in this study shared that self-practice techniques—such as rehearsing lesson delivery or visualizing classroom responses, helped reduce anxiety and reinforce confidence. These habits reflect Bandura's self-regulation mechanism, which emphasizes the role of goal-setting and proactive behavior in developing belief in one's teaching ability.

Institutional factors such as microteaching and practicum design had a direct impact on participants' confidence. Arwildayanto et al. (2023) argued that authentic teaching opportunities build stronger teacher identity and efficacy. Participants in this study confirmed that microteaching provided them with safe rehearsal spaces, while school practicum allowed them to test their teaching under real-world pressures. These settings functioned as vicarious experiences and mastery opportunities, strengthening efficacy over time. When teaching programs integrate practical

training, guided reflection, and peer feedback, they help bridge the gap between coursework and the complex realities of the classroom.

Participants also experienced challenges that temporarily weakened their confidence. Language-related anxiety, especially in teaching speaking or giving spontaneous explanations, was a recurring issue. This is consistent with Kolay & Mirici (2024), who found that EFL pre-service teachers often experience low self-efficacy due to linguistic insecurities. According to Bandura, these negative physiological states can lower an individual's belief in their competence. Participants in this study admitted to feeling discouraged when they made language mistakes in front of students, revealing a need for language reinforcement and a shift in mindset from perfectionism to communicative competence.

Another challenge was the difficulty of addressing mixed-ability classrooms. Participants expressed frustration when their lesson pace or activities failed to engage both high- and low-performing students. This supports Puryati's (2019) findings, which suggest that even confident teachers can struggle with differentiation. Bandura's notion of task difficulty is relevant here: participants may feel capable of teaching under ideal conditions but less confident when faced with complex class dynamics. Teacher education programs

must equip candidates with practical differentiation strategies, such as tiered tasks, flexible grouping, and formative assessment, to maintain self-efficacy in diverse classroom environments.

Finally, the theme of self-reflection and growth mindset emerged as an internal mechanism for developing lasting self-efficacy. Participants who routinely reflected on their lessons, identified their own progress, and viewed mistakes as learning opportunities demonstrated higher resilience. This supports Mayalianti & Fatimahtuzzahro (2024), who found that reflective practice enhances teaching confidence by fostering self-awareness and motivation. Bandura (1997) also viewed self-efficacy as part of a feedback loop: performance affects beliefs, which influence future behavior. Encouraging reflective habits in teacher education, such as journaling or self-assessment, can strengthen pre-service teachers' belief in their long-term potential.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter is the final part of a study that aims to summarize key findings related to the perception of self-efficacy among pre-employed teachers in the context of English language teaching. Based on an analysis of respondents' responses to fifteen reflective questions, the authors formulate key conclusions and provide some relevant suggestions for pre-service teachers, educational institutions, as well as subsequent researchers.

A. Conclusions

Based on the results of research that has been conducted through in-depth reflection on pre-service teachers, it can be concluded that their perception of self-efficacy in teaching English is strongly influenced by experience, social support, and personal belief in teaching competence. The majority of participants showed high confidence in designing lesson plans, choosing the right teaching methods and materials, and motivating students to be active in the learning process. This shows that they already have a fairly strong foundation of self-efficacy, although there are still some challenges such as in terms of classroom management or providing constructive criticism.

In the aspect of learning planning, the pre-position teachers feel confident because they have been equipped with basic knowledge from lectures and field practical experience.

They are also able to determine appropriate methods based on the needs of students, demonstrating adaptability and improved decision-making. Self-efficacy is also seen in their strategies for dealing with difficult behaviors, which include preventive approaches, positive communication, and constructive conflict resolution.

From an affective side, participants' confidence grows through interactions with mentors, peers, and hands-on hands-on experience in the classroom. Providing feedback and guidance has proven to be a key factor in strengthening self-efficacy. Participants acknowledged that external support provided psychological encouragement while broadening their horizons in the face of teaching challenges.

In general, this study shows that pre-position teachers have a fairly good perception of self-efficacy in many aspects of English language teaching, from designing learning, managing classes, to motivating and building student interactions. However, they still need continuous mentoring and practice, especially in terms of evaluating learning outcomes and applying differentiation techniques according to students' abilities.

Therefore, the perception of self-efficacy is not only influenced by internal factors such as personal beliefs and motivation, but also influenced by a supportive learning

environment, meaningful field practices, and the existence of a supervisor who can provide direction and reinforcement.

B. Suggestions

Based on the results of the research and the conclusions obtained, here are some suggestions that can be given:

1. For Pre-Service Teachers

   It is recommended to continue to build self-efficacy through reflection on teaching experience, receiving feedback, and active collaboration with fellow teachers. Increasing self-awareness of strengths and areas for improvement will strengthen future teaching readiness.

2. For Lecturers and Field Supervisors

   It is necessary to provide more personalized, systematic, and targeted guidance during field practice. Mentoring approaches that focus on improving self-efficacy, such as coaching and reflective discussions, can help pre-service students overcome doubts and strengthen their professional identity.

3. For Educational Institutions

   It is important to create a learning environment that supports the development of self-efficacy, such as providing real-life case-based microteaching training, as well as providing space for pre-tenured teachers to teach directly with supervision. Self-efficacy-based training

programs can also be developed as part of the professional education curriculum.

4. For future researchers

This research can be further developed with a quantitative approach or mixed methods to measure the level of self-efficacy of pre-service teachers more objectively. In addition, the research context can also be extended to teachers in 3T areas (disadvantaged, frontier, outermost) or at different levels of education such as elementary or high school.

Thus, the perception of self-efficacy is an important aspect in the formation of the professional competence and confidence of pre-service teachers. Efforts to improve self-efficacy from the beginning of the teacher's education period will have a positive impact on the quality of teaching and the success of English learning in the classroom.

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APPENDICES

Appendix I. Pre-Service Interview Guideline

Thank you for agreeing to participate in this interview. The purpose of this interview is to understand your perceptions of Self-Efficay in English Teaching. All information you provide will be kept confidential and used solely for this research.

Name :

Date :

Time :

Interviewer : Rahma Dwi Septya

No	Variable	Theory	Questions
1	Perception of Self-Efficacy	Bandura's Self-Efficacy Theory (1997)	How confident are you in using appropriate instructional strategies when teaching English?
			How confident are you in managing classroom behavior during English lessons?
			How confident are you in engaging students actively during English classes?
2	Influencing Factors	Birdhouses (1996)	How do your practicum experiences

			affect your confidence in teaching English?
			How does feedback from your mentor or peers impact your self-efficacy as a future teacher?
			Can you share any successful teaching moments that helped build your confidence?
3	Challenges	Tschannen-Moran & Woolfolk Hoy (2001).	What are the biggest challenges you face in feeling confident about teaching English?
			How do limitations in materials or institutional support affect your teaching confidence?
			Do you think your own English proficiency affects your confidence in teaching it? Why or why not?
4	Institutional Support	Bandura's Social Learning Theory (1986)	What kind of mentorship or support would help increase

			your confidence in teaching?
			How helpful are microteaching sessions in building your self-efficacy?
			Do you think the current teacher education program adequately prepares you to teach English confidently? Why or why not?

Thank you for your valuable participation in this study. We sincerely appreciate the time and effort you have dedicated to sharing your insights. Your contribution is essential in helping us gain a deeper understanding of this topic, and we are truly grateful for your support!

Appendix II. Interview Result

Informant **:** Pre-Service Teachers

Media **:** Google Form

List of Acronym **:** R=Researcher, P: Participant

Initial	Transcript
R	**Question 1: How confident do you feel when designing lesson plans for English classes?**
P1	I do
P2	Very confident
P3	75% sure. I can design any lesson plan. But still confused by learning model
P4	yakin sekalii
P5	I think 7,8/10
P6	I feel quite confident when designing lesson plans because I have learned the structure and components in my methodology classes. However, I still need guidance sometimes, especially in adjusting the activities to suit different student levels.
P7	quite confident because I have planned a detailed lesson plan from the opening, content, to the closing that makes students interested in the various media that I display
P8	Yakin sekali

P9	I’m quite sure when designing lesson plans for my students.
P10	I feel confident enough, especially after some practicing in class. Sometimes I still check examples or ask friends, but overall I can handle it.
R	**Question 2: How do you decide which teaching methods and materials are best for your students?**
P1	I determine the most suitable teaching methods and materials by considering my students’ learning styles (visual, auditory, kinesthetic), their current level of understanding, and the learning objectives. I also use formative assessments to adjust my approach and ensure that the materials are engaging, relevant, and accessible. Whenever possible, I integrate technology and interactive activities to keep students motivated and involved."
P2	In accordance with the needs
P3	tergantung materinya sih. jadi saya harus tau materi apa yg akan saya ajarkan baru saya memilih metode apa yang akan saya pakai

P4	dengan mencari metode apa yang di sukai siswa dan membuat mereka tertarim dengan materi yang kita ajarkan
P5	firat, I saw what kind of character the majority in that class level, so it can help me to align the material with the method that I will use
P6	I usually consider the students' age, proficiency level, and learning styles. I also try to use interactive methods and real-life materials that can engage students more effectively.
P7	by knowing the students' abilities starting from their speaking, vocabulary memorization ability, and how they learn. use a variety of methods according to the students' abilities, invite them to play and use fun media so that students can understand the material more easily
P8	Metode dan materi akan disesuaikan dengan kebutuhan siswa pada kelas kelas tertentu. Sebelum memutuskan untuk memilih materi dan metode. Kita sebagai guru harus paham dengan kondisi siswa terlebih dahulu.
P9	The first thing i do is check the rule in the curriculum. Then i do a research to look for what is my students need.

P10	I usually think about what they like and what level they're at. I mix fun activities and useful materials so they stay interested and understand better.
R	**Question 3: How do you perceive your ability to maintain discipline in the classroom?**
P1	I believe I have strong classroom management skills. I establish clear expectations and rules from the beginning and apply them consistently. I also focus on building respectful relationships with my students so they feel valued and are more likely to behave appropriately. Creating a positive and structured classroom environment helps maintain discipline effectively.
P2	By providing an example that
P3	saya mampu untuk membuat kelas saya tetap disiplin dan tetap kondusif. karena saya punya metode untuk membuat kelas saya kondusif
P4	pada saat assesment
P5	Before I discipline the class of course I have to be disciplined first so that I can manage the discipline in the class well and correctly
P6	I believe I am still developing in this area. I can manage a class fairly well, especially when

	students are actively involved. But I am also learning to be firmer when necessary.
P7	by giving students a sample to arrive on time, inviting students to pray before starting class, asking about the previous material, reviewing the contents and asking what we are going to learn today.
P8	Sebagai guru, agar kelas dapat berjalan dengan lancar kita harus menerapkan nilai disiplin ke siswa pada saat pembelajaran maupun sesudah pembelajaran.
P9	I can handle it well through student centered learning and engaging teaching media so they'll have not time to not discipline.
P10	Honestly, I'm still learning, but I think I'm getting better. I try to be firm but friendly, so students respect me without being scared.
R	**Question 4: What strategies do you usually use to handle difficult behavior?**
P1	I typically use proactive strategies to prevent difficult behavior, such as creating a supportive classroom atmosphere and engaging lessons. When challenging behavior does occur, I try to understand the root cause by speaking privately

	with the student and reflecting on possible triggers. I apply fair and consistent consequences while also using positive reinforcement to encourage improvement."
P2	Stay calm
P3	saya tetap tenang, dengan awal menegur, lalu jika murid masih melakukan perilaku nakal akan saya beri konsekuensi.
P4	dengan melakukan negosiasi antara guru dan murid
P5	Approach more with students who have difficult behavior so that I can know the background of the behavior that appears
P6	I try to use a calm approach first, like giving warnings or talking to the student privately. I also use positive reinforcement and try to understand the reason behind the behavior.
P7	give students a break time to rest for 5 minutes to refresh their tired brains, talk to them about what they are complaining about and start to learn slowly
P8	Kita harus memahami perilaku atau kebiasaan siswa terlebih dahulu. Kemudian baru bisa

	menentukan strategi dan langkah untuk menghadapi hal tersebut.
P9	i will make they have no time to talk or play with their friend. I will build their focus through their learning style so they can have joyful but also meaningfull learning.
P10	maybe, I will talk to the student in private, stay calm, and try to understand why they act that way. If it continues, I'll ask for help from a senior or teacher.
R	**Question 5: How do you feel about explaining English lessons to students with different ability levels?**
P1	I feel comfortable and positive about teaching English to students with different ability levels. I see it as an opportunity to differentiate instruction and make learning more personalized. By adapting my teaching style and providing additional support when needed, I can help all students progress at their own pace and feel included in the learning process.
P2	I feel like, I very confident

P3	eee mungkin saya perlu energi ekstra untuk menghadapi siswa dengan tingkat kemampuan yg berbeda, karena sya perlu menjelaskan berulang ulang dengan cara penjelasan berbeda (lebih mudah dipahami siswa)
P4	cukup membuat saya merasa harus terus belajar agar apabila siswa bertanya saya bisa menjawabnya dengan tepat
P5	Sometimes still nervous and sometimes still distracting
P6	It can be challenging, but I enjoy it. I try to simplify the explanation or give examples that are easier to understand. I also use peer support so students can help each other.
P7	using clear Indonesian and formulating more detailed material so that students can easily understand. making it like playing, using play accessories, watching videos and sharpening by giving basic English language questions
P8	Tentu menjadi tantangan, seperti yang kita tahu bahwa kemampuan siswa berbeda beda, maka dari itu kita sebagai guru harus betul betul memperhatikan siswa kita, dan memberi

	perlakuan khusus kepada siswa yang susah untuk memahami pelajaran.
P9	i will quite confused but try to find other way to make him understand.
P10	It's a bit challenging. maybe later, I just try to explain things in simple ways, give extra help to the ones who need it, and adjust the speed when needed.
R	**Question 6: What techniques do you use to make sure students understand the material?**
P1	I use a variety of techniques to ensure students understand the material, including asking open-ended questions, encouraging peer discussion, using visual aids, and incorporating hands-on activities. I also regularly check for understanding through quick assessments and feedback, and I am always open to re-explaining concepts in different ways if needed.
P2	Questions, brainstorming
P3	dengan tes pemahaman individual
P4	pertama dengan bertanya, kemudian di uji menggunakan assesment
P5	active learning strategies

P6	I often ask checking questions, use visual aids, give simple exercises, and sometimes ask students to explain the material back in their own words.
P7	Giving them task to know how far they understand the material
P8	Biasanya dengan cara bertanya secara acak kepada siswa.
P9	i will make easuer explanation, exercise and teaching media for him
P10	I will ask them questions, give simple quizzes, or ask them to explain it back in their own words. Sometimes I also check their expressions, if they look confused, I explain again in a different way.
R	**Question 7: How confident are you in motivating students to participate actively during lessons?**
P1	I am very confident in my ability to motivate students to participate actively during lessons. I try to create a positive and engaging learning environment where students feel safe and encouraged to express their ideas. I also use interactive activities, games, and real-life examples to capture their interest and keep them involved.

P2	Very confident
P3	saya yakin karena saya yg akan membuat atmosfer kelas jadi menyenangkan,siswa jadi nyaman, dan akan membuat siswa bisa aktif
P4	yakin
P5	8/10 Because to motivate students to participate actively during learning does require extra energy and mentality
P6	I feel quite confident, especially when I use games or group activities. Students are usually more motivated when the lesson is fun and interactive.
P7	Really confident because i always make sure that students really learn in depth about all the material that I teach.
P8	Tentu sangat yakin, karena motivasi memiliki andil yang besar dalam pembelajaran. Maka dari itu kita sebagai guru harus memberikan motivasi yang betul betul diinginkan oleh siswa.
P9	i always sure i can motivate my students cause it help me to be confident too.
P10	I'm confident! I try to make the class fun and friendly so students feel comfortable to speak up. I also use games or group work to get everyone involved.

R	**Question 8: What methods do you use to encourage students to interact with each other?**
P1	I use group work, pair activities, and class discussions to encourage interaction among students. I also incorporate games and collaborative projects where students must communicate and work together to achieve a goal. Creating a safe and supportive classroom environment helps students feel more comfortable interacting with their peers.
P2	Games
P3	dengan diskusi kelompok atau kerja berpasangan
P4	dengan diskusi kelompok
P5	active learning strategies
P6	I use pair work, group discussions, role plays, and games that require communication. These activities help students feel more relaxed and willing to talk.
P7	Use the think pair share method so that students can have light discussions with their friends.
P8	Metode small group discussions
P9	Collaborative learning just like work in group or pair.

P10	Group work, pair discussions, and fun activities like role plays or games. When students feel relaxed, they interact more naturally.
R	**Question 9: How do you assess student learning outcomes in your teaching practice?**
P1	I assess student learning outcomes through a combination of formative and summative assessments. These include quizzes, assignments, class participation, presentations, and group projects. I also use observation and regular feedback to monitor progress and adjust my teaching methods accordingly. Self-assessments and peer feedback are also useful tools that I incorporate into my practice.
P2	Let's look at it from various angles
P3	dengan tes individual
P4	melalui assesment
P5	Summative assessments (exams, essays, projects) measure mastery using pre-shared rubrics to clarify grading expectations
P6	I usually use quizzes, observation, and student performance in activities. Sometimes I also ask for reflections or short written responses to check their understanding.

P7	collect learning outcomes from several assignments that I gave, write down the material that he has not mastered and state what material is difficult to understand
P8	Dengan memberikan beberapa pertanyaan kepada siswa.
P9	i will assess them use my indicator assessment and pay attention on their everyday interaction
P10	I use simple tests, class activities, or assignments. I also pay attention to how they answer questions or perform in group work to see their progress.
R	**Question 10: How comfortable do you feel when giving constructive criticism to students?**
P1	I feel comfortable giving constructive criticism to students because I believe it is an important part of their learning process. I always aim to deliver feedback in a positive and encouraging manner, focusing on how they can improve. I also make sure to acknowledge their strengths and progress, so they stay motivated and open to suggestions.
P2	Very comfortable
P3	cukup nyaman.. hehe maap yak singkat

P4	sangat nyaman, karena kritik yang membangun sangatlah penting, bukan hanya kritik yang tidak memberikan adanya perubahan
P5	Very comfortable—I frame feedback positively, focusing on growth and clarity to motivate improvement.
P6	I feel comfortable as long as I do it politely and focus on the improvement, not the mistake. I always try to balance criticism with encouragement.
P7	I rarely give criticism to students, but I prefer to give suggestions and motivation so that students can learn better.
P8	Nyaman, karena dari kritik tersebut siswa kemudian bisa belajar untuk lebih baik lagi kedepannya.
P9	actually it's hard to criticism student because sometimes they are denial, so sometime i feel not comfortable when meet those kind of student.
P10	At first, I felt a bit awkward and scared they'd take it the wrong way. But now I'm more comfortable, as long as I say it nicely and with good intentions.

R	Question 11: What experiences have helped increase your confidence as a future English teacher?
P1	Several experiences have helped build my confidence, including teaching practice during my internship, tutoring sessions, and speaking in front of small groups. Each opportunity allowed me to improve my communication, classroom management, and lesson planning skills. Positive feedback from students and mentors also played a big role in helping me feel more confident.
P2	Participating in training, public speaking, performing in front of a crowd
P3	sering praktek langsung, entah dengan siswa asli atau teman
P4	pengalaman saat menjelaskan materi dan bermain games saat pembelajaran
P5	Teaching practicums, peer feedback, tutoring diverse learners, and studying pedagogy strengthened my skills and confidence in English instruction
P6	My microteaching classes, teaching practicum, and feedback from my lecturers and peers have

	really helped build my confidence. Teaching real students gave me the most growth
P7	The experience of teaching privately to students by coming to their homes or offices has given me valuable experience in becoming a teacher.
P8	Dalam mata kuliah microteaching sangat membantu saya untuk meningkatkan kepercayaan diri saya sebagai calon guru bahasa Inggris.
P9	my experience in learning english since kindergarteen and microteaching class
P10	Teaching practice like microteaching and PPL really helped. I got real experience, faced students, and learned how to handle the class.
R	**Question 12: How do mentors, peers, or supervisors influence your confidence in teaching?**
P1	Mentors, peers, and supervisors have a strong influence on my teaching confidence. Their feedback, encouragement, and constructive advice help me identify my strengths and areas for growth. Observing experienced teachers and having open discussions with peers also provides valuable insights and boosts my confidence to try new teaching strategies.

P2	Maybe when giving direction advice
P3	ngaruh banget karena mereka bisa membantu memberikan masukan untuk saya
P4	sangat mempengaruhi
P5	Supportive mentors model excellence, peers collaborate on strategies, and constructive supervisor feedback refines my confidence and classroom effectiveness
P6	Their feedback, encouragement, and advice are very valuable. They help me see my strengths and guide me to improve my weaknesses.
P7	Together with my colleagues, I often share about each student's progress, tell them about their difficulties and opportunities, and then provide solutions to each other.
P8	Sangat berpengaruh, karena dari mereka kita bisa mencari celah apa yang kurang dari kita saat kita mengajar
P9	It gives me big influence because through them i know what are my minus or plus when teach students.
P10	They help a lot. Mentors give useful advice, and my friends always support me. Their feedback makes me feel more confident.

R	Question 13: What types of support do you think help build your teaching confidence?
P1	I believe consistent feedback, mentorship, and professional development opportunities are key to building teaching confidence. Being part of a supportive teaching community where I can share experiences and challenges also helps me grow. In addition, access to teaching resources and training sessions helps me feel more prepared and capable in the classroom.
P2	Critique constructive suggestions not hurtful ones
P3	dukungan semangat dan evaluasi sih
P4	dukungan guru, teman dan orang tua
P5	Mentorship, observing experienced teachers models effective strategies and problem-solving.
P6	Mentoring, peer discussions, classroom observations, and access to good teaching resources help a lot. Emotional support and motivation from friends also play a big role.
P7	self-confidence when I can teach fully without pressure, supported by the students' parents, students want to learn and obey me, and are willing to express their complaints so that I can improve my teaching process

P8	Jenis dukungan secara verbal.
P9	reflection really help me, i like when other criticism my teaching process. They help me to reflect on my teaching practice so i can improve my skill on the next teaching practice.
P10	Practice support, like team teaching or lesson planning with friends. Also, emotional support really helps, even small encouragements.
R	**Question 14: How has your teaching practice experience affected your confidence?**
P1	My teaching practice experience has significantly boosted my confidence. By applying what I have learned in a real classroom setting, I have gained practical skills in lesson planning, classroom management, and communication. The experience helped me realize my strengths and taught me how to handle challenges, which made me feel more prepared and self-assured as a future teacher.
P2	I think if we master the material we can believe in it.
P3	ngaruh, kalo makin sering latihan kan pd.. udah familiar dengan atmosfer nya
P4	saat memberikan refleksi pada akhir pembelajaran

P5	Repeated teaching sharpens instincts, turns mistakes into growth, and proves progres transforming doubt into quiet confidence through hands-on experience and student success
P6	It has made me more confident and aware of what works and what doesn't in real classrooms. I also learned to be more flexible and creative during lessons.
P7	Of course, at the beginning of teaching I was still hesitant and worried, but over time the bonding between teacher and student was established and created a sense of comfort for each other.
P8	Seperti kata pepatah, bisa karena terbiasa. Jadi pengalaman praktik mengajar sangat mempengaruhi saya sebagai calon guru.
P9	teaching practice really help me to build confidence because have many experince on teaching practice help me to improve my skill. 'the more u practice, themore profecient you become'
P10	It helped a lot. I was nervous at first, but after more practice, I feel more relaxed and confident in front of the class.

R	Question 15: How important is mentorship and feedback from others in building your confidence?
P1	Mentorship and feedback are very important in building my teaching confidence. Guidance from experienced teachers helps me learn effective techniques and avoid common mistakes. Constructive feedback from mentors, peers, and supervisors provides me with new perspectives and encourages continuous improvement. It also gives me the reassurance that I am progressing in the right direction.
P2	I think its not important for me, because I very confident about myself
P3	penting parahh
P4	sangat penting karena sebagai bahan untuk evaluasi diri
P5	Vital. Mentorship offers proven strategies and reassurance, while feedback the both of positive and constructive reveals blind spots and progress, creating a roadmap to confident, effective teaching

P6	It is very important. Honest feedback helps me grow, while support from mentors makes me feel that I'm on the right path as a future teacher.
P7	not so elastic
P8	Bagi saya itu penting karena sebagai calon guru, pasti harus mendapatkan bimbingan dan masukan orang lain agar dapat lebih baik ketika sudah menjadi guru.
P9	it is very necessary, because through their feedback i know howfar my teaching skill is then i can use it to improve my skill.
P10	Very important! Feedback helps me improve, and mentorship guides me so I don't feel lost. It really builds my confidence.

CURRICULUM VITAE

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Background of the study

1. SD Laboratorium UM Malang (2009 – 2015)
2. MTs Nurul Ulum (2015 – 2018)
3. MA Nurul Ulum (2018 – 2021)
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Researcher



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