

Chapter One

Introduction

This chapter explains the purpose of this study which relates to several points. The first one is the background of the study that explains the reasons to investigate pre-service teachers' perception on the factors affecting self-confidence during teaching practice also the strategies to improve their self-confidence. This chapter also presents the identification and the delimitation of the problem followed by the research questions. Afterwards, the objectives of the study, the significance of the study for certain parties, and the organization of the chapters are also presented.

Background of the Study

Teachers hold various duties in undergoing their profession. Their main duty is to teach, educate, direct, and train their students to understand the knowledge they share. Therefore, teachers are required to possess extensive knowledge to convey their lesson clearly. In addition, teachers should know how to utilize suitable learning methods based on the characteristics of their students. They should know how to plan lessons, manage the classroom, and assess their students. Hence, these duties are considered as challenging to perform.

To be able to perform teachers' duties, pre-service teachers should undergo teaching practice in their pre-service teacher education course. Pre-service teacher education course aims to prepare graduates to become a qualified teacher (Darling-Hammond & Bransford, 2007). In the teaching practice stage,

pre-service teachers are required to be able to master the class in the actual condition. They should deal with the problems faced by students in learning and apply teaching methods that are comprehensible for their students through clear materials delivery. This stage is considered as significant yet challenging for prospective teachers who will teach, for they are required to possess high self-confidence to be able to perform well.

The main goal of pre-service teacher is to prepare teaching skills for their future teaching. Parveen and Mirza (2012) revealed that teaching practice program in teacher education is of great significance because it ensures the professional preparation of prospective teachers. The other functions of the pre-service teacher activities are preparing pre-service teachers to be able to develop creativity, to be ready in the world of work, and more importantly to increase self-confidence. Ly and Tran (2019) stated that teaching practice is a crucial stage in examining the theoretical and practical preparation of students for their independent work and forms a broad creative capacity to cope with the work of one of the prospective teachers. Therefore, by undergoing the teaching practice, pre-service teachers are expected to possess high self-confidence.

Self-confidence is a significant aspect in teaching and learning process in the classroom. To support the learning process, teachers must possess high self-confidence to convey the lesson materials clearly. There are several benefits of possessing high self-confidence, such as pre-service teachers are better prepared when dealing with problems that occur in class. They also can maximize their teaching skills, and generate enthusiasm in learning. Sadtyadi (2020) asserted that

teachers' self-confidence can relate to other aspects of teachers' personal and professional skills or to other aspects of learning activities. It can be structured into internal and external factors which cover subject matter knowledge, collegial relationship, teachers-students relationship, also work pressure and job stress. Thus, inadequate preparation may affect teaching and learning activities. Moreover, pre-service teachers also stated that they lack discipline, which prevented effective teaching and learning activities.

One of the English Language Education Departments at one of the universities in Yogyakarta has included teaching practice as a part of internship program in the sixth semester. In this internship program, pre-service teachers are trained on how to prepare and deliver thing materials prior the teaching practice. Hence, pre-service teachers who have undergone teaching practice during their internship are supposed to be more confident in conveying lesson materials. However, based on the previous informal interviews, several numbers of the pre-service teachers at this university conveyed to the researcher that they still did not possess the expected self-confidence to teach although their teaching practice program was nearly completed or even already completed.

In the informal interviews, the pre-service teachers admitted feeling insecure and unconfident when teaching which resulted in ineffective teaching. Some of them admitted that they lacked confidence in front of their students when teaching. They also felt nervous; thus, the lesson material being presented was not delivered effectively. They priorly assumed that when teaching, they could be more flexible to deliver the materials. However, in their teaching practice their

assumption did not come true. There were various obstacles faced by pre-service teachers in the teaching and learning process. Moreover, there are several factors that may affect self-confidence in teaching, which arise from both internal and external factors.

Based on the background, due to the significance of self-confidence to support teaching, this researcher was interested in conducting the research to find out the factors that affect pre-service teachers' self-confidence during their teaching practice. Besides, this research also aimed to find out the pre-service teachers' strategies to increase their self-confidence in teaching. This research was conducted at a private university in Yogyakarta.

Identification of the Problem

There were several problems that emerged during the teaching practice experienced by English pre-service teachers at a private university in Yogyakarta. One of the problems affecting the teaching and learning process become ineffective was related to the teachers' self-confidence. There are some issues related to the pre-service teachers' self-confidence. First, it deals with the pre-service teachers' lack of self-confidence. Lack of self-confidence in teaching is a potential cause of the ineffective teaching and difficulties to develop the pre-service teachers' abilities. It affects students' success in learning as well. Second, building pre-service teachers' self-confidence might become the challenges in teaching practice. Pre-service teachers might face challenges in building their self-confidence in delivering materials, handling the students in the classroom, and communicating with the schoolteachers. Thirdly, pre-service teachers might be

not aware of the factors that affect their self-confidence in teaching. When they are more aware of the affecting factors, they can take some efforts to improve their self-confidence. Fourth, the appropriate strategies are needed to do to develop the pre-service teachers' self-confidence. The pre-service teachers need to pay attention to those issues to support the effective teaching and learning process in the classroom.

Delimitation of the Study

As there are some problems related to the pre-service teachers' self-confidence in teaching, the researcher delimited the research on the factors affecting the self-confidence and the strategies to improve the self-confidence in teaching. Therefore, this research mainly aimed to find out the factors affecting pre-service teachers' self-confidence in teaching during their teaching practice. In addition, this research also focused on the strategies used by the pre-service teachers to improve their self-confidence. Pre-service teachers in this study are the students of English Language Education Department who have completed the teaching practice in the internship program. This research was based on their perception. The research was limited to be conducted only at the English Education Language Department (ELED) of one private university in Yogyakarta under the qualitative research approach.

Research Questions

In this research, two research questions were formulated, namely:

1. What are the factors affecting the ELED pre-service teachers' self-confidence during teaching practice?
2. What are the ELED pre-service teachers' strategies to improve self-confidence during teaching practice?

Objectives of the Study

The objectives of this study are in accordance with the research questions formulated, namely:

1. To explain the factors affecting the ELED pre-service teachers' self-confidence during teaching practice.
2. To discover the strategies of ELED pre-service teachers to improve self-confidence during teaching practice.

Significances of the Study

This research aimed to provide positive advantages for certain parties, namely pre-service teachers, lecturers, and other researchers.

Pre-service teachers. This research helps pre-service teachers to be aware of the factors affecting self-confidence during teaching practice. This research also provides the information about the strategies to improve self-confidence in teaching. Therefore, the pre-service teachers are expected to be able to minimize the factors that may decrease their self-confidence during teaching. In addition, they can perform their teaching better by implementing the most suitable strategies to improve their self-confidence in teaching.

Lecturers. From the findings of this research, the lecturers are expected to gain the information of the pre-service teachers' perception regarding the factors affecting their self-confidence and their strategies to improve self-confidence during teaching. Therefore, the lecturers can provide motivation and materials that help pre-service teachers gain self-confidence in teaching.

Other researchers. This research is expected to be beneficial to provide a reference for other researchers. The findings regarding the factors affecting pre-service teachers' self-confidence and strategies to improve self-confidence can be used as bases for other researchers who will conduct similar research.

Organization of the Chapters

This research consists of five chapters. The first chapter focuses on the introduction describing the background of the research, identification of the problem, and delimitation of the problem. There are two research questions followed by the objectives of the research. Significances of the study and organization of the chapters are also presented in the first chapter. Meanwhile, the second chapter is the literature review discussing the pre-service teacher, teaching practice, definition of self-confidence, factors affecting self-confidence, and the strategies to improve self-confidence. The review of related studies and conceptual framework are also presented.

The third chapter presents the methodology applied to collect the data in this research and the procedure to collect the data. The fourth chapter discusses the findings of the research related the research questions formulated priorly. The

discussion in this chapter quoted some references form previous researchers to support the findings. The fifth chapter presents the conclusion which summarizes the study. This chapter also provides the recommendations for several concerning parties.