

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter discusses the findings of the research

#### **A. Findings**

1. Self-efficacy level of English Department students in eighth semester at IAIN Tulungagung

The findings are what I found after collected the data. In quantitative phase, the data were collected through survey by distributing questionnaires to 53 respondents of English Department students in eighth semester at IAIN Tulungagung and showed the result of their responses in measuring their self-efficacy whether high or low. It was shown in table 4.3 below:

**Table 4.3 The Result of Self-Efficacy Level**

No.	Respondent	Scale	Level	Percentage (%)
1.	R1	3,4	L o w	9,4 %
2.	R2	4,3		
3.	R3	4,8		
4.	R4	4,9		
5.	R5	4,9		
6.	R6	5	High	90,5 %
7.	R7	5		
8.	R8	5		
9.	R9	5,1		
10.	R10	5,3		
11.	R11	5,3		
12.	R12	5,3		
13.	R13	5,3		
14.	R14	5,3		
15.	R15	5,4		
16.	R16	5,4		
17.	R17	5,5		
18.	R18	5,6		
19.	R19	5,6		
20.	R20	5,8		
21.	R21	5,8		
22.	R22	5,8		
23.	R23	5,9		
24.	R24	5,9		
25.	R25	5,9		
26.	R26	5,9		
27.	R27	5,9		
28.	R28	5,9		
29.	R29	6		
30.	R30	6		
31.	R31	6,1		
32.	R32	6,2		
33.	R33	6,2		
34.	R34	6,2		
35.	R35	6,3		
36.	R36	6,3		
37.	R37	6,4		
38.	R38	6,5		
39.	R39	6,6		
40.	R40	6,7		
41.	R41	6,7		
42.	R42	6,8		
43.	R43	6,8		

*Continued*

*Continuation*

No	Respondent	scale	Level	Percentage (%)
44.	R44	6,9	High	90,5%
45.	R45	7		
46.	R46	7		
47.	R47	7,1		
48.	R48	7,1		
49.	R49	7,1		
50.	R50	7,2		
51.	R51	7,3		
52.	R52	7,6		
53.	R53	7,7		

Summaries in table 4.3 showed that the most students have high level of self-efficacy beliefs. There are 90,5 % students whose level of their-self efficacy are high and 9,4 % students whose level of self-efficacy are low.

## 2. Strategies to develop self-efficacy

In qualitative phase, I used subject selection to get informations through interview and documents review. After knowing the students whose self-efficacy were high and selected some of them who as the part-time teachers as an English teachers in a certain school, then I investigated more about how they developed self-efficacy so that they have high self-efficacy. There were 3 subjects, R52 as subject 1 (S1), R49 as subject 2 (S2), and R51 as subject 3 (S3) to be included in subject selection then interviewed them, with the result shown in table 4.4.

**Table 4.4 The Result of Strategies to Develop Self-Efficacy**

Data	Code		Data	Code
Datum 1	S1A		Datum 10	S1J
Datum 2	S2B		Datum 11	S2K
Datum 3	S3C		Datum 12	S3L
Datum 4	S1D		Datum 13	S1M
Datum 5	S2E		Datum 14	S2N
Datum 6	S3F		Datum 15	S3O
Datum 7	S1G		Datum 16	S1P
Datum 8	S2H		Datum 17	S2Q
Datum 9	S3I		Datum 18	S3R

For some codes above, used capital letter A-R as a sign for the data needed which is related with subjects' information about their strategies to develop self-efficacy.

Summaries in table 4.4 showed that self-efficacy can be developed by having some experiences, like teaching experiences that was done by S1. She have passed some experiences by joining Wiyata Bhakti. It is an educational activity in the form of teaching practices at collaborating school held by ESA (English Students Assosiation) of IAIN Tulungagung, PPL (Praktik Pengalaman Lapangan) as a program from Faculty of Teacher Training and Education of IAIN Tulungagung for seventh semester students to achieve education degree, be an English tentor in a certain school and Primagama, also had some students at her home to study english together such in datum 1 below:

#### **Datum 1**

Excerpt S1/April 28<sup>th</sup> 2017

“We can learn a lot in WB. Because besides we got theories we also could apply them in the field. Alhamdulillah, I got experiences to teach

elementary school students, and senior high school students. Of course they have a lot of differences. Besides, I also got an experience to teach junior high school in practice teaching. Now, I've taught as a tentor in my practicing teaching school. Rizquminallah, besides, I have a chance to join Primagama in Blitar and I have some students at home.”

It was also done by S2 and S3, however in different experience. S2 once joined Wiyata Bhakti and PPL as stated in datum 2, while S3 have passed some experiences related English teaching such as by following Wiyata Bhakti, teaching young children when joined the seminar held in her senior high school, being a volunteer in teaching students for ramadhan program held by an Islamic organization in Kediri as stated in datum 3.

### **Datum 2**

Excerpt S2/April 28<sup>th</sup> 2017

“In WB I taught them mostly about singing and memorizing things around them and ppl.”

### **Datum 3**

Excerpt S3/April 29<sup>th</sup> 2017

“The most influencing experience is when I was following wiyata bhakti. Actually not only that . First, I learn the theory how to teach young children when I joined the seminar held in my senior high school, then it was improved more, (still in the level of young learners), when I joined, as a volunteer in teaching students for ramadhan program, held by an Islamic organization in Kediri.”

Beside interview, the documents review also done to check and confirm the information about their experiences with the result in table 4.5 below:

**Table 4.5 The result of Subjects' Documents Review**

Subjects	Experience	Certificate was present
S1	Volunteer of Wiyata Bhakti 2014	✓
	Volunteer of Wiyata Bhakti 2016	✓
	PPL	✓
S2	Volunteer of Wiyata Bhakti 2014	–
	PPL	✓
S3	Wiyata bhakti 2014	✓
	Wiyata bhakti 2015	✓
	Wiyata Bhakti 2016	✓
	As a volunteer in teaching students for ramadhan program, held by an Islamic organization in Kediri	✓
	PPL	✓

By having successful experiences at least they have much knowledge to develop and always improve their ability until they believe that they are capable in conduct their teaching as S1 stated that by experiences, from knowing nothing then she knew many things as found in datum 4 below:

#### **Datum 4**

Excerpt S1/April 28<sup>th</sup> 2017

“Before knowing nothing then we know anything. They must be different. Besides, the best theory is the model. So, if they can interest me, there's a high possibility to interest my students later.. although sometimes what they do cannot be applied.”

Moreover, S2 also learnt from her experience about the appropriate lesson for teaching their student and she felt easier in teaching as stated in datum 5 below:

**Datum 5**

Excerpt S2/April 28<sup>th</sup> 2017

“From that way I can know what appropriate lesson/approach to teach them about english. So it makes me feel easier in teaching using this way and makes them feel comfort.”

Another benefit from experience was also felt by S3 which got some ways to handle her students such stated in datum 6 below:

**Datum 6**

Excerpt S3/April 29<sup>th</sup> 2017

“I got a lot of amazing awesome ways of how to handle the students. Such as how to manage the class with both big and small number of students, how to make an interesting activity, how to attract students' attention, and many more beyond the theories that I have learnt so far.”

The next strategies to develop self-efficacy was through learning and imitating idol's teaching performances as S1 did, involving patience, appreciation, and recognition by calling her students with their nick name, also the way how to give score. Those strategies can be found in datum 7 below :

**Datum 7**

Excerpt S1/April 28<sup>th</sup> 2017

“My chemistry teacher, Mr. Anam is very tidy, clean, details, and systematic. I love chemistry because of him. He has a lot of patience to teach my class. Then, I do appreciate the teachers who appreciate their students. I love it. I want to call my students by their nick name as Mom Faiz. I also

want to imitate the objective scoring of my lectures. And so on, I cannot write them.”

The same as what S1 did, S2 and S3 also imitated their idols’ teaching performance. S2 imitated her idol’s performance to grab students’ attention as found in datum 8. S3 imitated her idols’ performance based on her character as stated in datum 9.

### **Datum 8**

Excerpt S2/April 28<sup>th</sup> 2017

“Such In her way to grab the students attention.”

### **Datum 9**

Excerpt S3/April 29<sup>th</sup> 2017

“From those inspiring teacher of mine, I imitate their performance which appropriate with my character. In other words, I took the excerpt of their styles and combine it.”

By imitating their idol’s teaching performance, it will help them increase their believe that they can master in their activity in teaching which is done by S1, S2, and S3. For S1, she can be closer with their students. The statement of her can be found in datum 10.

### **Datum 10**

Excerpt S1/April 28<sup>th</sup> 2017

“I can be closer to my students. They said that they love my attention, my patience, my smile when I tried to teach them deeply.”



For S2, she can easily get their students' attention during learning process as stated in datum 11. S3 also can face difficult situation in her teaching by applying idol's teaching performance as stated in datum 12.

### **Datum 11**

Excerpt S2/April 28<sup>th</sup> 2017

“can easily get their attention back so that I can deliver my teaching again to them since there are some way I also imitated her than I adopt it in my own teaching style.”

### **Datum 12**

Excerpt S3/April 29<sup>th</sup> 2017

“In some cases, when I faced a difficult situation, then I applied or imitated my idol's technique, alhamdulillah, it worked well.”

Another strategies to develop self-efficacy are through motivation from others. It will lead them to be more confident with their ability. S1 stated that she got motivation from her teacher as found in datum 13. S2 got motivation from their students as stated in datum 14. S3 got motivation from her friend as found in datum 15.

### **Datum 13**

Excerpt S1/April 28<sup>th</sup> 2017

“The support was the teacher gave me some procedures which could be applied to students. It led me to be not stag in front of my students.”

**Datum 14**

Expert S2/April 28<sup>th</sup> 2017

“They remind another to do the same like they do. It motivates another students to give more attention to me.”

**Datum 15**

Expert S2/April 29<sup>th</sup> 2017

“I was ever so down when I taught my students, but my friend then supported me, convinced me that I can teach better than before. Some mistakes are okay. Because mistakes are part of learning, right? The second 'supported' is actually 'advised'. With their motivation to me, their statements that build my spirit up.”

Controlling psychological states such as moods, emotion, anxiety, doubt, and nervous also gave good influence for their self-efficacy. Like what S1 did in controlling her psychological states by preparing some strategies in her teaching, also try to hold the class as stated in datum 16 below:

**Datum 16**

Excerpt S1/April 28<sup>th</sup>

“Gave me some procedures which could be applied to students. It led me to be not stag in front of my students. I tried to break the ice to them. Then, after holding the condition of the class, I do hope I can shine my students to learn English. Then, they seem that the sun also shines for them.”

The same as what S1 did, S2 and S3 also controlled their psychological states. S2 controlled her psychological states by having a

drink water, trying to make her mood cool down, and sharing to other teachers as stated in datum 17. S2 tried to be well prepared before the class was begun, taking deep breath, and kept in her mind that their students were not her victims of her bad mood as stated in datum 18.

### **Datum 17**

Excerpt S2/April 28<sup>th</sup> 2017

“I leave my class for a while then I go to the office and drink water, having small talk with other teachers to and something like that keep fresh my mind and awakening my mood.”

### **Datum 18**

Excerpt S3/April 29<sup>th</sup> 2017

“For Anxious. I tried to be well prepared before the class is begun. Besides, I'm looking for some educational games related to the materials, and then prepared some ice breaking. So that, I hoped that I can manage the class as effective as possible. Moods, em the difficult one. Hoho.. When I feel that my moodis bad, then I take a deep breath, and try to keep in mind that my students are not the victims of my bad mood. Whatever mistakes (sometimes I can't control my anger when my students have a mistake) they have done, it is because they do not know yet.”