

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study described about student-teachers' self efficacy in teaching English at Vocational High School. Student teachers' self efficacy is defined as what an English student-teachers' believes toward their ability to organize the students performance and all the challenging situations come in learning process. This essential sense allows the student-teachers to lessen their worry and anxiety in teaching practice because it shapes expectation of respond of what will happen when she or he is actually in the classroom. There are 3 indicators of teaching efficacy; student engagement, instructional strategies and classroom management.

Moreover, the researcher conducted research for English Department students of STKIP PGRI SUMBAR who had teaching practice at the seventh semester in 2014/2015 Academic year to answer the research questions as stated in chapter I. The research questions are how was the self efficacy of English student-teacher and what was the most factor that would give contribution to student teachers' self efficacy in teaching English at Vocational High School in Padang.

In addition, to answer the research questions, the researcher used questionnaire that has been constructed by Tschannen-Moran and Hoy (2001) and did an interview. This study found that student teachers' self efficacy in teaching English was high. The percentage of student-teachers' score was 77%. It means that student-teachers hold a perception that they

can teach English well in the classroom. Similarly, the result of the interview proved that English student-teacher had a high self efficacy during teaching practice time. Then, it was found that classroom management is the factor that mostly gave contribution to student-teachers' self efficacy in teaching with the total percentage 78%. It determines that English student-teacher hold high efficacy belief in teaching English because they believe that they can manage the classroom in a good way. In sum, since student-teachers have high self efficacy in teaching, it means they have chance to get success and gain a good experience in the first time come to the actual teaching and learning environment.

B. Suggestion

In this part, the researcher gives suggestion for student-teachers and also for the next researcher toward the result of the study. First, for the student-teachers, it is hoped that they always have high efficacy in teaching so that they can success in teaching, as well as get a good experience in having teaching practice. Second, for the next researcher, efficacy is not constant but is influenced by thoughts, emotions, beliefs, and behaviors in various situations. Consequently, changes in teacher efficacy can be best examined over time.