

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English has been designated as an international language since the 18th century. In today's modern era, English is used as a bridge to carry out various aspects between countries, such as international business, student exchanges, traveling abroad and facilitating communication between different nations. For students who are preparing for their future, English is very important to learn. Learning English for students apart from adding insight and sources of knowledge, according to Dzakiyyah (2021) English can be used as a second weapon, for example to gain academic achievement by using English as an evaluation material. Moreover, in the world of work that students will pursue in the future, English proficiency is a skill that is used as a profitable advantage especially for people who work for foreign companies.

The quality of a teacher is one of the key supports to improve the ability of students by the effectiveness of the teaching methods which the teacher applies. In this case the pre-service teacher must master various aspects, from subject mastery to methods and techniques for teaching English classes with various student characteristics. Dincer, Tulgar and Göksu (2013) said that the characteristics or personality of a teacher also have an important influence on the learning process in the classroom. Therefore, besides having knowledge of learning materials and pedagogy, teachers are also expected to

have characteristics that can create effective teaching. But developing the positive character of an English teacher is a big challenge, especially when considering the great responsibility borne by the teacher which if not given special attention it is feared that it will lead to a decrease self-confidence in teaching English classes. In their research, Hammond, Chung and Frelow (2002) revealed that a teacher's teaching readiness is significantly related to their confidence in teaching classes. To avoid this problem, the development of a teacher's self-confidence must be trained as early as possible so that they can become professional teachers who can fulfill their responsibilities as an effective English teacher.

Through the statements described in the paragraphs erlier, it can be concluded that the self-confidence of a teacher is very important to help students achieve their goals in learning English. In the holy book Al-Qur'an, Allah SWT says in surah Āli - 'Imrān : 139

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

In this surah, it is explained that humans should not feel inferior and sad about what they have. Even though we have many shortcomings as human beings, Allah SWT says that we have the highest degree among His creatures, therefore we must be more confident and grateful for all the blessings we receive. This also applies to an English teacher who is given the responsibility to be a good educator. They must have the confidence to teach and guide students to success. To realize the development of self-confidence in teaching English classes effectively, researchers often focus their studies

on pre-service English teachers who are still participating in teacher training programs in order to optimally increase their competence and confidence as English teachers in the future.

Stahl, Sharplin and Kehrwald (2017) cite in this teacher education program pre-service English teachers are provided with English subject matter as well as pedagogical concepts that will be used in class with English learners. Pre-service English teachers are also given a role-play activity plan for teaching English guided by a professional teacher or university lecturer, this aims to apply the practical skills they previously learned in theory. In addition, this program will also provide provisions in the form of teaching techniques, methods and tricks for managing English classes more effectively and efficiently. Because self-confidence is closely related to teacher success in delivering lessons, the teacher education program also requires pre-service teachers to carry out field practice and interact with English students directly to hone the readiness and confidence of pre-service English teachers.

However, applying teaching courses to pre-service teachers is not enough to change pre-service teachers' confidence about their abilities to teach (Villegas & Lucas, 2002). There are many things that worry pre-service English teachers, it will make them lose their confidence and can even make their performance in teaching English class not conducive. For example, pre-service English teachers who do not have international experience (traveling abroad and interacting directly with native speakers) tend to find it more difficult to express themselves in English. Basic skills such as speaking,

reading, listening and writing cannot be mastered properly, even though for a teacher who will share their knowledge this is very important. Not only that, self-confidence is also needed by pre-service teachers as their provision for class management in the future. They must have the ability to understand students and take approaches in order to build communication and relationships between teachers and students.

This problem also occurred in students of the English Education Department at UIN Antasari Banjarmasin. Many of them felt that they were not ready and worthy enough to become a teacher who becomes a role model for students. This concern is then used as the core problem in this study. This research was conducted on English Education Department students who were at the end of their college semester. In their field teaching practice as one of the teacher training programs at UIN Antasari Banjarmasin, researcher carried out a process of interview and distribution of questionnaires to gather information about what factors and strategies they used as pre-service teachers to increase their confidence in real-time teaching English classes with English Learners.

Meanwhile, to answer research questions, researcher chose to used qualitative methods as research methods and descriptive analysis as analytical techniques in order to be able to explain in detail and clearly about the data obtained. Since the self-confidence of pre-service English teachers is directly related to the future success of students, the purpose of this study is to explore

and improve the quality of pre-service English teachers who are able to carry out their responsibilities.

## **B. Definition of Key Term**

To avoid misunderstandings in the research that the authors describe, the authors explain the technical terms as follows:

### 1. Confidence

According to Ghufon and Risnawita (2010) self-confidence is a person's mental attitude in judging oneself or objects around him, so that the person has confidence in his ability to do something as he should.

In this study, self-confidence is related to the ability of pre-service teachers to manage English classes so that they can carry out quality and efficient lessons.

### 2. Pre-Service Teachers

Pre-service teachers or also known as pre-service teachers according to Wachira (2020) are students enrolled in a teacher education program and working to obtain a teacher's license.

So it can be concluded that the Pre-service English teachers are students who take part in a study program to become an English teacher in the future. In this study program pre-service English teacher will learn to explore English material and methods that can be used to create efficient English learning.

### **C. Research Questions**

Based on the statement above, the problem in this study can be written as follow:

1. What are the factors that influence the confidence of pre-service English teachers in teaching English?
2. How to increase pre-service English teachers' confidence in teaching English?

### **D. Objective of Study**

Considering the problem above, the research is oriented towards the following purposes:

1. To explore the causes of the low self-confidence of pre-service English teachers in teaching English classes
2. To find out the right way to improve the quality of English learning related to the confidence of pre-service English teachers

### **E. Significance of Study**

The author hopes that this research will contribute to the teaching of English as follows:

1. Can help increase the confidence of pre-service English teacher in teaching English classes
2. Can help improve the quality of English teachers to teach in the classroom

3. Can be used for research on the next English language teaching