CHAPTER 1

INTRODUCTION

This part discusses five main issues including the background of the study, the research questions, the purpose of the study, the significance of the study, and the organization.

1.1 . Background of the Study

Self-efficacy theory has a tremendous effect on human functioning. Bandura was one of the scholars who paved a way the way to make a theoretical breaktrough in introducing self-efficacy concept to human functioning, especially in educational sphere (Setiadi, 2010).

In the academic sphere, the importance of self-efficacy has been recognized by many researchers even though it is regarded as a relatively new conception, but it has been confirmed to have a powerful impact on academic achievement in various areas (Setiadi, 2010).

Teacher's self-efficacy itself has been defined as the extent to which a teacher's belief that she or he can influence students' behaviour and their academic achievement (Friedman&Kass, 2001). In most studies, this involves only the classroom in which the teacher engages in education and teaching. Teacher's efficacy also includes classroom management and student engagement aspects. Thus, the concept of teacher's efficacy in the literature has focused on the teacher's perception of his or her own competence and on the ability of teaching as a professional discipline to shape students' knowledge, values and behaviour (Guskey & Passaro, 1994; Tschannen-Moran & Woolfolk-Hoy, 2001).

As for writing, all language teachers realize that this skill is an important part of literacy development. It enables students to develop and to express their idea in written form. This skill is very useful for their personal and professional life both in and outside classroom. However, it is largely admitted that most Indonesians have problem with writing skill. Writing is never given enough time in language classroom. It is caused by the misconception that being literate is being able to read only (Alwasilah, 2007).

Writing is also considered as a sophisticated skill not only by the students but also the teachers. *"Writing is one of the most complex literate activities in which children engage…and not only it is challenging, it creates anxiety, avoidance, and frustration for the learner and the teacher,"* (Troia & Graham, 2003, p.75). It is no surprise therefore to find that experts in the field of writing describe the process as intense, in-depth, and difficult.

Writing is frequently considered as the last language skill to be acquired (Hamp-Lyons and Heasley, 1987; Lavelle, 2006). Writing is also the most popular means by which teachers assess students' performance; however, writing is not an easy skill to learn (Shah, et.al, 2011). Many teachers spend countless hours in preparation and professional development that exposes them to varied instructional techniques to meet proficient expectations for writing achievement and the development of writing as a lifelong skill. But even if teachers are appropriately prepared to teach writing, they may not feel confident in their ability to teach the necessary skills to their students.

Regarding the importance of the teachers' role in the teaching writing process, many studies have explored various aspects of teachers' perception about teaching writing. However, from all of those studies about teaching

writing, there are only few that considered the relationship between teaching writing self-efficacy and teaching performance (Moore, 2000).

Teaching writing self-efficacy, later mentioned as TWSE and becomes the focus in the present study, is focused on a writing teacher's self-efficacy in using instructional strategies, managing the class, engaging the students, and also in the process of writing itself (Setiadi, 2010).

As for the teaching writing performance, it refers to teaching process (observable and documented instructional skills, teacher's responsibilities, and content knowledge) and teaching products (student's achievement gains attributed to the teacher and school). It is also graded into several levels, i.e., unsatisfactory, satisfactory, and exceed expectations (Richards, 2011).

Considering the importance of and the importance of the teachers' self-efficacy and also the writing skill for language learners in the language learning, the study on teacher's self- efficacy in teaching writing is essential to give new insight on teachers' professional development opportunities, currently ignored in the area of teacher self-efficacy with regards to writing (Lieberman & Wood, 2003). It is because teachers are too often considered as "passive consumers of pre-packaged knowledge or, at best, compliant participants whose role it is to absorb information…regardless of whether it is useful or appropriate" (Lieberman & Wood, 2003, p.3; see also Cochran-Smith &Lytle, 1999). Research in the area of teacher self-efficacy with regards to writing could provide education institutions with a cost, time, and material-effective professional development network, built upon the needs and interests of the teachers from different areas (Lieberman & Wood, 2003).

1.2 . Research Questions

This research is intended to answer these following questions:

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1. How does a lecturer perceive her own TWSE?
2. How is her actual teaching writing performance?
3. Is there any discrepancy between the lecturer's perceived TWSE and her actual teaching writing performance?
4. What are the causes of the discrepancy between the lecturer's perceived TWSE and her actual teaching writing performance?

1.3 . Purpose of the Study

Based on the focus mentioned above, the purposes of this study are:

1. To portray a lecturer's perceived TWSE.
2. To explore her actual teaching writing performance.
3. To investigate the discrepancy between the lecturer's perceived TWSE and her actual teaching writing performance.
4. To find out the causes of the discrepancy between the lecturer's perceived TWSE and her actual teaching performance.

1.4 . Significance of the Study

This study is significant for several reasons. The result of this study hopefully provides new insight to the areas of English language teaching. This study will enrich the existing research in the field of teacher self-efficacy, specifically teachers' perceived TWSE and its' discrepancy in her teaching writing performance. The findings from this study will establish the relationship between knowledge of pedagogy to teach writing and the personal self-efficacy beliefs of the teachers who utilize those techniques. The analysis of TWSE responses from the teacher and their actual teaching performance in the classroom would provide information for professional development. Further, awareness of teachers' self-efficacy in teaching writing could influence the way

teachers handle their students in the classroom.The following terms are provided in order to understand the case presented in this paper.

1.5. Clarification of Terms

There are some terms frequently used in this study that need to be clarified to have a better understanding to the present study. The first is self- efficacy. It was defined as an individual's confidence in his ability to employ a suitable behaviour needed to produce the preferred outcome (Bandura, 1977). Self-efficacy is different from other self-perceptions like self-esteem and self-concept. Self-efficacy is belief in one's ability to perform an action, where self-esteem is an evaluative judgment and self-concept is an overall regard (Coopersmith, 1967 in Bandura, 1997). The personal beliefs about the level and strength of this ability, not the knowledge alone are the primary focal point of self-efficacy.

The second specific term is teaching writing self-efficacy (TWSE). TWSE is focused on a writing teacher's self-efficacy in using instructional strategies, managing the class, engaging the students, and also in the process of writing itself (Setiadi, 2010).

The third specific term is teaching performance (Richards, 2011). In this study, it refers to teaching process (observable and documented instructional skills, teacher responsibilities, and content knowledge) and teaching products (student achievement gains attributed to the teacher and school). It is also graded into several levels, i.e., unsatisfactory, satisfactory, and exceed expectations.

1.6. Organization of the Study

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This thesis consists of five chapters. Chapter One is an introduction. This chapter elaborates the background of the study, research questions, purpose of the study, the significant of the study, and study organization.

Chapter Two is theoretical framework. This chapter presents relevant theories that underpinned this study. The theories deal with theory of self-efficacy; including the definition, the socio cognitive theory, the source and the measurement of self-efficacy and teaching writing.

Chapter Three is research methodology. This chapter describes the research methodology of this study that covers research problems; research design; data collection including research site, participants and research instrument; teaching material and data analysis.

Chapter Four is data presentation and analysis. This chapter presents and analyses data obtained in the study.

Chapter Five is conclusions and recommendation. This chapter highlights the conclusions of the finding of this study and presents some suggestions for further study and also teachers' professional development.