CHAPTER 2
LITERATURE REVIEW

This literature review focuses on the Self-efficacy theory by Bandura (1977), and its application in microteaching courses and teaching practice, and also focuses on previous studies about microteaching in teachers' training programs.

A. Theoretical Framework: Self-Efficacy by Bandura

Developed by Bandura in 1997, self-efficacy is an individual's belief about their ability to achieve specific goals in any situation (Bandura, 1997). Perceived self-efficacy assesses a person's ability to execute necessary actions in various situations and influences how individuals act, think, feel, and motivate themself (Bandura, 1997, p. 2). It plays a significant role in shaping behavior, and it is influenced by the amount of effort that individuals put into achieving goals (Schwarzer & Luszczynska, 2008, p.209). It was initially a framework for examining changes in fearful and avoidant behaviors.

Bandura (1997) divided individuals into two groups based on their level of self-efficacy: low and high. He emphasized that a person with low self-efficacy tends to avoid tasks, always complains when assigned new tasks, and dislikes innovation. In contrast, a person with high self-efficacy is proactive, constantly ready to take on new challenges, and perseveres with assigned tasks, even if they are challenging. According to Hussain (2022), STs with low self-efficacy may feel under the shadow of failure, lose faith in their abilities, and see most things negatively, whereas those with high self-efficacy in their abilities tend to have greater success, embrace challenging tasks as opportunities to learn, and foster a greater sense of commitment and quickly recover from failures.
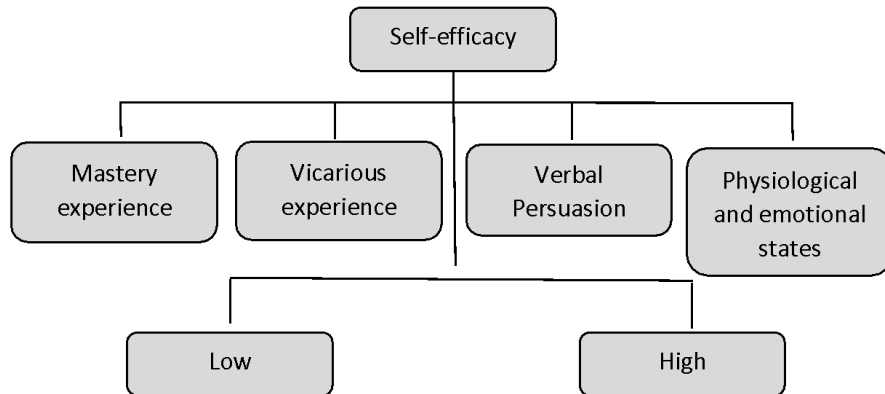
Figure 1. Self-efficacy

To address the research question mentioned in the previous section, the self-efficacy theory by Bandura (1997), which provides four sources, was adopted. The researcher used all indicators to examine the microteaching experience built the confidence of student teachers in their teaching practice. According to Bandura (1997, p. 2-3,1982), individuals develop self-efficacy from four sources;

a. Mastery experience:

It is the most effective way to build a strong sense of self-efficacy. Individuals who have succeeded in a particular task can convince themselves that they are capable of facing the same task in the future, and they can learn from their mistakes so they won't do the same thing. According to Woolfolk (2004), A student teacher who has successfully taught will possess greater confidence in their future teaching abilities. Conversely, if they experience failure, their confidence will diminish until they utilize this failure for improvement and avoid repeating the same errors.

b. Vicarious experiences with social models:

Individuals can also assess their capabilities by considering other individuals, especially when individuals see someone similar to them accomplish something through hard work, which supports their belief that they can achieve success too. Observing other STs in their teaching performance, the observer's ability could be influenced by the STs as the model (Ma et al., 2022; Wagler, 2007).

c. Verbal persuasion:

When individuals get verbal persuasion from others, it can have a significant impact on an individual's self-efficacy development (Hussain et al., 2022). Individuals who support their ability to succeed are more likely to persevere than those who have self-doubt and focus on their limits. This type encourages STs to evaluate their performance and receive feedback to enhance their teaching effectively (Mergler & Tangen, 2010).

d. Physiological and emotional states:

Reducing stress, unpleasant emotions, and misinterpretations of one's physiological state. When STs felt confident and relaxed in their classroom setting had more effective teaching and improved student learning outcomes. On the contrary, anxiety and displeasure with classroom circumstances failed in student teachers' teaching, as well as bad learning outcomes for students (Pandee et al., 2020).

Hence, a STs' self-efficacy is essential for creating a positive and efficient learning environment for their pupils.

1. Self-efficacy in Teaching Practice

The development and maintenance of future teachers' strong self-efficacy beliefs are important and appear to be significantly influenced by the ST's teacher training period (Lázaro et al., 2023; Tulgar, 2019; Yerdelen et al., 2019). Therefore, STs must have a strong sense of self-efficacy to deal with future situations confidently and securely. Microteaching and teaching practice are important practical courses in teacher training programs that can boost STs' self-efficacy (Arsal, 2014; Deocampo, 2024; Klassen and Durksen, 2014; Van Rooij et al., 2019; Yerdelen et al., 2019).

Microteaching is a popular method in teachers' training programs. According to Arsal (2015), it may positively impact student teachers' critical thinking abilities, reducing anxiety, teaching skills, and self-efficacy beliefs, which are essential teacher education competencies. It allows student teachers to learn through both mastery and vicarious experiences (Mergle & Tangen, 2010). STs build up confidence in their teaching abilities through successful microteaching experiences

(mastery experience). The social model or peers who are similar to them help their beliefs that they can also teach, carry out their responsibilities, and achieve success, which boosts their confidence in teaching (vicarious experience).

Microteaching also allows lecturers and peers to provide feedback on STs' performance. This might have an impact on their self-efficacy through verbal persuasion (Yerdelen et al, 2019) and also on their physiological and emotional states (Kartal & Dilek, 2021). Therefore, during microteaching courses, STs must strengthen their self-efficacy and take unpleasant experiences and feedback as an incentive to improve, rather than as obstacles and constraints for their teaching practice.

As mentioned above, teaching practice is another important practical course in teachers' training that can build STs' self-efficacy. In this phase, they face a more complex environment than microteaching. Previous studies with a focus on teaching practice, STs' self-efficacy is commonly defined and specified as teacher self-efficacy (Altarawneh et al., 2023; Black, 2015; Eginli & Solhi, 2021; Gurvitch & Metzler, 2009; Ma & Cavanagh, 2018).

STs' teacher efficacy is linked to their beliefs about controlling their pupils (Bandura, 1994), which can impact student learning outcomes (Nugroho, 2017). According to Tschannen-Moran et al (1998), teacher efficacy refers to a teacher's belief in their ability to plan and execute the necessary actions to effectively achieve a certain teaching objective within any situation. Therefore, the teacher's efficacy greatly influences him/herself and also the students.

This part discussed how microteaching supports STs with self-efficacy, and also discussed STs' teacher self-efficacy in teaching practice separately. Therefore, the researcher focuses on exploring the benefits that student teachers gained from microteaching in fostering their self-efficacy for teaching practice.

B. Previous Studies of Microteaching in Teacher Education Programs

Microteaching is not a new issue in teacher training faculty. Microteaching has been widely examined around the globe. In this section, the researcher will highlight previous studies that have been mentioned in the background with a focus on self-efficacy development and benefits for teaching skills and teaching practice:

Tulgar (2019) has conducted his research focusing on the effects of microteaching practices on pre-service EFL teachers' professional self-efficacy development. The finding shows that microteaching enables student teachers to apply theoretical knowledge in practice and identify strengths and faults in their teaching effectiveness. Participants preferred microteaching as it let them identify areas for improvement. Participants received feedback from their instructor and classmates, since it provided a different perspective, which improved their self-efficacy. The researcher concludes that microteaching improves student teachers' self-efficacy by allowing them to assess their performance and identify strengths and weaknesses.

Furthermore, Marlina et al. (2024) have investigated microteaching as an efficient technique to increase the self-efficacy of pre-service biology teachers: evidence from the first-year teacher. The finding shows that factors that foster self-efficacy growth during microteaching are stronger than during the teaching practice. During microteaching, student teachers have high self-efficacy in three factors: the mastery experience, the vicarious experience of others, and verbal persuasion or social support. Meanwhile, when teaching in schools (actual teaching), variables of physiological and emotional circumstances help to build self-efficacy.

Bulut (2024) also investigated microteaching with a focus on building confidence: the influence of microteaching on speaking anxieties among pre-service Turkish language teachers. The finding shows that microteaching can effectively reduce speaking anxiety among student Turkish language teachers. Microteaching simulates authentic teaching settings in a controlled setting, helping student teachers improve their oral communication abilities. Microteaching sessions offer organized feedback to participants, providing specific feedback and concrete suggestions for growth.

Sihit et al. (2024) in a microteaching lesson on increasing the student teachers' ability in teaching English reveal that student teachers believe that microteaching is highly beneficial and plays a significant role in enhancing their teaching skills and obtaining teaching theory from microteaching lecturers. Then, along with the

learning process, students gain increased teaching skills through teaching practices in microteaching classes. They can also learn from personal experience or by observing their classmates who were teaching. The learning process from microteaching increases the ability to teach English student teachers, both speaking, listening, reading, and writing skills.

Besides that, Sari (2020) has examined the perceived benefits of students' microteaching to their teaching practicum class. The results of the study showed that microteaching was beneficial for students in developing basic teaching skills, including increasing the self-confidence of student teachers, providing evaluation (feedback), improving the communication skills of student teachers, improving chalkboard skills, improving the questioning skills, and developing the reinforcement skills of student teachers.

Furthermore, Natasha and Firdaus (2022) have examined the benefits of a microteaching course on pre-service English teachers' performance in teaching at school. The data analysis and results show that 69% of student English teachers thought the microteaching course had benefited them. The microteaching course had a positive effect on aspiring English teachers. This indicates that the microteaching course improves the teaching practice of student English teachers.

Amran et al. (2023) investigated the microteaching course benefits towards students of the English Education study program in teaching practice. The finding shows that the microteaching course significantly enhances the educational experience of student English teachers. Completing a microteaching course prepares them with beneficial skills and competencies for their teaching practice *(PLP).* These skills include creating lesson plans, asking relevant questions, using educational media, selecting effective teaching strategies, conducting assessments, and maintaining classroom discipline. The microteaching course improves student teachers' communication and presentation abilities as they deliver lessons in front of peers and receive feedback.

Lastly, Yerdelen et al. (2019) investigated the influence of a teaching practice course with video-case enriched microteaching on prospective teachers' self-efficacy for teaching. The study found that microteaching and videocases helped

STs gain mastery, persuasion, and vicarious experience. The STs found the course beneficial for gaining teaching experience, receiving feedback from mentor teachers and instructors, and observing their own and others' teaching performance.

As discussed earlier in the background of the studies and this section, previous studies have focused on the benefits of microteaching in terms of self-efficacy development and the benefits of teaching skills and teaching practice. However, there is still a lack of study on how self-efficacy indicators gathered through microteaching assist STs during their teaching practice. The researcher focused on examining how the four self-efficacy indicators they gained in the microteaching course assist them in their teaching practice.