

PREFACE

Self-efficacy is influential in determining someone's future competence. Identifying self-efficacy towards pre-service teachers provides significant information about how competent they are in applying theoretical concepts of teaching in the real school. It also becomes reflection for the institution on the quality of courses related to EFL carried out in the implemented curriculum.

Accordingly, this study aims to examine pre-service EFL teachers' self-efficacy during the teaching practicum. This study involved 2 female preservice teacher candidates who conducted 4 months teaching practicum Siliwangi University in 2025. To collect the data, Semi-Structured in-depth interviews will be employed as the data gathering method to the informants. The responses were interpreted through Thematic Analysis.

The writer hopes that this thesis will encourage readers to further reflect on self-efficacy during teaching practicum and engage with the issues presented. Constructive feedback and suggestions are warmly welcomed to improve this study. It is also hoped that this proposal will contribute positively to the development of English education research and practice in Indonesia.

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