

CHAPTER I

INTRODUCTION

This chapter provides the background of the study that describes the reasons why the researcher intends to conduct this study. Then, the problems are formulated along with the objectives of the study. It is continued by the significance of the study to inform how the results of the study will be useful. Some limits about what are included in this study are given in the scope and limit of the study. And the last part is the definition of key terms.

A. Background of the Study

Teachers' beliefs are one of an important element for understanding and improving educational processes. The study of teachers' beliefs is the part of process to understand how teachers conceptualize their work. It is used to understand how teachers approach their work; like the ideas or perceptions that they have about teaching and schooling. It is important to understand the beliefs and principles teachers operate their strategies in teaching. They are closely linked to teachers' strategies for coping with challenges in their teaching process and how they shape students' learning environment. Heney, Lumpe and Czerniak define beliefs in the teaching environment as: the teacher's contentions, and they points on teaching and learning.¹ If the teachers are not

¹ Fakhri R, Teachers' Pedagogical Beliefs and Actual Classroom Practices in Social Studies Instruction. *American International Journal of Contemporary Research* vol 2. (Petra University: Amman-Jordan, 2012), 73.

able or are unwilling to describe their beliefs accurately, this can lead to an error in judging the factor affecting their teaching effectively.

Teachers' beliefs can be taught of as guiding principles teachers hold to be true that give reflection for their teaching. According to Pajares few argue that the beliefs teachers hold influence their perception and judgment.² Similarly, Incency and Kesli found that the beliefs are described as mental state that believe to be true by person holding it, although the individual may know that alternative beliefs may be held by others.³ It means that when people believe something is true, they perceive information supporting those beliefs. So it is important to investigate someone's belief especially teachers' beliefs because belief will determine how teachers think and how teachers act.

Furthermore, teachers' beliefs play an important role in the classroom practice. Baiyinna states that the process of teaching a language shows that the beliefs influence negatively or positively in their teaching practice and their learning strategies which, in turn, may influence both teaching performance and learning achievement in general.⁴ So, taking about

² Arman,B. Prospective Teachers' Belief and Perception about Teaching As a Profession. *The journal of Educational Science:Theory and Practice*. (Necmettin Erbakan University: 2012) Browsed on www.edam.com.tr/estp at February, 28 2014

³ Incecay, G. Effect of Learning Belief of Pre-Service Teachers at an English as Foreign Language Certificate Program on their Practice Teaching. *The Journal of Qualitative Inquiry* (Yedetepe University:Turkey,2011) p 36. Browsed on www.academia.edu at February, 28 2014 p 29

⁴ Min Yook,C. Korean Teachers' Beliefs about English Language Education and their Impacts upon the Ministry of Education-Initiated Reforms. *Applied Linguistics and English as a Second Language Dissertations.Paper 14*. (Georgia State: University.Georgia,2010). Browsed on http://scholarworks.gsu.edu/alesl_diss at March 1, 2014

teachers' beliefs is taking about pedagogical beliefs, classroom practice and teachers' opinions of their roles.

Moreover, what teachers do in the classroom is governed by what they believe and these beliefs often serve to act as a filter thought. A successful implication of any educational reform is closely related to how teachers perceive the reform, and their perception can be influenced by their beliefs.⁵ Therefore, the teachers' beliefs are like store of knowledge that may affect teaching plans and thought.

“Johnson concluded that: “Research on teachers' beliefs shares three basic assumptions. First, teachers' beliefs influence both perception and judgment which, in turn, affects what teachers say and do in classrooms. Second, teachers' beliefs play a critical role in how teachers learn to teach that is, how they interpret new information about learning and teaching and how that information is translated into classroom practices. Third, understanding teachers' beliefs is essential to improving teaching practices and professional teacher preparation programs”⁶

As statement before about “understanding teachers' beliefs is essential to improve teaching practices and professional teacher preparation programs”, it means that students' teaching have been seen as the bridge between theory and practice. The bridge enables teachers' candidates to transfer the necessary knowledge and skill gained at the university into actual teaching practice. Not only is student teaching a time for implementing the acquired

⁵ Min Yook,C. Korean T eachers' Beliefs about English Language Education and their Impacts upon the Ministry of Education-Initiated Reforms, 29

⁶ Sylvia C, Isabella W & Quek. *Pre-service Teachers' Belief, Attitudes, and Expectations: A Review of The Literature*. Nasiona Institute of Education(Nanyang: Technology University), 3

pedagogy, but also it is a valuable time to learn how to manage the classroom.⁷ So concept of teachers' beliefs about teaching is considered as to enable teachers in teaching effectively.

In Indonesia, English is foreign language, so there are complex issues to conduct teaching effectively. Such as the difficulties of using language, the problems of teaching English, etc. It makes English still one of difficult subject for students. Students sometime feel bored in the process of learning English. English teachers should have much knowledge and experience. It is like Ernest says that teachers' beliefs have a strong effect on teaching practice by converting those beliefs into a practical reality.⁸ So every English teachers need self reflection of their belief about teaching English whether effective or not.

Another reason is indicating that teachers posses a vast array of complex belief about teaching English issue. Accepting the nature and role of these beliefs is essential to understand the choices and decision for these teachers will apply in class.⁹ It has become widely recognized that teachers

⁷ Arman,B. Prospective Teachers' Belief and Perception about Teaching As a Profession.*The journal of Educational Science:Theory and Practice*. (Necmettin Erbakan University: 2012), 3 Browsed on www.edam.com.tr/estp at February, 28 2014

⁸ Min Yook,C. Korean Teachers' Beliefs about English Language Education and their Impacts upon the Ministry of Education-Initiated Reforms. *Applied Linguistics and English as a Second Language Dissertations.Paper 14*. (Georgia State: University.Georgia,2010), 74. Browsed on http://scholarworks.gsu.edu/alesl_diss at March 1, 2014

⁹ Arman,B. Prospective Teachers' Belief and Perception about Teaching As a Profession.*The journal of Educational Science:Theory and Practice*. (Necmettin Erbakan University: 2012), 74 Browsed on www.edam.com.tr/estp at February, 28 2014

pedagogy beliefs play a central role in their teaching process practice where these beliefs are manifested in the teaching method, in choosing the subject and activities, decision-making and evaluation in classroom.¹⁰ Therefore in this study, the researcher limits and just focuses on 4 items. They are the teacher's instructional approach, the role of the teacher, interaction among students during class and interaction between the teacher and students during class.

From previous discussion, the researcher takes 4 keys of belief in teaching English. The first, teacher instructional approach is effective instructional strategies to make all learning style and development need of the learners. It means how teacher plans their strategies or how they use approach in their teaching. In this case what teachers bring in their class is what teachers believe from their perception. The second, the role of the teacher is everything that teachers' action in their classroom. It is also come from teachers' judgment what they have to do in class. Next, interaction student among during the class is students' interact with others also coming from the role of teacher. How teachers shape students' learning environment and all the term from teachers' beliefs about teaching. The last is what teachers bring in class that what the teachers believe, so interaction between the teacher and students during the class is how teacher conducts their teaching.

¹⁰ Arman,B. Prospective Teachers' Belief and Perception about Teaching As a Profession.*The journal of Educational Science:Theory and Practice*. (Necmettin Erbakan University: 2012), 73 Browsed on www.edam.com.tr/estp at February, 28 2014

Actually it seems there are many sorts of beliefs in teaching, there are different perceptions of teaching to establish teaching practice. Therefore, in order to make sense of resulting the data, the researcher categorizes pre-service teacher belief in 2 main groups of teaching approaches. It is adapted from the study from Nizam Boz.¹¹ The researcher uses the distinction between “Traditional Transmission or Teacher-Centered” and Constructivist Transmission or Student-Centered”.¹²

As is generally acknowledged, pre-service teacher beliefs can be tracked back to early experience, from primary education to tertiary level. So the object of this study is Micro-teaching program (PPL 1). Micro-teaching program is the stage where the students have to practice teaching in small group. It means that micro-teaching program is the first course which provides experience in teaching practice before they take internship program and teach in real classroom. In fact, Experience of teaching is essential to improve teaching practice and professional teacher preparation. Giebelhaus and Bowman state field-experience courses are an important bridge between theories and

¹¹ Boz,N. Turkish pre-service Mathematics teachers’ belief about Mathematics teaching. *Australian Journal of Teacher Education Vol 33*.(Turkey: Gazi University,2008) browsed on [dx.doi.org/10.14221/ajte.2008v33n5](https://doi.org/10.14221/ajte.2008v33n5) March, 14 2014

¹²Boz,N. Turkish pre-service Mathematics teachers’ belief about Mathematics teaching. *Australian Journal of Teacher Education Vol 33* 70

practice.¹³ So field-experience courses provide an opportunity for teachers candidates to expand their belief of the teaching.

Field-experiences give teachers' candidates various opportunities to practice what they have learned during their course of study in teacher education program.¹⁴ Therefore in this study, it conducted at Faculty of Education and Teacher Training which provide several teacher education department. They are Arabic education department, Elementary education department, Mathematics education department and English teacher education Department. In this case the researcher takes English education department of Sunan Ampel State Islamic University Surabaya academic year 2013-2014. English education department is rated as new department, it is just exist for around 6 years. From that reason, it is considered as necessary to know the belief of pre-service teachers which taking micro-teaching program (PPL 1). These students being the focus on this study had already taken internship program which required them to teach the real students at several formal schools. They may graduate immediately and be real teachers at formal schools. Therefore, they need to know to the beliefs of pre-service teachers' beliefs in teaching English.

¹³ Arman,B. Prospective Teachers' Belief and Perception about Teaching As a Profession. *The journal of Educational Science:Theory and Practice*. (Necmettin Erbakan University.2010) Browsed on www.edam.com.tr/estp at February, 28 2014

¹⁴ Arman,B(2012).Prospective Teachers' Belief and Perception about Teaching As a Profession. *The journal of Educational Science*, 3

Internship Program is a part process of teacher candidate to practice teaching in Faculty of Education and Teacher Training to implement various pedagogical theories by having teaching practices and other educational tasks at schools.¹⁵ The program consists of two phases:

1. Microteaching (PPL 1)

It is the stage where the students have to practice teaching in small group among their own friends or several real students of Elementary School or High School who are present for the sake of it. It is also usually known as *peer teaching*. It takes 2 credits.

2. Internship Program (PPL 2)

It is the stage which requires students to teach the real students at the real formal schools. It is commonly called as *real classroom teaching*. PPL 2 takes 4 credits and only can be taken by those who have already passed Microteaching (PPL 1).

Talking about Micro-teaching program, it course have much advantages for students itself. For example, they will have opportunities to practice in teaching as well as possible. It means that student have time to

¹⁵ Tim Penyusun Pedoman PPL II Tahun 2012, "Pedoman Praktik Pengalaman Lapangan (PPL) II Tahun 2012 Fakultas Tarbiyah IAIN Sunan Ampel Surabaya", unpublished book, (Surabaya: Fakultas Tarbiyah IAIN Sunan Ampel Surabaya, 2012), 1

prepare their ability in teaching before teaching in real. The second, students have impact on the educational experience. It means that students have experience in teaching before they join internship program (PPL 2). Students have to be ready become teacher. In internship program, actually there are more than one university that do teaching practice in these schools. In fact, the school sometimes compares which university that having more capabilities in teaching. Therefore it is important to ascertain the belief of pre-service English teacher in teaching at Sunan Ampel State Islamic University. It helps them enable to compete with others universities. Surely, the assumption of the researcher is that pre-service teacher beliefs and ideas on how teaching should be conducted will shape students practice in classroom teaching.

From explanation above, that why the researcher makes a thesis entitle “Pre-service Teachers’ Beliefs about Teaching English at English Teacher Education Department of Sunan Ampel State Islamic University”.

B. Statement of Research Problem

Based on statement of background of the study above, the researcher desires to analyze pre-service teachers’ beliefs about teaching English which conducted for micro-teaching program of English teacher education department. From this case the researcher has 2 questions.

1. What are the beliefs about teaching English held by pre-service English teachers?
2. What are pre-service teachers actual classroom practices in teaching English?

C. Objective of the Study

The objective of this study is to determine pre-service teachers' beliefs about teaching English who study in micro-teaching program at English teacher education department, means what the beliefs in teaching English are.

In specific, the researcher objectives are:

1. To ascertain the belief of pre-service teachers about teaching English
2. To know actual classroom practices in teaching English with their beliefs

D. Significance of the Study

1. For students of English teacher education department

For the students who will take the next internship program are assumed to be able to take benefits from this study. This research can be used as a means what their belief is. Moreover, it is expected that they can find out their belief in teaching English and determine the effect of their belief. Meanwhile, the result of this study is also expected to give less for the next

students who will take micro-teaching program in the following years about what teacher's beliefs about teaching English. Therefore, the students will be able to perform better in teaching English.

2. For lecturer of English teacher education department

Reading the result of this study, the lecturers will know to what extent of pre-service teachers' beliefs about teaching English in English Education. From that point, they can find out the problems the students confront their belief and the effect of their belief. Furthermore, they will have an image of how to create a better teaching and learning process to solve the problems.

E. Scope and Limitation of the Study

This research limits to the pre-service English teachers at English Teacher Education Department especially the students who take micro-teaching program (PPL 1) year 2014 at Sunan Ampel State Islamic University. This proposed study analyzes pre-service teachers' beliefs about teaching English and actual classroom practice. In the other hand, the researcher does not analyze the correlation between the belief and classroom actual teaching.

F. Definition of the Key Word

To avoid misunderstanding in the way of the term in this study, the following definitions are given:

- a. Beliefs are view or perception someone about something that they believe. They are like someone's conviction based on observation or reasoning.
- b. Teachers' beliefs are view and the perception about teaching students at educational process which teachers bring to classrooms. They are the thought held by the teacher about teaching and learning process, which influence with their classroom practices.
- c. Pre-service teacher education are students from a tertiary institutions who have not complete their teaching qualification and are completing the teaching practice requirement of the pre-service profession education courses.¹⁶ It means that pre-service English teachers education are the English teacher candidates. In this study, they are the students of English Education Department who take micro-teaching program year 2014 at Sunan Ampel State Islamic University.
- d. Micro-Teaching Program (PPL 1) is the stage where the students have to practice teaching in small group among their own friend or several real

¹⁶ ACT Government Education and Training, *School Teacher Qualifications*, (published module, 2009) 2 retrieved from http://www.det.act.gov.au/data/assets/pdf_file/0007/74995/School_Teacher_Qualifications_updated.pdf on April,10 2014

students. it is also usually known as *peer teaching*. It takes 2 credits. It is one of English teacher education department for teaching practice and one of requirement to enter internship program (PPL 2) at Faculty of Education and Teacher Training.