

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theory related to the topic of the research. It is about definition of beliefs, teachers' beliefs, the importance of teachers' beliefs and the classification of beliefs in teaching. This chapter also presents several similar studies taken before. The analysis conducted in this study relies on some theories discussed in this chapter.

A. Definition of Belief in Teaching

In a general sense, the term "belief" can be defined as "an individual's judgment of truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human being say, intend, and do."¹ The similar context, 'belief' is a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions.² Other, According to Nespor, beliefs reside in episodic memory of which the content is generated by earlier experiences, episodes, or from cultural sources of knowledge transmission, this rather affective and emotional aspect of beliefs plays an important part in storing, assimilating, and retrieving knowledge by evaluating and judging

¹ Gurbuzturk, O . Student Teachers' Belief about Teaching and Their Sense of Self-Efficacy: A Descriptive and Comparative Analysis. *Journal of the faculty of Education Volume 10* (Inonu University, faculty of education, 2009), 207. Browsed on <http://jamiesmithportfolio.com/EDTE800/wp-content/Self-Efficacy/Gurbuzturk> at April, 01 2014

² Zheng, H. A Review of the Research on EFL Pre-Service Teachers' Belief and Practice. *The Journal of Cambridge Studies, vol 4*(University of Cambirige, 2009), 73. Browsed on www.journal.acs-cam.org.uk at April, 1 2014

gathered information.³ This provides support for the assumption that teacher beliefs, as a substructure of one's general belief system and colored by former experience, underlie planning, decision-making, and behavior of teachers in the classroom.

B. Teachers' Beliefs

Defining teachers' beliefs are not easy. There has been no consensus on what teachers' beliefs refers to, and the term has acquired a rather than non-specific, indistinct usage. So the researcher quotes several similar definitions about what teachers' beliefs are.

From the point of view of Mansour and Richards state teachers' beliefs are described as being the most valuable in the psychological composition of teacher.⁴

It means that teachers' beliefs are influenced in psychological of teacher, such us teachers' strategies in teaching, teachers' role and students' positions in their class. So teachers' beliefs have an important role in implementing of instructional choice. Also It is refers to explanation that teachers' beliefs are important concepts in understanding teachers' thought processes, instructional practices, and change and learning to teach.⁵ So it

³ Sylvia C, Isabella W & Quek. *Pre-service Teachers' Beliefs, Attitudes, and Expectations: A Review of The Literature. National Institute of Education (Nanyang Technology University)*, 73

⁴ 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) Browed on www.aijernet.com at April, 21 2014

⁵ Sylvia C, Isabella W & Quek. *Pre-service Teachers' Beliefs, Attitudes, and Expectations: A Review of The Literature*, 73

proves that teachers' beliefs in educational process have a strong impact for teacher its self and also teachers' beliefs are one of element to know how teachers teach effectively.

Other, Kagan and Pajares mention teachers' beliefs have been discussed under a variety of headings⁶ :

1. Opinion
2. Attitudes
3. Preconception
4. Personal Epistemologies
5. Perspectives

Therefore, pre-service teacher in educational process have a wide range or different concept of teaching and learning. Because of all most of the teachers have varieties principles how to establish their teaching based on their own beliefs.

In addition, discussing about teachers' beliefs Nespal describes some characteristics of teachers' beliefs as⁷:

1. Sometimes containing assumptions about the existences of entitles beyond teacher's control or influence;
2. Including conceptualization of ideal situations that differ from reality;

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

⁷ Sylvia C, Isabella W & Quek. *Pre-service Teachers' Beliefs, Attitudes, and Expectations: A Review of The Literature*, 2

3. Relying heavily on affective and evaluative components;
4. Deriving much of their power from membership of specific events;
5. Not opening to critical examination or outside evaluation, and
6. Containing the domains to which specific beliefs may apply are undefined.

From explanation above, mean that teachers' beliefs have a complex principles and it depend on someone's believe about their belief. Teachers have to determine how their beliefs.

Beliefs in pedagogies aspects have several belief, such as belief about English, belief about learning and belief about teaching.⁸ In this case the researchers narrow down and just focus on belief about teaching, they are :

Studying belief about teaching is important to understand teacher thought. Perhaps the most complex issue in research on teachers' beliefs is how to distinguish beliefs from knowledge. Clandinin and Connelly's concept of teachers' personal practical knowledge, which refers to how a teacher understands a classroom situation, includes both teachers' beliefs and knowledge.⁹ It means that teaching has many complex activities, and it is not surprising someone to bring teaching very different belief and assumptions

⁸ Jack C. Richards. *Reflective Teaching in Second Language Classrooms* (City University.Cambridge University Press Hongkong. 1996), 30

⁹ 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, 29

about the way to teach effectively. So, belief about teaching includes perception and expectations about what is take to be an effective teacher. Most the teacher felt that their teaching is normal and effective, although they conduct their teaching in quite different ways.

Teachers' belief system are founded on the goals, values and beliefs teacher hold in relation to the content and process of teaching and their understanding of the system in which they work and their roles within it.¹⁰ So when the teachers conduct their teaching, they should know their system of belief. It is because these belief and values serve as background of teachers' decision and action.

Next, teachers' beliefs systems are built up gradually over time and consist of both subjective and objective dimensions.¹¹ Some may be simple, for example, the opinion that grammar error should be corrected immediately, or fluency needs to be more emphasized than accuracy in the EFL classroom. They are one of example teachers' beliefs to establish teaching effectively. As the same state from Kindsvatter, Willen, and Ishler that research on teachers'

¹⁰ Jack C. Richards. *Reflective Teaching in Second Language Classrooms* (City University.Cambridge University Press Hongkong. 1996), 30

¹¹ Jack C. Richards. *Reflective Teaching in Second Language Classrooms*, 30

beliefs system suggests that they are derived from a number of different sources.¹² They are:

1. Their own experience as language learner

All teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught.

2. Experience of what works best

For many teachers experience is the primary source of beliefs about teaching. A teacher may have found that some teacher strategies work well and some do not.

3. Established practice

Within a school, an instruction or school district, certain teaching styles and practices may be preferred. A high school teacher reports, “in our school, we do not a lot of small group learning. We were encouraged not to stand in front of the class and teach whenever it can be avoided”

4. Personality factors

Some teachers have a personal preference for a particular teaching pattern, arrangement, or activity because it matches their personality. An extroverted teacher, for example, report “I love to do a lot of drama in my conversation classes, because I’m an outgoing kind of person and it suits the way I teach”.

¹² Jack C. Richards. *Reflective Teaching in Second Language Classrooms*, 30

5. Educationally based or reseach-based principles

Teachers may draw on their understanding of a learning principle in psychology, second language acquisition, or education and try to apply it in the classroom.

6. Principles derived from an approach or method

Teacher may believe in the effectiveness of a particular approach or method of teaching and consistently try to implement it in the classroom.

Also similar statement about the source of teachers' beliefs from Richardson pointed that teachers' beliefs come from 3 sources: personal experience of teacher in general and teaching in particular, teachers' experiences as students and the teacher's knowledge of the school courses.¹³ From explanations above, this experience and belief in teaching represents the acquisition of teaching profession through direct observation, as it provides the teachers with information related to the teaching profession. Also it helps teachers in the formation of specific hypothesis on how teaching should be or how the way to teach well.

¹³ 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) . Browed on www.aijcrnet.com at April, 21 2014, 74

Moreover all teachers hold beliefs, however defined and labeled, about their work, their student, their subject matter and their role. That is why talking about teachers' beliefs are not easy because teaching has complex issue. Teachers' beliefs have become widely recognized that teachers 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.¹⁴ Therefore this study focuses on 4 terms of teaching that conduct of teachers' beliefs:

1. The teacher's instructional approaches

Include all approaches that a teacher may take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives. Effective instructional strategies meet all learning styles and development need of the learners.¹⁵

2. The role of the teacher

That every teacher acts to transfer knowledge, teach, and guide and teach their students about everything that is useful to them in the future. According to Ramayulis said that educators are responsible person in

¹⁴ 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

¹⁵ Derrick Mr,*Instructional strategies*.browsed on <http://teaching.about.com/> at march, 27 2014

ongoing potential students, both cognitive potential and students' psychology.¹⁶

3. Interaction among student during the class

This theme addresses how well students communicate with one another in class. Classes where students have opportunities to communicate with each other help student effectively construct their knowledge. By emphasizing the collaborative and cooperative nature of scientific work, students share responsibility for learning with each other, discuss divergent understandings, and shape the direction of the class.¹⁷

4. Interaction between the teacher and students during the class.

According to Amidon and Hunter state that teaching is an interaction course between the teacher and student and advances during the activity that has fully been defined previously.¹⁸

C. The Importance of Teachers' Beliefs

The importance of teachers' beliefs within teacher education rests with the constructivist's conception of learning; that beliefs are thought of as critical in term of what and how the student teachers make senses of their

¹⁶ Wahtudi, I. *Mengajar Profesionalisme Guru*. (prestasi Pustaka Publisher. Jakarta: 2012), 44

¹⁷ ----- student-student classroom interaction. *Professional Development of Geosciences Faculty*. Browsed on <http://serc.carleton.edu/> at April, 01 2014

¹⁸ A. Zahed Babelan and M. Moeni Kia. Study of Teacher-Students Interaction in Teaching Process and its Relation with Students' Achievement in Primary School. *Journal of Medwell v 5*. (Medwell: 2010) browsed on <http://www.medwelljournals.com/> at April, 01 2014

learning in the teacher education programmed.¹⁹ It means there are significance between teachers' beliefs and teacher education programmed. They should be have the own way to teach effectively based on their experiences. So what teachers believe and what teachers act in their classroom like subjective reality, these beliefs guide their own decision-making, behavior and interaction with student.

Another, teachers' beliefs are important concepts in understanding teachers' thought processes, instructional practices, and change and learning to teach.²⁰ It means that belief in educational process have powerful impact on their willingness to establish teaching strategies.

D. Classification of Teachers' Beliefs

In general, traditional teaching approach is very common in education especially at university level. Considering that student-teachers' beliefs are rather resistant to change, so there need to be highly effective teacher training program to form favorable teaching belief (e.g constructive beliefs) or to reshape the pre-existing unfavorable traditional ones.²¹ Also the similar statement from Barkastas-Tasos and Malone stated that secondary level English

¹⁹ Sylvia C, Isabella W & Quek. *Pre-service Teachers' Belief, Attitudes, and Expectations: A Review of The Literature*. Nastional Institute of Education. Nanyang Technology University. P 3

²⁰ Zheng, H. A Review of the Research on EFL Pre-Service Teachers' Belief and Practice. *The Journal of Cambridge Studies*, vol 4 (University of Cambirige, 2009), 74. Browsed on www.journal.acs-cam.org.uk at April,

²¹ Gurbuzturk, O. Student-Teachers' Belief about Teaching and Their Sense of Self-efficacy: A Descriptive and Comparative Analysis. *Journal of the Faculty of Education Volume 10*. (Inonu University.2010) Browsed on <http://jamiesmithportfolio.com/EDTE800/wp-content/Self-Efficacy/Gurbuzturk> at April, 01 2014

teachers held two main beliefs: a contemporary-constructivist orientation and a traditional transmission.²² Both of beliefs are completely different approach. Further, these teaching approaches will influence on their practice. However, behind all of these specific teaching practice and beliefs about teaching are 2 overarching approaches to teaching that different and somewhat incompatible models of good pedagogy:²³

- a. Traditional Transmission instruction is based one theory of learning suggests that students to learn facts, concepts, and understandings by absorbing the content of their teacher's explanations or by reading explanations from a text and answering related questions. Skills (procedural knowledge) are mastered through guided and repetitive practice of each skill in sequence, in a systematic and highly prescribed fashion, and done largely independent of complex applications in which those skills might play same role.
- b. Constructivist Instruction is based on a theory of learning that suggests that understanding arises only through prolonged engagement of the learner in relating new ideas and explanations to the learner's own prior beliefs. A corollary of that assertion is that the capacity to employ procedural knowledge (skills) comes only from experience in working

²² Ravutz J & Becker H. Constructivist-Compatible Belief and Practise among U.S Teacher. *The Journal of Center for Research on Information Technology and Organization*. (University of California.Irvine:2000)

²³ Ravutz J & Becker H. Constructivist-Compatible Belief and Practise among U.S Teacher, 3

with concrete problems that provide experience in deciding how and when to call upon each of a diverse set of skills.

It means that how teachers' conduct their teaching is rated like their beliefs. Not always one of that is the wrong or ineffective teaching. The same context, discussing about both of approaches, above is a comparative list of principles characterizing constructivist and traditional teacher beliefs.²⁴

Table 2.1

A Comparison of Traditional and Constructivist Teachers' Beliefs.

Traditional teacher's beliefs	Constructivist teacher's belief
Main aim is to transmit knowledge and make students memorize thing (rote learning)	Main aims is to develop critical thinking, creative thinking, and problem solving skill in students
Content is determining by teacher and different content areas are taught separately	Students' idea are taken into consideration in selecting the content. Lesson contents are intergrated with each other and with the real life
Teaching profession is mainly a technical job.	Teaching profession is an intellectual and ethical effort which helps students perceive the world surrounding them

²⁴ Gurbuzturk, O. *Student Teachers' Belief about Teaching and Their Sense of Self-efficacy: A Descriptive and Comparative Analysis*. *Journal of the Faculty of Education Volume 10*. (Inonu University. Inonu:2009) Browsed on <http://jamiesmithportfolio.com/EDTE800/wp-content/Self-Efficacy/Gurbuzturk> at April, 01 2014

	by improving their skills to make critical interpretations about different points of views.
Learning is a result of development	Development is learning itself.
Teacher is responsible for dividing the absolutely correct knowledge into meaningful units and transmitting these units to the students effectively.	Teacher is responsible to facilitate students' learning. She is not only interested in what students learn, but also in how they learn. She enables them become autonomous learners.
Teacher knows everything, but students know a little. Teacher knows the best for the students.	Teacher allows the students to evaluate their own progress. Teachers are open to learn new things from their students.
Students do not actively get involved in lessons	Students are encouraged to become aware of their capacity to construct the reality, make decisions, and express their ideas and feelings.
Measurement and evaluation is done with the main focus on the product (output) using classical methods.	Measurement and evaluation mainly focuses on improving the process using formative achievement tests, observation forms, activity reports, project and performance tasks, concept

	maps and self-evaluation forms, peer evaluation forms etc.
Parents do not involve in their children's education sufficiently.	Parents are active partners of teachers both in and out of the school.

E. Review of Previous Studies

There are several similar studies about pre-service teachers' beliefs about teaching. The first are from Oguz Gurbuzturk entitle "Student teachers' beliefs about teaching and their sense of self-efficacy: A descriptive and comparative analysis. The researcher found that he have moderate level of professional self-efficacy beliefs, students from such departments as Physical Education, Music Education, Art Teaching and Class Teaching were superior over future ELT, Science and Elementary Maths teachers in terms of believing in their teaching efficacy. On the other hand, especially two departments with

the highest self-efficacy levels, Physical Education and Music Education, were proved to have more traditional teacher beliefs. More paradoxically, the ELT students with rather low self-efficacy beliefs in general and poor classroom management and instructional strategy use self-efficacy beliefs in particular were found to have considerably higher constructivist beliefs despite their lower traditional teacher beliefs.²⁵

The second is written from C. Min Yook entitle Korean Teachers' Beliefs about English Language Education and their Impacts upon the Ministry of Education-Initiated Reforms. He conclude that Korean EFL teachers need to reflect upon their beliefs about English language education, their teaching practices, and their perceptions of the MOE-initiated reforms, and see whether there are any gaps, mismatches, or self-justifications.²⁶

The third from Boz,N entitle Pre-service mathematics teachers' belief about Mathematics teaching. He concluded that most of the participants in the study held non-traditional beliefs about mathematics teaching. This finding has several implications for teacher education.²⁷

²⁵ Gurbuzturk, O. *Student Teachers' Belief about Teaching and Their Sense of Self-efficacy: A Descriptive and Comparative Analysis*. *Journal of the Faculty of Education Volume 10*. (Inonu University.Inonu:2009) Browsed on <http://jamiesmithportfolio.com/EDTE800/wp-content/Self-Efficacy/Gurbuzturk> at April, 01 2014

²⁶ 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

²⁷ Boz,N.Turkish Pre-Service Mathematics Teachers' Belief about Mathematics Teaching. *Australian Journal of Teacher Education Vol 33*.(Turki.2010) browsed on dx.doi.org/10.14221/ajte.2008v33n5 March, 14 2014

Next, From Sofia D. Cota Grijalva entitle Pre-Service Teachers' Beliefs about Language Teaching and Learning: A Longitudinal Study, Sanora University. She shares that the study was longitudinal and it tracked fourteen students for four semesters of the eight semester program. The aim was to identify pre-service teachers' beliefs about English language teaching and learning at different stages of instruction while they were taking the teaching practice courses in the program.

Also written by Mahes B Shinde and Tripi K entitle pre-service teachers' beliefs about teaching English to primary school children from Shivaji University. The results of this study reveal that primary school pre-service teachers in Indian context from MM and EM share a similar and consistent set of beliefs.²⁸

Other, taken by Marcos Abilio Ahapulo with the title Teacher and Learner belief and Expectations about English Language Teaching and Learning at A Mozambican University. The result of the study is showing that there is a need for creating an environment in which teachers' and learners' cultural background, beliefs and needs are considered so as to enable teachers

²⁸ Mahes B Shinde and Tripi K. Pre-service teachers' belief about Teaching English To Primary school Children. *International Journal Interaction Vol 5*.(Shivaji University.India.2012). browsed on www.e-iji.net at April, 01 2014

to teach effectively, as well as enabling learners to achieve positive learning outcomes.²⁹

Also taken from Nizam Boz entitle Turkish Pre-service Mathematics Teachers' beliefs about Mathematics Teaching. He found that from interviews of the participants he concluded some of Turkish pre-service mathematics teachers have belief about constructivist teaching. Almost of them have believe that constructivist approach is more effective than traditional approach.³⁰

Next, taken from Sofia D. Cota Grijalva and Elizabeth Ruiz-Esparza Barajas with the title Pre-service Teachers' beliefs about language Teaching and Learning: A longitudinal Study. The results highlight the finding that 40 percent of the beliefs changed while 60 percent remained the same. It can be hypothesized that the teaching preparation received in the program along with the Teaching Practice courses where the pre-service teachers experience and reflect on teaching, may have influenced the changes presented.

Other, the thesis from Kemal Sinan Ozmen entitle Exploring student Teachers' Beliefs about Language Learning and Teaching: A longitudinal Study. He concluded that the finding of her study revealed that a teacher education program based on a constructivist view of education might

²⁹ Abilio M (2013).Teacher and Learner beliefs and expectations about English Language Teaching and Learning at a Mozambican University. *Journal of AFRICAN focus* V 26.

³⁰ Boz,N. Turkish Pre-Service Mathematics Teachers' Belief about Mathematics Teaching. *Australian Journal of Teacher Education* Vol 33.(Turki.2010). browsed on dx.doi.org/10.14221/ajte.2008v33n5 March, 14 2014

have a significant impact on the belief development of pre-service student teachers.

From explanation above, some researchers have similar point about teachers beliefs. It is the same point with this thesis, the researcher also research the form of belief that have by pre-service teacher. But there is the differences, in this thesis the researchers do not compare between 2 case, teacher beliefs and classroom practice. The researcher only analyses the form of beliefs.