CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research, they were description of the beliefs about teaching held by pre-service teacher and the actual classroom practice in teaching by pre-service teacher. The further information will be discussed in this chapter.

A. Research Findings

Based on result of conducting questionnaire that given for pre-service teacher of English teacher education department, this study gave questionnaire and observation then obtained the following result.

1**. Beliefs about Teaching English Held by Pre-service English Teacher**

In this research there are two kinds of beliefs which are the focus problems of this research; they are constructivist beliefs and traditional beliefs. To analyze the questionnaire, the researcher uses Likert scale. There are 5 options of each statement.

Option:

Strongly agree = 5, Neutral = 3, Agree = 4, Disagree = 2

Strongly disagree = 1

Each respondent is analyzed one by one (see appendix 4.1). It used to know central tendency and standard deviation. Moreover, the researcher categorized and calculated each belief become 2 of the beliefs, they are

constructivist beliefs and traditional belief. In analyzing the data, the researcher has to categorize first before match both of it.

Table 4.1

The Form of Questionnaire

No	Teaching	item number	
		Constructivist	Traditional
1	Teachers' instructional approach	13,19,14	17,15,2
2	Teacher role	20,4,1	9,11,16
3	Student interaction among in the class	8,5,10	18,6,7
4	Teacher and student interaction in the class	24,12,3	22,23,21

From table above, it provided the form of questionnaire. There were 2 cases of problem that would be analyzing. They were side of constructivist belief and side of traditional belief. Both constructivist belief and side of traditional belief were different point when it applied in teaching. But in this study, the researcher gained the data by giving 1 of questionnaire based on pre-service teacher belief. There were not right answer and each statement depend on pre-service teachers' perception.

a. Constructivist beliefs

Table presented the percentage of constructivist belief in applying teaching. There were 4 term about teaching case. They are teachers' instructional approach, teacher role, students' interaction among the class, teacher and student interaction in the class.

Table 4.2

Result of Calculating Constructivist Belief

No	Statement	Calculation					Per cent age
		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Disagree (5)	
Teachers' instructional approach							
13	It is important to practice English in real-life-like situation			47%	47%	24%	93%
19	I believe that expanding on students' ideas is an effective way to build my lesson	5%	5%		43%	47%	
14	To include games into English instruction can facilitate student's learning		5%	14%	14%	47%	
Teacher Role							
20	It is important that teacher establishes classroom control before she/he becomes too friendly with students		9%	24%	43%	24%	97, 7%
4	I operate a democratic classroom because I believe it promotes social learning		9%	9%	43%	33%	
1	My primary role as teacher is to help	9%	19%	19%	33%	19%	

	students in become learner, not to teach particular content knowledge						
Interaction among student during class							
8	During discussion, I ask many open-ended questions and encourage students to ask question of each other	5%		14%	19%	61%	98,6%
5	I often create thematic unit based on students' interests and ideas		9%	24%	33%	33%	
10	I believe students' presentation always need to conduct students' participation		9%	28%	47%	14%	
Interaction between students' and teacher							
24	Class discussion are more effective teaching than explainer class			24%	42%	33%	99%
12	I prefer to cluster students' desks or use tables so they can work together			42%	38%	19%	
3	Both teacher or students have the same position or as co-manager of classroom procedures	5%	19%	28%	38%	9%	

Table 4.2 showed percentage of each item in questionnaire. The results came from calculating each item (see appendix). The information that was presented above shows the beliefs which emerged from the questionnaires applied to the students involved in teaching. Each belief was organized and placed under the category response which showed teacher instructional approach, teacher role, Interaction among student during class and Interaction between students' and teacher.

1) Teacher instructional approach

Table 4.3

Percentage of teacher instructional approach

No	Statements	1	2	3	4	5*
13	It is important to practice English in real-life-like situation			47%	47%	24%
19	I believe that expanding on students' ideas is an effective way to build my lesson	5%	5%		43%	47%
14	To include games into English instruction can facilitate student's learning		5%	14%	14%	47%

*item of beliefs

Analyzing the belief about teaching in term of teacher instructional approach, the first information above was the belief about "*It is important to practice English in real-life-like situation*". Pre-service English teachers had nothing strongly disagree about it, and it was the same with agreement

statement. It was shown that they have 0% about this belief. In the other hand, 47% of neutral item, it means that 47% from 100% of pre-service English teachers have no specific beliefs about this belief. It was also the same with agree item. 47% of pre-service English Teacher had the agreement and it means they have this beliefs. And for strongly agree, pre-service English Teachers have 24% of it. It means that they are strongly agreement.

The second was belief about "*I believe that expanding on students' ideas is an effective way to build my lesson*". From information there are the same point in item strongly disagreement and disagreement, pre-service teachers have 5% of this beliefs. It means that both strongly disagreement and disagreement are few believing by pre-service English Teacher. In contrast, 43% of pre-service English teacher believe it. It showed that they agreed and almost the same with item of strongly agree, it was about 47% of pre-service are strongly agreement. It was the highest score that hold by pre-service teacher.

Next, the belief about "*To include games into English instruction can facilitate student's learning.* From table above, pre-service English teacher had nothing strongly disagreement about this belief. It means that they really do not disagree. And for disagreement item was just 5% of them. It mentioned that they had lack of agreement of this belief. In contrast, there was 47% of pre-service teachers held this belief, it was very different with the disagreement

item. In strongly agreement item, they had almost half of respondent. It means that they have high agreement.

2) The teacher role

Table 4.4

Percentage of the teacher role

No	Statements	1	2	3	4	5*
20	It is important that teacher establishes classroom control before she/he becomes too friendly with students		9%	24%	43%	24%
4	I operate a democratic classroom because I believe it promotes social learning		9%	9%	43%	33%
1	My primary role as teacher is to help students in become learner, not to teach particular content knowledge	9%	19%	19%	33%	19%

*item of beliefs

Result of analyzing belief about teaching in term of the role of teacher, the belief about "*It is important that teacher establishes classroom control before she/he becomes too friendly with students*". The first was item of strongly disagreement have nothing. It means that pre-service teacher did not have the agreement of it, for item of disagreement was just 9%. In addition, item of neutral had 24% of them. 24% was not only for neutral item, but also 24% of strongly agreement. But the high score was in agreement item, it was

about 43%. It showed that pre-service teacher just have believe, they do not strongly agree with this statements.

Next was the belief about "*I operate a democratic classroom because I believe it promotes social learning*". In item of disagreement, there was 9% of pre-service English teacher that held this belief. They had the same score in term of neutral, it is 19% too. It means that neutral item was like in the middle of perception. But in agreement item the highest score was in item of agree, it is 43%. It means that they attend in this belief. Moreover for item strongly agreement, it was 33%. It showed that there are different perception between agree and strongly agree.

Other, the belief about "*My primary role as teacher is to help students in become learner, not to teach particular content knowledge*". There were no significant different between items of disagreement and neutral, they were the same; 19%. From item of strongly disagreement was just 9% of respondent. It means that pre-service English teacher have little belief with this statement. In contrast, there was high score of agreement about this statement. It was 33% of pre-service English teachers believe in this statement but they did not have strong agreement. So it could be stated that agreement not totally agree.

3) Interaction among student during class

Table 4.5

Percentage of interaction among student during class

no	Statements	1	2	3	4	5*
8	During discussion, I ask many open-ended questions and encourage students to ask question of each other	5%		14%	19%	61%
5	I often create thematic unit based on students' interests and ideas		9%	24%	33%	33%
10	I believe students' presentation always need to conduct students' participation		9%	28%	47%	14%

*item of belief

Table 4.4 shown belief about teaching in term of interaction among student during class, these belief were about "*During discussion, I ask many open-ended questions and encourage students to ask question of each other.* There were the high score of belief they were in item of strongly agree, it was 61%. It means that in this perception, pre-service teacher held strong in this perception. They had belief that statement was good belief to apply in teaching. In contrast, pre-service English teacher who had strong disagree was just 5%. It means that there totally significant in this beliefs.

Second was belief about "*I often create thematic unit based on students' interests and ideas*". This table above shown that there are the same

score between items of strongly agree and agree. They were 33%, mean that using thematic unit based on students' interest and idea were the better one of belief when it were applied in teaching practice. But in term of disagreement, there were just 9% of pre-service English teacher disagree with this belief. Also in item of neutral was 24% of pre-service English teacher, it means that they did not have clear beliefs.

Another, the belief about *"I believe students' presentation always need to conduct students' participation"*. In item of disagreement about this belief, pre-service teacher have low belief. It shown only 9% and nothing in item of strongly disagreement. It means that they do not agree with this perception. In other hand, there was high in believing this perception. There was 47% of pre-service teacher agree. For item of neutral is 28% of pre-service teachers had middle position.

4) Interaction between students' and teacher

Table 4.6

Percentage of interaction between students' and teacher

No	Statements	1	2	3	4	5*
24	Class discussions are more effective teaching than explainer class			24%	42%	33%
12	I prefer to cluster students' desks or use tables so they can work together			42%	38%	19%

3	Both teacher or students have the same position or as co-manager of classroom procedures	5%	19%	28%	38%	9%

*item of belief

Analyzing this belief about teach in term of interaction between students' and teacher, there were 3 of statements. The first was belief about "*Class discussions are more effective teaching than explainer class*". From table mentions that there was no respondent choose in item disagreement. It means that pre-service English teacher did not have the belief about this statement. It shown with nothing choices between strongly disagreement and disagreement. In contrast, pre-service teachers had significant belief, it was in agreement item. There was 42% of pre-service English teachers held in this statement. So it proved this statement was better one to apply in practice teaching.

Other, the belief about "*I prefer to cluster students' desks or use tables so they can work together*" it was like the previous statement, that none choose in item of disagreement. It means pre-service English teachers did not believe about this statement had good impact in teaching process. But in item of strongly agreement also have 19% of respondents, means that they are little bit believe about it. In the highest score is in neutral item, it is 42%. It means that in neutral answer are the appropriate for the respondent.

Next was belief about "*Both teacher or students have the same position or as co-manager of classroom procedures"*. In this statement, there were no significant answers. For example, in items of strongly disagreement and disagreement, there were 5% and 19%. So it proved that pre-service English teachers do not like about this statement. And in neutral item, there are 28% of pre-service English teachers and in agreement item is high score, 38% of pre-service English teacher. It means that they believe but just normal belief, not strongly agree. In strongly agreement is 9%.

b. Traditional beliefs

Table 4.7

Result of calculating traditional belief

No	Statement	Calculation					Percentage
		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Disagree (5)	
Teachers' instructional approach							
17	For assessment purpose, I am interested in what student do independently		23%	23%	33%	14%	85, 3%
15	I generally use the teacher's guide to lead class discussion of a story or texts.	5%	5%	47%	28%		
2	Following text book		57%	28%	9%	5%	

	is the most effective teaching approach						
Teacher Role							
9	It is better when the teacher-not the student decides what activities are to be done		47%	28%	23%	—	98%
11	Good explanation or idea is always from the teacher itself	9%	47%	28%	14%	—	
16	Teachers always drive the all the time in teaching process is appropriate for students' process	—	23%	47%	28%	—	
Interaction among student during class							
18	There is no discussion and sharing section on teaching process enable to control the class effectively	23%	57%	—	14%	—	75, 3%
6	My students spend the majority of their seatwork time working individually	14%	42%	14%	23%	—	
7	There are no interactions among students are comfortable from me	57%	57%	5%	5%	5%	
Interaction between students' and teacher							

22	Students sit and listen for long periods of time until they become restless and fidgety	33%	33%	19%	9%	5%	95, 3%
23	In English classroom, teacher should explain all the time and student should listen	23%	33%	19%	19%	–	
21	Students participate only with the teacher.	23%	52%	14%	9%		

Table 4.7 shown the general belief in traditional belief, this table presents the percentage of pre-service English teacher belief about traditional belief in teaching. Actually in teaching items, there were many kind of teaching. The same with previous table, in this study analyze 4 items of teaching beliefs. They were teacher instructional approach, teacher role, interaction among student during class and interaction between students' and teacher. The researcher analyzed each categorizations and explored little bit explanation before showing the differences between the previous table (table 4.2).

1) Teachers' instructional approach

Table 4.8

Percentage of teachers' instructional approach

No	Statments	1	2	3	4	5*
17	For assessment purpose, I am interested in what student do		23%	23%	33%	14%

	independently				
15	I generally use the teacher's guide to lead class discussion of a story or texts.	5%	5%	47%	28%	
2	Following text book is the most effective teaching approach		57%	28%	9%	5%

*item of belief

The first information came from the belief about teaching in item of teacher instructional approach. In table shown that there was no answer in item of strongly disagreement, but for neutral and disagreement there were the same percentage, they were 23% of pre-service teacher answer it. It means this statement was no significant answer, they have perception that neutral are the appropriate answer. In the other hand, there is the high score, 33% of pre-service English teacher believe this statement when they applied in teaching practice. 33% is shown that half of them choose this statement.

The second belief was about *"I generally use the teacher's guide to lead class discussion of a story or texts."*. In this statement, there were the same point of percentage, they were 5% of pre-service English teachers choose in item of strongly agreement and agreement. But in neutral item is the highest score, 47% of respondent answer it. It means that answer in middle or neutral

were appropriate, because they did not really disagree or agree. So they could apply or not, depend on the situation.

Another belief was about "*Following text book is the most effective teaching approach*". In this result of survey, there was high score in disagreement item, 57% of respondent. It means this statement did not believe for pre-service English teacher. They had perception that "following text book was the most effective teaching approach" were bad way in teaching. But in agreement item, also there was 27% of respondent answer it. The disagreement item was still the higher one then the agreement item.

2) Teacher role

Table 4.9

Percentage of teacher role

No	Statement	1	2	3	4	5*
9	It is better when the teacher-not the student decides what activities are to be done		47%	28%	23%	–
11	Good explanation or idea is always from the teacher itself	9%	47%	28%	14%	–
16	Teachers always drive the all the time in teaching process is appropriate for students' process	–	23%	47%	28%	–

*item of belief

Table 4.9 shown the belief about teaching in term of role of teacher, it found that the similar point between 3 of statement. It was in item of strongly agreement, pre-service English teachers have nothing answer for 3 of statement above. But there was the difference percentage in other items. The first was belief about statement "*It is better when the teacher-not the student decides what activities are to be done.* In this statement, the high score was in item of disagreement, there were 47% of pre-service English teacher answer it. It means that this statement do not believe by them. And in item of neutral, there is 28% of them choose it.

The second was statement about "*Good explanation or idea is always from the teacher itself*". In this statement is the same with previous statement, the high score is in disagreement item. It means pre-service teacher have the perception about this statement is not appropriate for the better one to teach. But in agreement, there are 14% of pre-service choose this statement. They have own perception about this statement whether good or bad to apply in teaching.

The next was belief about statement "*Teachers always drive the all the time in teaching process is appropriate for students' process*". In this statement, the high score is in neutral item, 47%. It means that pre-service teacher have perception about it, they probably think this statement can apply or not in teaching depend on condition.

3) Interaction among student during the class

Table 4.10

Percentage of interaction among student during the class

	1	2	3	4	5
There is no discussion and sharing section on teaching process enable to control the class effectively	23%	57%	–	14%	–
My students spend the majority of their seatwork time working individually	14%	42%	14%	23%	–
There are no interactions among students are comfortable from me	57%	57%	5%	5%	5%

In table 4.10 shows the different result. In this belief about teaching in term of interaction among student during the class, it has 3 of statement in traditional belief. the first is about statement *"There is no discussion and sharing section on teaching process enable to control the class effectively "*. There is totally different result of percentage. In item of agreement is just 14% of pre-service English teachers and for strongly agreement is nothing. It means that they have low belief about this statement. In contrast, the high score is in disagreement item. In disagreement item, there is 57% of pre-service English teachers do not believe in this statement. They have perception about this statement is not good to practice in teaching.

The second is about "*My students spend the majority of their seatwork time working individually*". In this statement, the high score is in disagreement item. Pre-service English teachers have 42% of disagreement in this statement. But in agreement item, there are 23% of pre-service English teachers choose this statement. They think that "spend the majority of their seatwork time working individually " is better one but it is just 23% of them.

The third is about "*There are no interactions among students are comfortable from me*". From information above, there have low answer for 3 of item. It is agreement; strongly agreement and neutral, each of them are 5%. In the other hand, in item of disagreement there is high score, 57% of pre-service English teachers answer and believe in this statement is not appropriate when they apply in teaching.

4) Interaction between students' and teacher

Table 4.11

Percentage of interaction between students' and teacher

	1	2	3	4	5
Students sit and listen for long periods of time until they become restless and fidgety	33%	33%	19%	9%	5%
In English classroom, teacher should explain all the time and student should listen	23%	33%	19%	19%	–
Students participate only with the teacher.	23%	52%	14%	9%	

From table above there are 3 statements of belief. Pre-service English teachers present the result of survey that done by researcher. The first is believing in statement about "*Students sit and listen for long periods of time until they become restless and fidgety*". In this statement, the high score is in disagreement item, it is 33%. It is the same with strongly disagreement item. The statement "Students sit and listen for long periods of time until they become restless and fidgety" is probably seem tricky for pre-service English teacher. That why, they choose to do not believe it to be their perception in teaching practice. Also it proves in agreement item, they have 5% of respondents choose it.

The second is about "*In English classroom, teacher should explain all the time and student should listen*". The high score is in disagreement item. It is 33% and 23% of pre-service English teachers. High in disagreement item prove that they think about this statement is good and will have good impact in their teaching. In contrast, 19% of pre-service English teachers agree with this statement. The low of agreement prove them which this statement is not appropriate one.

The third is about "*Students participate only with the teacher*". In this statement, there is significant different between agreement item and disagreement item. For agreement item, pre-service English teachers have just 9% . It means that they have perception that the statement is not to be good in

applying. But for disagreement item, there high score which is 52% of pre-service teacher choose it.

   c. Classification of belief

Table 4.12

Classifications of Belief

Belief about	Constructivist belief	Traditional Belief
	%	%
Teachers' Instructional Approach	93	85,3
Teacher Role	97,7	98
Student Interaction among in the class	98,6	75,3
Teacher and Students interaction in the class	99	95,3
Total Percentage	388.3	354.1

      Table 4.12 shown that the result in analyzing all the aspects of teaching. It shows the differences between Constructivist belief and Traditional belief. Each of teaching items has mention on table above. The first is about Teachers' Instructional Approach. In constructivist belief, there is 93% of Pre-Service English teachers held this teaching belief by using "Teacher Instructional Approach". In contrast, 85,3% of pre-service English teachers held Traditional belief in using "Teacher Instructional Approach" when they apply in teaching. There are the differences of result between 2 of beliefs. They are 93% and 85,3%.

The second are about teacher role in teaching practice. The result of analyzing the data, there are little bit different. 97,7% of pre-service teachers believe in Constructivist belief as the role of teaching when they teach. They have perception 97,7% of it. In the other hand, 98% of pre-service teacher believes about role of teacher in traditional belief. Role of teacher in traditional belief is the higher one then role of teacher in constructivist belief. it means that pre-service teacher held belief about traditional belief when they act as the teacher in class.

Other was about "Student Interaction among in the class". From information above, Constructivist belief in teaching about Student Interaction among in the class is about 98,6% of pre-service teacher held this perception. From the result, they think of student interaction among in the class when they teach used to Constructivist belief. pre-service teachers hold this belief are appropriate one. But there are 75,3% of pre-service teachers believe in traditional belief when they apply Student Interaction among in the class. Pre-service teachers think that traditional belief is not better one. It shows from the result of the data. In term of Constructivist belief in teaching about student interaction among in the class the higher than Traditional belief in teaching about student interaction.

The last is belief in teaching about "Teacher and Students interaction", there is 99% of pre-service teachers believe in Constructivist belief when they apply in teaching about teacher and students interaction in the class.

Constructivist belief in applying teacher and student interaction has high score when it compare with traditional belief. In Traditional belief, there is 95,3% of pre-service teachers held this belief. 95,3% of respondents seem the low score when it compares with constructivist belief.

After analyzing the percentage of each respondent, the next step calculates Likert scale in Statistic descriptive. There are mean, modus, standard deviation, and standard error means. All of the process is done by SPSS. The result of analyzing is in table below.

Table 4.13
The Result of Analysis Statistic Descriptive

Group Statistics

Coding	N	Mean	Modus	Std. Deviation	Std. Error Mean
DATA Traditional	21	31.9091	2	6.77467	1.44436
Constructivist	21	46.2000	4	5.59699	1.25153

Table above shows the result of analyzing using Statistic Descriptive in SPSS. From code Traditional has mean of the data is 31.9091 and modus in Traditional belief is the answer number 2, mean disagree. For result of calculating Standard Deviation is 6.77467. In the other hand, from code Constructivist has mean of the data is 46.2000 and modus in Constructivist is the answer number 4, mean agree. For the result of calculating

is Standard Deviation in 5.59699. From table above known that there are significant different between two beliefs.

From the result of analyzing both the belief, presented the graphic that show the choices between Traditional and Constructivist.

The graphic between traditional and constructivist belief
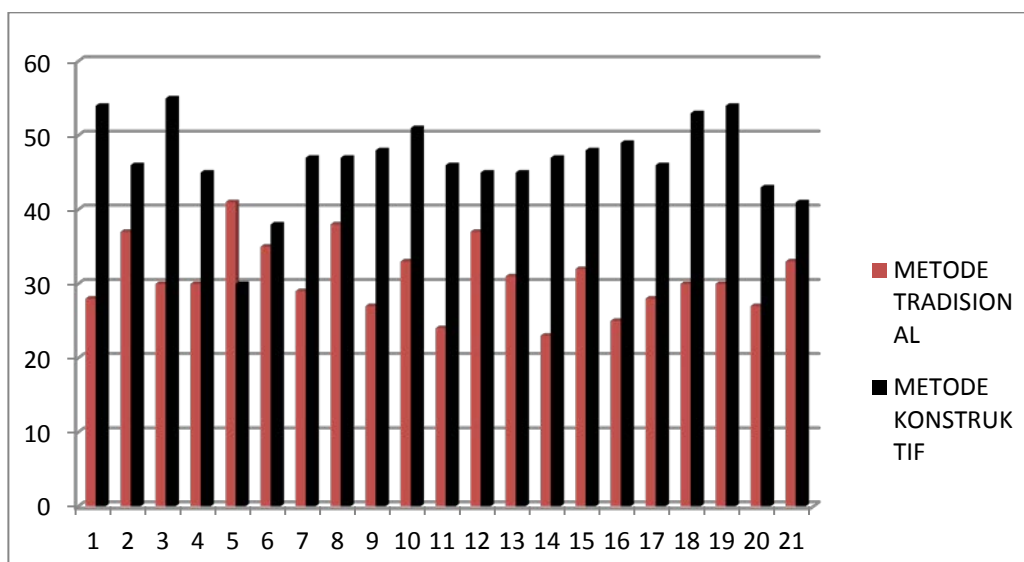
From graphic above present that Constructivist belief has higher point than Traditional. In blue one, there are 20 of pre-service teachers has the belief in Constructivist belief but just one of pre-service has the belief in Traditional belief. To examine which ones the beliefs that more believe, it is better use to T-test (see Appendix)

2. Pre-Service English Teacher Actual Classroom Practice in Teaching

In this analysis, the researcher serves the result of data conducting by observation. The researcher gives overall the result of observation check-list

first before giving further explanation. In this data the researcher analyzes each

class to get the conclusion from them after that make the calculation and

conclusion for analyzing class.

In each item of check-list has 2,75% when pre-service teacher show

"yes" observation and 0 for "no" observation so it find 33%. And for 1 student

in each class has score 33%, so the sum 3 of students are 99%. It is cannot

100% because there are comma in each number of check-list.

Table 4.14
Observation in A class of micro-teaching program

A Class						
No	Statements	Student 1		Student 2		Student 3	
		Yes	No	Yes	No	Yes	No
Teachers' instructional approach							
1	teachers use the varieties activities to conduct active learning		✓		✓		✓
2	Students are more active than the teacher in teaching process		✓		✓		✓
3	Teachers decorate classroom with poster, pictures or teaching charts	✓		✓		✓	
The Role of the teacher							
4	teachers give the time for students to express their idea or opinion	✓		✓			✓
5	the purpose and the activities of learning process in the class are discussed together between teacher and student		✓		✓		✓
6	Students initiate an activity without a direct prompt from the teacher		✓		✓	✓	
Student interaction among the class							
7	teachers use volunteer for his/her activities	✓		✓		✓	

No	Statements	Yes	No	Yes	No	Yes	No
8	students participate in a conversation with a peer		✓			✓	✓	
9	Having students work in small group and cooperate with each other		✓			✓	✓	
Teacher and student interaction in the class								
10	teacher uses communicative game to conduct active learning		✓			✓	✓	
11	Using inquiry method (having students ask question, investigate a topic and use a variety resource to find solution and answers)		✓	✓			✓	
12	Scaffolding students learning (giving students feedback and guidance that help to find a solution to a problem.		✓	✓			✓	

In table 4.14, the first analysis is student 1. Student 1in A class has score 8,75% from 33%. And for next is student 2 has 11% from 33%. And for student 3 has 22% from 33%. 8,75%, 11% and 22% are the score of constructivist belief. When students have high score in constructivist belief it proves that they have good practicing to teach in their class. And total of teaching practice in constructivist at **Class A was 41,75% from 99%**

Table 4.15

Observation in B class of micro-teaching program

B Class							
No	Statements	Student 1		Student 2		Student 3	
		Yes	No	Yes	No	Yes	No
Teachers' instructional approach							
1	teachers use the varieties activities to conduct active learning		✓	✓		✓	
2	Students are more active than the teacher in teaching process		✓		✓		✓
3	Teachers decorate classroom with poster,	✓		✓			✓

	pictures or teaching charts						
The Role of the teacher							
4	teachers give the time for students to express their idea or opinion	✓		✓		✓	
5	the purpose and the activities of learning process in the class are discussed together between teacher and student		✓		✓		✓
6	Students initiate an activity without a direct prompt from the teacher		✓		✓		✓
Student interaction among the class							
7	teachers use volunteer for his/her activities	✓		✓		✓	
8	students participate in a conversation with a peer		✓		✓		✓
9	Having students work in small group and cooperate with each other	✓		✓		✓	
Teacher and student interaction in the class							
10	teacher uses communicative game to conduct active learning		✓	✓		✓	
11	Using inquiry method (having students ask question, investigate a topic and use a variety resource to find solution and answers)		✓	✓		✓	
12	Scaffolding students learning (giving students feedback and guidance that help to find a solution to a problem.		✓		✓	✓	

Information from table 4.15 presents the result in observing

constructivist belief when pre-service teachers practice in teaching. There are 3

of student that observe about their practice. The first is student 1, she/he has 4 of "yes" points, it means he/she has 4 of points in applying constructivist belief. he/she has 11% in applying constructivist belief when she/he teach. The second is student 2, he/she has 7 of points, so he/she has 19,25% in practicing Constructivist belief in their teaching. The third is student 3, she/he has 7 of "yes" points about her/his practice in teaching, means that she/he has 19,25% in practicing Constructivist belief.

From explanation above, 3 of students in B class have the total of result in applying constructivist belief are **49,5 % from 99%.**

Table 4.16

Observation in C class of micro-teaching program

C Class		Student 1		Student 2		Student 3	
No	Statements	Yes	No	Yes	No	Yes	No
Teachers' instructional approach							
1	teachers use the varieties activities to conduct active learning		✓		✓	✓	
2	Students are more active than the teacher in teaching process		✓		✓		✓
3	Teachers decorate classroom with poster, pictures or teaching charts	✓		✓			✓
The Role of the teacher							
4	teachers give the time for students to express their idea or opinion	✓			✓		✓
5	the purpose and the activities of learning process in the class are discussed together between teacher and student		✓		✓		✓
6	Students initiate an activity without a direct prompt from the teacher		✓		✓		✓
Student interaction among the class							

7	teachers use volunteer for his/her activities	✓		✓			✓
8	students participate in a conversation with a peer	✓			✓		✓
9	Having students work in small group and cooperate with each other	✓			✓		✓
Teacher and student interaction in the class							
10	teacher uses communicative game to conduct active learning		✓		✓	✓	
11	Using inquiry method (having students ask question, investigate a topic and use a variety resource to find solution and answers)		✓		✓		✓
12	Scaffolding students learning (giving students feedback and guidance that help to find a solution to a problem.		✓		✓		✓

Information from table 4.16 shown the result in observing pre-service teachers when they practice in teaching. The first was coming from student 1, they had 13,75% of applying in practice teaching. And the next was 5,5% of student 2 apply in teaching use constructivist belief.

The third was about student 3, they had the same point with student 2, 5,5%. They practiced using constructivist belief. Each student has difference point when they apply using constructivist belief. So, for 3 of students in C class in practicing constructivist belief were **24.75% from 99%.**

Table 4.17

Observation in D class of micro-teaching program

D Class							
No	Statements	Student 1		Student 2		Student 3	
		Yes	No	Yes	No	Yes	No
Teachers' instructional approach							
1	teachers use the varieties activities to conduct active learning	✓		✓		✓	
2	Students are more active than the teacher in teaching process		✓	✓			✓
3	Teachers decorate classroom with poster, pictures or teaching charts	✓		✓		✓	
The Role of the teacher							
4	teachers give the time for students to express their idea or opinion	✓		✓		✓	
5	the purpose and the activities of learning process in the class are discussed together between teacher and student		✓		✓		✓
6	Students initiate an activity without a direct prompt from the teacher		✓		✓		✓
Student interaction among the class							
7	teachers use volunteer for his/her activities	✓		✓		✓	
8	students participate in a conversation with a peer	✓		✓			✓
9	Having students work in small group and cooperate with each other		✓	✓		✓	
Teacher and student interaction in the class							
10	teacher uses communicative game to conduct active learning	✓		✓		✓	

11	Using inquiry method (having students ask question, investigate a topic and use a variety resource to find solution and answers)		✓		✓		✓
12	Scaffolding students learning (giving students feedback and guidance that help to find a solution to a problem.		✓		✓		✓

In table 4.17 shows the information about the result in observing from pre-service teachers use Constructivist belief in practicing. In D class there are 3 of students who get opportunity to teach. The first respondent is student 1, she/he has 6 point in suing Constructivist belief. So she/he has 16.5% from 33% in practicing constructivist belief. And next is student 2, she/he has 8 points of applying constructivist belief. he/she has 22% from 33% in practicing Constructivist belief. The third is student 3, he/she has 6 point in applying constructivist belief, so he/she has 16,5% of point of teaching with constructivist belief.

From 3 of students above, the total of result in observing constructivist belief for pre-service teachers are **55% from 99%**

Table 4.18

Observation in E class of micro-teaching program

E Class						
No	Statements	Student 1		Student 2		Student 3	
		Yes	No	Yes	No	Yes	No
Teachers' instructional approach							
1	teachers use the varieties activities to conduct active learning	✓		✓		✓	
2	Students are more active than the teacher in teaching process		✓	✓		✓	
3	Teachers decorate classroom with poster, pictures or teaching charts	✓		✓		✓	
The Role of the teacher							
4	teachers give the time for students to express their idea or opinion	✓		✓			✓
5	the purpose and the activities of learning process in the class are discussed together between teacher and student		✓		✓		✓
6	Students initiate an activity without a direct prompt from the teacher	✓			✓		✓
Student interaction among the class							
7	teachers use volunteer for his/her activities	✓		✓		✓	
8	students participate in a conversation with a peer	✓		✓			✓
9	Having students work in small group and cooperate with each other	✓		✓		✓	
Teacher and student interaction in the class							
10	teacher uses communicative game to conduct active learning	✓		✓		✓	
11	Using inquiry method (having students ask question, investigate a topic and use a variety resource to find solution and answers)	✓		✓			✓
12	Scaffolding students learning (giving students feedback and guidance that help to find a solution to a problem.	✓		✓			✓

In table 4.18, it is the result of observing in B class. There are 3 of pre-service teacher that have different point in applying Constructivist belief. The first is student 1, he/she has 27,5% of applying Constructivist belief when he practice in teaching. He has 27,5% from 99% of percentage. And the second is the same 27,5% in applying Constructivist belief in teaching. He/she is student 2. He/she has the same point with the previous pre-service teacher.

Another for student 3, he/she has 16,5% of point in practice teaching about Constructivist belief. So total for E class in applying constructivist belief are **71,5% from 99%**

Table 4.19

Observation in F class of micro-teaching program

No	Statements	F Class					
		Student 1		Student 2		Student 3	
		Yes	No	Yes	No	Yes	No
Teachers' instructional approach							
1	teachers use the varieties activities to conduct active learning	✓		✓			✓
2	Students are more active than the teacher in teaching process	✓			✓	✓	
3	Teachers decorate classroom with poster, pictures or teaching charts	✓		✓			✓
The Role of the teacher							
4	teachers give the time for students to express their idea or opinion	✓			✓	✓	
5	the purpose and the activities of learning process in the class are discussed together between teacher and student		✓		✓		✓
6	Students initiate an activity without a direct prompt from the teacher	✓			✓	✓	
Student interaction among the class							

No	Statement						
7	teachers use volunteer for his/her activities	✓			✓	✓	
8	students participate in a conversation with a peer	✓			✓	✓	
9	Having students work in small group and cooperate with each other	✓			✓	✓	
Teacher and student interaction in the class							
10	teacher uses communicative game to conduct active learning	✓		✓			✓
11	Using inquiry method (having students ask question, investigate a topic and use a variety resource to find solution and answers)		✓	✓			✓
12	Scaffolding students learning (giving students feedback and guidance that help to find a solution to a problem.		✓	✓			✓

In table 4.19 show the information about the result of observation in F class. In this Class there are 3 of students that have different way in teaching. In this case, point *"yes"* means that using constructivist belief in their teaching. The first is student 1, he/she has 9 of "yes" point. So it mean she/he has 24,75% in applying Constructivist belief. For second student has 5 points. He/she has 13,75% in constructivist beliefs about her/his teaching. It means that he applies constructivist belief is about 13,75% from 33%. And the next is third student, he/she has 16,5% in applying constructivist belief.

From calculation above, there are 3 of students have different point in applying constructivist belief. and the total of result in F class were **55% from 99%**.

Table 4.20

Observation in G class of micro-teaching program

G Class							
No	Statements	Student 1		Student 2		Student 3	
		Yes	No	Yes	No	Yes	No
Teachers' instructional approach							
1	teachers use the varieties activities to conduct active learning		✓		✓		✓
2	Students are more active than the teacher in teaching process		✓		✓		✓
3	Teachers decorate classroom with poster, pictures or teaching charts	✓		✓		✓	
The Role of the teacher							
4	teachers give the time for students to express their idea or opinion		✓		✓	✓	
5	the purpose and the activities of learning process in the class are discussed together between teacher and student		✓		✓		✓
6	Students initiate an activity without a direct prompt from the teacher		✓		✓		✓
Student interaction among the class							
7	teachers use volunteer for his/her activities		✓		✓	✓	
8	students participate in a conversation with a peer	✓		✓			✓
9	Having students work in small group and cooperate with each other		✓		✓	✓	
Teacher and student interaction in the class							
10	teacher uses communicative game to conduct active learning	✓		✓			✓

11	Using inquiry method (having students ask question, investigate a topic and use a variety resource to find solution and answers)	✓		✓			✓
12	Scaffolding students learning (giving students feedback and guidance that help to find a solution to a problem.	✓		✓			✓

In table 4.20 gives information about pre-service teachers practice in teaching. There are 3 of students have opportunity practice in teaching. And it analyzes their constructivist beliefs if they have "yes" points. The first is student 1, she/he has 4 point. It means that she/he has 11% of constructivist beliefs in his teaching. For second student has 6 point of "yes", it means she has 13,75% in applying constructivist belief. The last is the third student, she has 4 of "yes" points. So he/she has 11% from 33%.

Analyzing the result above, the total of constructivist belief in applying at G class are **35,75% from 99%**

After analyzing the result of whole class, there are different points each class and each student. It is proved that there are 7 of classes have difference result when counting. From 7 of tables above explain the calculation micro-teaching class that done by pre-service teachers in applying Constructivist belief. To make clear and show the general points, it will be explore in next table.

Table 4.21

Percentage of constructivist belief in practice

Class	Student 1	Student 2	Student 3	Total %
A	8,75 %	11 %	22 %	41,75 %
B	11 %	19,25 %	19,25 %	49,5 %
C	13,75 %	5,5 %	5,5 %	49,5 %
D	16,5 %	22 %	16,5 %	55 %
E	27,5 %	27,5 %	5,5 %	71,5 %
F	24,75 %	13,75 %	16,5 %	55 %
G	11 %	13,75 %	11 %	35,75 %

Information from table 4.21, there are 7 of classes and each class has different point and different way in applying Constructivist belief in their teaching practice. In general, it has shown the result of calculating their teaching practice. From observing their teaching practice, knowing that practicing each student is different. In applying constructivist at A Class is 41,75 % from range of sum is 99%. It means that A class has 41,75% from 99%. And from next class, B class has higher point than A class. It is 49,5% in applying Constructivist in their teaching. Then, for the third class is the same with B class. 3 of student who observed has 49,5% in teaching by using Constructivist. For D class is about 55% in applying Constructivist in their teaching process. Other is for E class is the highest one in applying Constructivist belief in their teaching practice. E class has 71,5%. Next is about F class, it has 55% in applying Constructivist belief. The last is about 35,75%.

B. Discussion

After having analyzing the data in research finding, there are some cases that find in this researcher.

1. Beliefs about Teaching English Held by pre-Service English Teacher

There are some the fact that found in this study. The first is about the belief held by pre-service teachers. There are significant from the result of analysis. Four of focusing in terms of teaching, they are teachers' instructional approach, teacher role, student interaction among in the class and student and teacher interaction in the class. And what the belief they held are, whether Constructivist belief or Traditional belief. These are the problem that found in research finding.

According Kagan and Pajares mention teachers' beliefs have been discussed under a variety of headings[1] : opinion, attitudes, preconception, personal epistemologies, perspectives. There are teachers' beliefs come from. Each of pre-service teacher has different opinion about their own belief in teaching. So that way every item of teaching has the different result.

The first term of teaching is about teachers' instructional approach. Between Constructivist belief and Traditional belief has different result. Pre-service teachers has high choices in constructivist belief. They believe in applying constructivist belief are appropriate one to teach than believing

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[1] Sylvia C, Isabella W & Quek. *Pre-service Teachers' Beliesf, Attitudes, and Expectations: A Review of The Literature. Nastional Institude of Education (*Nanyang Technology University), 3

Traditional belief. Pre-service teacher believe for constructivist belief about 93% and for Traditional belief is about 85,3%. One of Constructivist principle is main aims is to develop critical thinking, creative thinking, and problem solving skill in students.[2] In this case, pre-service teacher believe that teachers' instructional approach have to the principle of constructivist belief and that why 93% of pre-service teacher is choice this belief for their teaching practice. In contrast, one of Traditional principle mentions that main aim is to transmit knowledge and make students memorize thing (rote learning).[3] In this focusing, there are cases why pre-service chooses disagreement in their questionnaire. For example belief is "*Following text book is the most effective teaching approach*". They believe if applying these beliefs have the effect in their teaching. So that why, pre-service teachers have 85,3%.

Next is about the belief in term of teacher role. Both Constructivist and Traditional belief have the different point. In Constructivist belief, pre-service teachers have 97,7% of percentage in believing it. They have high score in agreement of point about their role of teacher in constructivist belief. it is come from one of Constructivist principle, that is teacher is responsible to facilitate students' learning. She/he is not only interested in what students learn,

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[2] 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*

[3] Gurbuzturk, O. Student Teachers' Belief about Teaching and Their Sense of Self-efficacy.

but also in how they learn. She enables them become autonomous learners.[4] In the other hand, pre-service teachers believe in traditional belief about 98% of percentage. In finding research traditional is higher than constructivist belief, this case is just finding in teacher role about believing traditional belief. From that information, there are pre-service teacher that think of principle of traditional are appropriate to apply or there are other cases in believing constructivist. For example, pre-service teachers think that not all the constructivist can be applied in their class. And one of traditional principle is teacher is responsible for dividing the absolutely correct knowledge into meaningful units and transmitting these units to the students effectively.[5]

The third is in term of student interaction among in the class. In constructivist belief is about 98,6% of percentage in believe this belief. There are significant different of result in believing constructivist beliefs. The principle of constructivist mentions that students are encouraged to become aware of their capacity to construct the reality, make decisions, and express their ideas and feelings.[6] From information about it, that why almost of pre-service teachers believe about constructivist belief. In other hand, there are different results of traditional beliefs. It is 75,3% of percentage in believing it. Pre-service teacher have perception that traditional beliefs are not appropriate when they apply in their teaching practice.

[4] Gurbuzturk, O. Student Teachers' Belief about Teaching and Their Sense of Self-efficacy.
[5] Gurbuzturk, O. Student Teachers' Belief about Teaching and Their Sense of Self-efficacy.
[6] Gurbuzturk, O. Student Teachers' Belief about Teaching and Their Sense of Self-efficacy.

The last is about term of teacher and students interaction in the class. In believing constructivist belief, pre-service teachers have 99% of percentage. The principle of constructivist belief in term of teacher and students interaction in the class is the important and appropriate belief when they apply in their teaching practice. They have perception that teacher and students' interaction must build up from constructivist belief. In contrast, teacher and students' interaction using traditional belief have 95,3%. From that result, prove that constructivist is more believing than traditional belief.

From all information above, the total result in believing both beliefs are different. After analyzing and counting between constructivist belief and traditional belief, known that constructivist has total 388.3 and about traditional belief has 354.1. The conclusion that pre-service teachers have more believing in constructivist belief for teaching practice. They think or percept that constructivist beliefs the most appropriate one to apply in their teaching. .

2. Pre-Service English Teacher Actual Classroom Practice in Teaching

In table 4.21 shows the result of observation in using constructivist beliefs each class. From A until G class has different result in applying constructivist belief. After knowing the percentage of each class, the scale used to measure the score using constructivist belief.

Table 4.22

The scale in using constructivist belief

Class	Percentage	Scale
A	41,75 %	Moderate
B	49,5 %	Moderate
C	49,5 %	Moderate
D	55 %	Moderate
E	71,5 %	Moderate
F	55 %	Moderate
G	35,75 %	Moderate

From table 4.22 presents that A until G class has different point in applying constructivist belief. *"moderate"* means that frequency of using constructivist belief in teaching. It means that the total percentage of A until G class present the frequency each of students use constructivist belief. There are significant different in class E. E class has the highest score, it is 71,5 % and for G class has the lowest score, 35,75 %.

From the cases above may be cause the problem in teaching. Sometime it depend on the feedback from lecture, student itself, or preparation in teaching practice.

According to Kindsvatter, Willen, and Ishler state that there are the cause pre-service teachers belief. They are their own experience as language learner, experience of what works best, established practice or principles derived from an approach or method.[7]

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[7] Jack C. Richards. *Reflective Teaching in Second Language Classrooms (*City University.Cambriage University Press Hongkong. 1996), 30

From the theory above, that why each of class has different point in applying constructivist belief. In fact, constructivist approach is more applicable and more attractive approach when teachers apply in their teaching practice.