

CHAPTER I

INTRODUCTION

This study discussed the implementation of teacher beliefs when teaching and learning in the classroom. This chapter explained some fundamental aspects in this presented study such as background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and also the definition of the key terms.

1.1 Background of the Study

Studies on teacher beliefs attracted the researcher's attention as early as the mid1980s. The study of teacher beliefs has been widely discussed by many researchers in the world of education such as, (Beck, Czerniak, & Lumpe, 2000), Teacher beliefs and their influences on curriculum implementation (Cronin-Jones, 1991), Teacher beliefs and intentions regarding the implementation of science (Haney, Czerniak & Lumpe, 1996; Pajares, 1992) referred to the problem of defining beliefs as “at best a game of player’s choice”. Nonetheless, several works have emerged as influential in conceptualizing beliefs as a guiding construct for contemporary teacher beliefs research (Mansour, 2009). Among the most prominent scholarship cited in science education research are the works of Rokeach (1968) & Thomas Green, (1971) (Jan Nespors, 1987 & Frank Pajares, 1992) review of teacher belief research.

In addition, (Clark, 1988 & Eisenhart, 1988) demonstrates that teacher beliefs about the teaching and learning process play a significant role in determining the nature of teachers' purposes in the classroom and directly affect many aspects of their professional work, including lesson planning, assessment, and evaluation. Teacher beliefs are an essential part of the class because that is related to human behavior and process learning in the classroom (Ajzen, 1988; Fishbein & Ajzen, 1975).

Therefore, in the language learning process, an appropriate technique is needed such as teacher beliefs. Myles (2004) argues that the use of correct teacher beliefs in speaking can improve language proficiency. Teachers' beliefs are able to influence students' ability to speak, this is in line with the argument of (Richards & Lockhart, 2005) said that their beliefs come from their experience as language learners, their experience schooling, and their experience as teachers and of what works best.

Hence, from the argument above, teacher beliefs are the information the teacher holds about something which is true in teaching in the classroom. So, it will affect to behavior and action of the teacher when teaching and learning in the school (Luft & Roehrig, 2007). Prawat (1992) indicates that teachers are expected to play a crucial role in changing schools and classrooms. So, teacher beliefs have a significant influence on the way they prepare their classes, the kinds of decisions they make, and their general classroom practice more than their knowledge about it (Williams and Burden, 1997).

So it can be said that in Indonesia many researchers who researched teacher beliefs only focus on performing teacher beliefs in the speaking class. Meanwhile, other researchers still explored how students respond to the impact of applying teacher beliefs when carrying out the learning and teaching process in the classroom. Therefore, this presented study focused on how the teacher performs teacher beliefs in speaking class.

1.2 Scope of the Study

This study only focused on the implementation of teacher performs teacher beliefs at class B fourth semester of English education in IAIN Kendari.

1.3 Research Question

How the teacher performs teacher beliefs in speaking class ?

1.4 Purpose of Study

Based on the research questions, this present study aimed to explore and described how teacher applied teacher beliefs in class so could be made students more interested in learning in class, especially in English speaking at class B fourth semester of English education in IAIN Kendari.

1.5 Significances of the Study

This study provides some important insight into a number of aspects as in followings :

- a. Theoretical benefit
- b. The result of this study can be used as references for those who wants to do research analyzing the teacher beliefs on the development of student learning in speaking in English.
- c. Practical benefits

The result of this study could give positive impacts for all level academic society as in the following :

- For teacher

The purpose of this study was given the teacher's that whether the subject matter delivered can be accepted by students well. Also, The teacher would know various problems, experiences, and imagination of students that can be implemented in learning activities.

- For student

The benefits of this research would build students confidence so that students would be more cheerful and enjoy learning in the class. Other than that, the students would be more open-minded giving their ideas so the class would be more fun.

1.6 Definition of Key Term

- a. Teacher beliefs is a very good language teaching and learning method because it can have an impact on the curriculum, instruction planning, as well as the environment and students learning habits in the classroom.

- b. Speaking defined as the ability to convey ideas or information to others through an interaction between teacher and student or students and other students.

