

## **CHAPTER II**

### **LITERATUR REVIEW**

This chapter deals with the theoretical studies and previous studies that related to the present study. Theoretical studies discuss related theorist to this present study, while previous study discuss the implementation of that related theorist to prior studies.

#### **2.1 Theoretical Framework**

##### **2.1.1 Teacher Beliefs**

Teachers' beliefs about teaching strategies and methodologies about foreign language teaching and learning impact their classroom management, curriculum, and instruction planning, as well as the expectations of learners. In fact, teachers develop a personal understanding, beliefs, and expectations about the direction, mission, and planning by a few comprehensive factors and elements. These elements include teachers' beliefs professional development through training, as well as their teaching and learning styles (Dos Santos, 2018).

Johnson (1994) argues that teacher beliefs share three basic assumptions: (1) Teacher beliefs influence perception and judgment; (2) Teacher beliefs play a role in how information on teaching is translated into classroom practice; (3) Understanding teacher's beliefs is essential to improving teaching practiced and teacher education programs. So, the skills and abilities of teachers in managing

activities in the classroom are very much needed because Sometimes the purpose of understanding was coupled with the ambition of remedying the situation that “the practical wisdom of competent teachers remains a largely untapped source of insights for the improvement of teaching” (Feinman Nemser & Floden, 1986).

Other than that, teacher beliefs refer to the rational basis for what teachers do so that teachers carry out teaching in the classroom using actions according to student needs (Nespore, 1987). Shavelson and Stern (1981) suggest that what teachers do in the classroom is governed by what they believe and these beliefs often serve to act as a filter through which instructional judgments and decisions are made. Teacher beliefs provide a systematic justification process with which to plan, assess, judge, decide, accept, deny or act.

Teacher beliefs can influence the way teachers decide on their teaching (Woods, 1996). Teacher beliefs affect not only their teaching but also filter new input, suggesting significant implications for the implementation of educational innovations and teacher development (Mohamed, 2006). They also form a structured set of principles that are derived from school practices, a teacher’s prior experiences, and a teacher’s individual personality. Therefore, there is a growing realization of the need to understand the underlying belief systems of language teachers and the impact these have on their classroom practice (Borg, 2003).

In second language teaching, Teacher beliefs have been examined to see how personal beliefs and knowledge of the pedagogical systems of teaching have informed the instructional practices and decisions of teachers of English as

a second language (Burns, 1992 & Golombek, 1998). Therefore, teacher beliefs are more about instructional behaviors and attitudes, rather than their research knowledge. Further, (Pajares, 1992) advocates that teacher beliefs should not only be conceptualized differently, distinguishing them from the concept of knowledge but should also be the focus of educational research on its own.

So, teacher beliefs are significant ideas in comprehending teachers thought processes, teaching methods, and learning teaching (Zheng, 2009). Hence, teacher beliefs show a large number of knowledge and teachers understand their world by shaping a complicated system of personal and professional knowledge (Clark & Peterson, 1986).

### **2.1.2 Source of Teacher Beliefs**

Teacher beliefs are a description of an experience that has been socially structured and becomes a mental experience construction that is inherent in each individual and applies effectively in a long-standing commitment. Teacher beliefs it's a simple conclusion part of something that people agree or do, so teacher beliefs can become a perception that can be considered as a treatment or a habit that is carried out by teachers when teaching in the classroom. Gaith in Khader, F. R. (2012) said that teachers' belief is the entire genesis of a variety of issues relevant to belief on teaching and learning practices, curricula and technical education in general, and the development of a philosophy of education that affects pedagogical goals and values.

Teachers' beliefs originate from four sources. They are content knowledge, educational materials, formal teacher education, and experience (Shulman, 1987). Mansour (2008) expressed that teachers teaching beliefs concerning their roles, learner roles, the goals of science, and their teaching methods were formed by personal religious beliefs obtained from the principles existing in religion. Besides, teachers' religious beliefs worked as a schema that affected their perception of their understanding of teacher beliefs. Richards and Lockhart (1994), past experience in learning or teaching is not the sole source of beliefs. Some other sources are involved in forming beliefs. They are established practice, teachers' personality factors, educational principles, research-based evidence, and principles originating from a method.

Therefore, (Kindsvatter, Willen & Ishler, 1988, in Abdi, H & Asadi, B, 2015) provide an understanding that the source of teacher beliefs consists of five points. First, teachers' experience as language learners. It means that every teacher must have an experience while still a student, and every individual must understand how they contribute to building a belief that can make them believe the way they do when carrying out the teaching and learning process in language classes.

Second, is the experience of teaching. teaching experience has certainly become the main belief in the teaching process in the classroom so that with this experience a method will be created in teaching in the classroom and monitoring the progress of the methods given to students so that know the level of needs and abilities of students in learning languages in the classroom.

Third, the teacher's personality. some teachers have their own preferences or ways of choosing the appropriate method to be applied to each student. so that in choosing teaching methods, especially teaching languages, teachers must use teacher teaching methods that are in accordance with the needed of these students so that there is a harmonious interaction between teacher and students when carrying out the teaching and learning process in the classroom.

Fourth, experience from school, government, and society. in school, instruction or communities, certain teaching methods are preferred by students. in addition, methods or approaches that lead to the community or school systems may be most effectively used when conducting classroom teaching. So that by adapting teaching methods to the needs of students will make the atmosphere in the classroom more lively.

Fifth, education-based or research-based principles. every teacher must have their own principles in teaching in the classroom. Therefore, to apply a can gain their confidence in the principles of learning second language research, education, or even schools of mind such as psychology.

Zhou Guotao and Liu Xiaoming (1997) and Li (2012) expressed that teachers' beliefs are shaped during their teaching processes and indicate the teachers' subjective knowledge of the educational phenomena, particularly towards their own teaching abilities and their learners. According to Xin Tao and Shen Juliang (1999) and Li (2012), the sources of teachers' beliefs are the result of social history and culture. Li (2012) emphasized that beliefs originate from teachers' experiences.

Each teacher has various self-construction in carrying out classroom teaching. Social psychologists state that socio-culture is also a factor that has a very large influence on teachers' understanding of teacher beliefs. Therefore, teacher beliefs as long as the teacher is willing to accept the culture that has existed for a long time the goals of long the teacher beliefs can be formed perfectly. Subramanian (1996) declared that some beliefs are taken from culture. Some are formed by experiences adjusted by culture. Persons have almost identical experiences as a child, as a member of a family, and as a parent or teachers. Therefore, the experiences of teachers form their beliefs about learners and curriculum development.

Richardson (1996), explained that teacher beliefs have three main sources personal experience, experience with instruction, and experience with formal knowledge. Kukari (2004) demonstrated that there is a relation between cultural and religious practices of teaching and learning. These practices define the understanding of teaching and learning that teachers hold before becoming learners of teaching. Teacher beliefs and understandings affect both the theoretical constituents of teacher training and the teaching behaviors during the experience (Goodman, 1988).

### **2.1.3 The Characterstics of Teacher Beliefs**

The use of correct language learning methods in the classroom is very important to support the achievement of a learning goal. Samuelowicz & Bain, (2001); Chai & Teo (2009) cited that Although teacher's beliefs have many

characteristics, the literature section only focuses on two main characteristics such as

- a. Teaching as a process of knowledge transmission.
- b. Teaching as a process of knowledge construction.

The transmission view discusses the teacher's tendency to conduct didactic teaching, in a passive role. In this teaching view, the teacher is the source of knowledge and authority, identifies objectives, the pace of teaching, and methodology, and is also known as a form of traditional teaching. In addition, teaching uses the construction view as a form of student awareness in an effort to understand the intellectual abilities of students themselves and understand the role of the teacher as a facilitator in the learning and teaching process in the classroom. Generally, this theory is a combination of traditional views and teaching methods using constructions.

Teachers' beliefs show a large number of knowledge and teachers understand their world by shaping a complicated system of personal and professional knowledge (Clark & Peterson, 1986). A lot of knowledge from a proper teacher and is considered a belief in teaching in the classroom. As teacher experiences in the profession enhance, this knowledge also develops more and forms a highly personalized belief system that limits the teachers' understanding, judgment, and behavior (Kagan, 1992).

An important source of a teacher's practice is the belief system. This belief consists of information, views, values, anticipations, theories, and thoughts about teaching and learning that are made by teachers from time to time and

apply them when carrying out the teaching and learning process in the classroom. Abdi and Asadi (2015), teachers' belief systems are divided into core and peripheral beliefs. Burns (1992) stated that there are six things that can affect the existence of teacher beliefs when applied by teachers in the classroom, these beliefs are pertinent to the nature of language as it is :

- a. Related to beginning language learning,
- b. The relationship between written and spoken language in beginning language learning.
- c. The nature of beginning language learning and the strategies related to language learning learners and their ability to learn English.
- d. The nature of the language classroom and the teachers role in it.

Phipps and Borg (2009) expressed that teachers' beliefs about teaching and learning are affected by their own experiences as learners and are established when they go to university, act as a filter through which teachers explain new information, exert a deep effect on teachers' instructional practices, are, not always indicated in what they do in the classroom, have a great impact on their teaching decisions, and greatly affect what and how they learn during language teaching education.

Bryan (2012) stated that research over the past three decades had resulted in a set of assumptions about the nature of teacher beliefs that are widely accepted. These include :

- a. Beliefs are far more influential than academic knowledge in framing, analyzing and solving problems, and making teaching decisions.

- b. Some beliefs are more strongly held than others, resulting in “core” and “peripheral” beliefs, an individual’s core beliefs may be more resistant to change.
- c. Beliefs do not exist independently of one another, but are arranged in an ecology, or an “internal architecture” of systems that have psychological importance to the individual.
- d. Individuals may have competing belief sets about the same topic.
- e. When one belief is changed, it is likely to affect other beliefs throughout the system.
- f. Some scholars posit that belief systems occur in “nests” or sets of beliefs, including core and peripheral beliefs about various principles that are linked or grouped together.

#### **2.1.4 The Role of Teacher Beliefs**

The role of teacher's beliefs has a very significant role in the implementation of the learning curriculum and this cannot be ignored in the teaching and learning process in the classroom. It can be seen from the teacher's response in looking at the world and the condition when carrying out the teaching and learning process in the classroom must negotiate every day. Randy Yerrick (1997) asserted that these external conditions may influence teachers to the point that they simply resist thinking about content and teaching in any other way. Even when teachers hold private, such conditions often become the mediating factor in teachers' decision-making.

Teachers have a very important role in the success of learning in the class. What they do in class is very influential on student success. Things that affect what teachers do in the classroom are teachers' beliefs. They are very important for understanding and improving the educational process. Richard and Lockhart (1994), stated that the role of teachers in teaching-learning is as facilitators, classroom managers, assessors as motivators, and as planners.

Teacher beliefs play a very important role in classroom practices. Fauziati, (2015) stated that teacher beliefs are very important for understanding and improving the educational process. teacher beliefs play a very important role in classroom practices and in the professional growth of teachers and guide teachers to adopt their teaching strategies for coping with their daily language teaching challenges so can shape learners learning environment, their motivation, and their learning achievement. Other than that, teacher beliefs influence goals, procedures, materials, classroom interaction patterns, roles, students, and the school they work in.

Teacher beliefs have a very important role in the field of education because all actions taken by the teacher in the classroom are able to influence student beliefs and behavior in language learning so teachers play an important role in learning a language in the classroom. Teacher beliefs are very difficult to define and evaluate but what is for sure is that they do influence what is done in class and they tend to be culturally bound, to be formed early in life, and to be resistant to change (Williams & Burden, 1997). So, teacher beliefs are the most suitable method for learning a language in the classroom.

Teacher beliefs are integral discussions to make sure the quality of education. Kocaman and Cansiz (2012) stated that teachers' beliefs are considered to greatly influence teaching practice. Furthermore, Johnson (1994) confirms that teachers' beliefs can help teachers' strategies for coping with challenges in their teaching process and how they shape students' learning environment. Liao (2007) conveyed that understanding the importance of teacher beliefs and practices are:

- a. To inform researchers and teacher trainers about how teachers implement their teaching in the classroom.
- b. To understand how teachers conceptualize their approach and work.
- c. To understand teacher professional development.
- d. To look at the quality education served by the teachers.
- e. To find the factors that are responsible for shaping the beliefs.
- f. To provide appropriate teacher education programs.
- g. To assist teachers to make sense of the complex and multidimensional nature of classroom life, to identify goals, and to shape their evolving perceptions of themselves as teacher.

The success of teachers' teaching methods depends on teachers' beliefs. Richards and Lockhart in Fauziati (2015), the teacher beliefs system is founded on the goals and values teachers hold on the content and process of teaching, and their understanding of the systems in which they work within it. These beliefs and values serve as underlying principles of the teachers' decision-making and action, hence called teaching culture.

The beliefs that teachers hold influence their thoughts and their instructional decisions (Woolfolk Hoy & Davis, 2009). In turn, instructional decisions that teachers make influence the learning experiences they plan for students and hence students opportunity to learn. Furthermore, some studies have shown that teachers may make differential instructional decisions depending on their gender and their teaching experience (Ross, 1998). Teacher beliefs become an element in the classroom because teacher beliefs factors have all been shown to potentially influence the learning outcomes of students.

In addition, teacher beliefs are thought to make up an important part of the prior knowledge through which teachers perceive, process, and act upon information in the classroom (Clark & Peterson, 1986; Munbly, 1982). The importance of understanding teacher beliefs can be seen in the way people interpret the reality that is constructed, cognitive abilities, beliefs, and the teaching system applied in the classroom are shaped by beliefs, attitudes, and human values. Teacher beliefs concept is particularly complex, which is not directly observable, therefore not easy to measure (Pajares, 1992).

Moreover, exploring teacher beliefs is essential to improving teachers' professional development and teaching practice (Pajares, 1992). It's the same with the argument of (Kagan, 1992) concludes that the study of teacher beliefs is central to educational practice as these are the clearest measure of a teacher's professional growth. So, teacher beliefs are a method that must be understood by a teacher to understand the importance of teacher beliefs, it will make it easier for teachers to design learning plans based on the thoughts and principles of

teacher beliefs. Li (2012) argues that teacher beliefs have a key role in language teaching.

Therefore, although certain components of the teacher beliefs structures facilitated implementation, on the whole, the teachers significantly altered the curriculum to be more congruous with their existing belief structures, which were incongruous with the underlying philosophy of the intended curriculum.

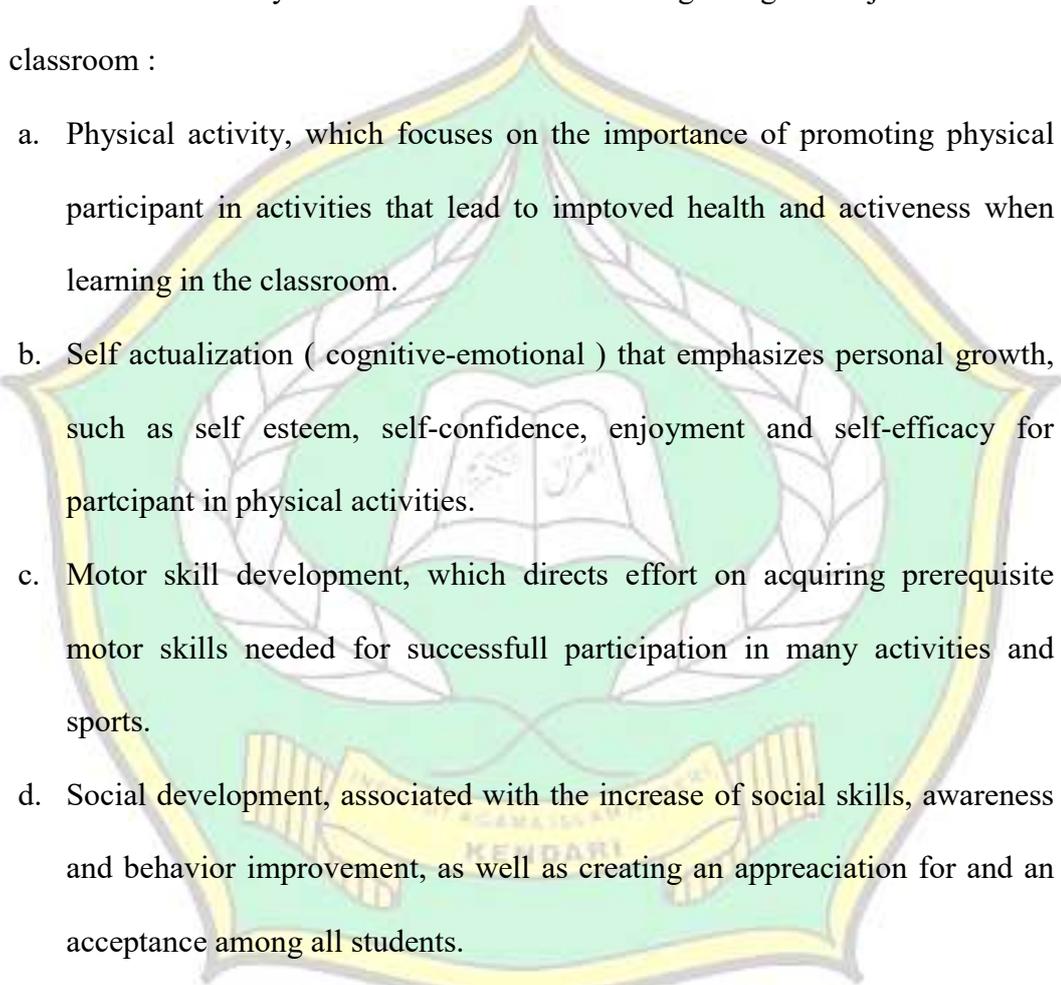
### **2.1.5 The Factors That Influenced Teacher Beliefs**

Teacher beliefs are shaped by many factors among them are the influences of discipline subculture, the quality of preservice experience in the classroom, and the opportunity for reflection on the preservice experience (Fang, 1996). Experience during preparation programs and early teaching assignments exert major influences on teacher beliefs about the teaching and the learning process in the classroom (Fulton & Tourney-Putra, 2000).

So, before the teacher conducts the teaching and learning process in the classroom, the teacher must prepare all the necessities when teaching in the classroom. Richardson (2003) cited that preservice teacher is more important than knowledge transmission during teacher preparation because teacher beliefs impact action in more critical ways. Therefore, teacher beliefs are very influential on the development of student learning in the classroom, especially in language learning because of a teaching situation that varies greatly in different contexts in the classroom, causing teachers to smart and creative in understanding student needs by using the teacher beliefs method.

### 2.1.6 The Way to Measure Teacher Beliefs

Teacher beliefs become a good method in helping students to learn the language, especially in the field of speaking. Therefore, we need a way to find out how to apply teacher beliefs in the classroom. (Kulinna & Silverman, 1999) have validated a way to measure teacher beliefs regarding the objectives in the classroom :

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- a. Physical activity, which focuses on the importance of promoting physical participant in activities that lead to improved health and activeness when learning in the classroom.
  - b. Self actualization ( cognitive-emotional ) that emphasizes personal growth, such as self esteem, self-confidence, enjoyment and self-efficacy for participant in physical activities.
  - c. Motor skill development, which directs effort on acquiring prerequisite motor skills needed for successful participation in many activities and sports.
  - d. Social development, associated with the increase of social skills, awareness and behavior improvement, as well as creating an appreciation for and an acceptance among all students.

Based on the way of measure teacher belief, Furinghetti and Pehkonen (2000) have described the function of teacher beliefs :

- a. Beliefs form a background system regulating our perception, thinking and actions.
- b. Beliefs act as indicators for teaching and learning.

- c. Beliefs can be seen as an inertial force that may work against change, as a consequence.
- d. Beliefs have a forecasting character.

### **2.1.7 The Impact of Teacher Beliefs**

Teacher beliefs have a great influence on the way students understand, assess, and act in the classroom. Teacher beliefs tend to lead to teaching about how to be polite and courteous when learning a language so that students are organized in learning the language. The psychological context of teaching, that is the beliefs teachers have regarding what is important and not important and how these beliefs affect their students is critical to understanding the genesis of teachers' actions in planning, teaching, and assessing (Charlesworth, 1991).

Moreover, (Pohan & Aguilar, 2001) stated that teacher beliefs serve as filters for their knowledge bases and will ultimately affect their actions. Therefore, teacher beliefs have a great impact on the learning and teaching process in the classroom because teacher beliefs affect many aspects of teaching in the classroom by doing direct or indirect interaction with students so that students feel more comfortable and happy when learning a language in the class because students feel there is a great concern from their teacher.

Therefore, teachers' beliefs about learning languages will have more impact on their class activities than a specific methodology they are told to follow (Williams & Burden, 1997). This is in line with the argument of (Riley, 2009) stated that if teachers' and learners' beliefs match with each other, learning

will be increased. Hence, understanding teacher beliefs in the various features of language teaching and learning is also very important. Kagan (1992) argues that teachers' practice indicates their beliefs about language teaching and learning.

Other than that, every teacher spends most of their time in school with their students. Therefore, using the teacher's beliefs when conducting the teaching and learning process in the classroom will have a major impact on physical activity to support the development of students in learning languages in the classroom. Teacher beliefs are key indicators of their perceptions and judgments, which in turn, affect their teaching practices (Pajares, 1992). So, teachers' beliefs influence their perceptions and behaviors of teachers (Fang, 1996).

Even though the students are at the core of the learning process, the teacher through their beliefs becomes the facilitator for knowledge acquisition and coordinator of learning (Derri & Avgerinos, 2012). Teacher beliefs have a greater influence than the teacher's knowledge itself in planning learning in the classroom because when the teacher wants to take a decision they adopt are based on classroom practice, so the teacher beliefs method is able to identify the teacher's behavior towards students. If teachers can determine their learner's abilities, they will be able to choose and modify their behavior and educational choice appropriately (Li, 2012 & Pajares, 1992).

Besides, Ernest (1988) also argued that teacher beliefs have a powerful impact on their practice of teaching. Teacher beliefs and theories as “the rich store of knowledge that teachers have that affects their planning and their

interactive thoughts and decision. Teacher beliefs have an impact on the quality of science learning that occurs in the classroom. Vygotsky (1978) described that a social aspect to teacher beliefs by including the interconnected inferences in how a person constructs themselves in relation to the world.

## 2.2 Previous Study

This study focuses on the implementation of teacher beliefs in speaking class. There has been some researches on teacher talk conducted by different researchers all over the world. Borg (2003) reviewed 64 works in the field of foreign and second language and conclude there are a lot of differences in teacher beliefs about language education. He also said that brave teachers believe grammar should be taught by explicit instruction while less experienced teachers tended to teach grammar implicit.

The implementation of teacher beliefs have been reported by many researchers such as (Attardo & Brown, 2005; Johnson, 1992; Jones & Fong, 2007; Pyonor, 2005; Yook, 2010). Another set of studies that have demonstrated of teacher beliefs on their practice are those conducted in the context of implementation of teacher beliefs. One of the earliest studies examining teacher beliefs in the context of reform based curriculum implementation was conducted by (Jhon Olson, 1981). In this study, Olson examined the the beliefs and practices of eight Canadian teachers who participated in the implementation of the English Schools Council Integrated Science Project (SCISP).

In this study, Olson found that when the teachers attempted to implement the innovative curriculum, they confronted dilemmas as they became aware that how they to proceed with implementation was at odds with te the project goals and “doctrine”. In the end, teachers either ignored important elements of SCISP that were not resonant with their beliefs, or transformed the curriculum to allign with their traditional beliefs about the teachers role in the science classroom which entailed controlling the direction and goals of the lessons.

Linda Cronin-Jones (1991) naturalistic case study of two US middle school. She found that teachers beliefs about how students learn, teachers role in the classroom, the ability levels of students and relative importance of topic stongly influenced teachers translation of the intended curriculum. On the other hand, (Barbara Crawford, 2007) case study of US prospective teachers in her study prospective teacher beliefs system, including epistemological beliefs about science, may well serve as the most critical factor influencing his or her ability and intetions to teach science as inquiry, even more influential than cultural obstacles.

Similarly, (Keith Skamp & Andrea Muller, 2001) found that 12 Canadian preservice sicience teacher beliefs about learning science at the entry of the program were characteristic of discovery learning and process teaching approaches. That is, they believed that students learn by engaging in science instruction, but the nature of that engagement was often limited to working with physical manipulatives.

The connection between teachers' beliefs and their teaching practices has been reported by many researchers Johnson (1992) applied studies and lesson plan analyses to examine teachers' beliefs about L2 teaching and learning. The results obtained from this study indicated that many teachers held determined theoretical beliefs which indicated one of the three methodological methods: function-based, skill-based, and rule-based approaches.

A lot of instructors had theoretical beliefs pertinent to the function-based approach at the time of the research. Johnson observed three teachers' classroom teaching chosen from 30 participants based on their various beliefs. The obtained results showed that the three teachers' teaching practices were consistent with their theoretical attitudes. Johnson concluded that teachers teach based on their theoretical beliefs.

Jones and Fong (2007) interviewed 30 pre-service and 27 in-service teachers and indicated that teachers' experience had played an important role in forming their teaching beliefs which were teacher-centered, textbook-based, and grammar-oriented. The results also showed that a lot of teachers held to their previous beliefs despite their exposures to various teaching methods.

Schulz (2001) carried out a study to investigate the cultural differences in learners' and teachers' realization of the importance of grammar teaching. Schulz (2001) used a questionnaire to 607 Colombian foreign learners and 122 of their teachers and 824 U.S. foreign learners and 92 of their teachers. Schulz revealed that most teachers from both U.S. and Colombia thought that the teaching of grammar was significant in foreign language teaching and

Colombian teachers believed in the important role of grammar instruction than their U.S. teachers.

Algozzine, Kissau, and Yon (2012) studied teachers' predetermined beliefs about teaching and understood that these beliefs differed among teachers. 222 teachers participated in this study. Teachers who had 10 years of teaching experience had strong beliefs about the significance of teaching grammar. Less experienced teachers found more attention on grammar rules to stop the development of oral proficiency. Johnston and Goettsch (2000) examined teachers' beliefs about grammar instruction. According to the results of their study, teachers believed that a conscious perceptual understanding of the different grammatical points was essential and useful and it was indicated in their grammar instruction.

