

CHAPTER I

INTRODUCTION

This research aimed to investigate EFL students' awareness of their teaching beliefs shift after being engaged in field teaching practice at junior and senior high schools in Kendari, South East Sulawesi. This chapter provides the background of the study, the scope of the study, the research question, and the purpose of the study. Moreover, it includes the significance of the study and the definition of the key terms used in this study.

1.1 Background of the Study

Teachers' beliefs is an interesting topic for researcher due to provide improvement in English language teaching and learning (Gilakjani & Sabouri, 2017). In terms of 21st-century learning, teachers' positive beliefs support professional development in shaping innovation skills in teaching (Bedir, 2019). Teaching beliefs have the power to affect learners' behavior in the learning process. Thus, identifying the beliefs helps the teacher to shape teaching practices and interaction with the learners in the classroom (Cephe & Yalcin, 2015). However, changing and increasing beliefs requires time and effort because it is complex (Cephe & Yalcin, 2015). The most recent research about teaching beliefs focuses on the impact of teachers' practice in class (Snider & Roehl, 2007). It is because teachers' beliefs not only giving an impact on teachers but also influence learners' behavior in the learning process.

In international scope, education systems are gaining attention to what contributes to effective teaching and learning outcomes (Devine, Fahie & McGillicuddy, 2013). This study focuses on personal and professional factors that support effective learning environments for students in schools, one of them is teaching beliefs (Devine et al., 2013). Richards, Gallo, and Renandya (2001) stated that teacher beliefs strongly affect the materials and activities they choose for teaching the students in the classroom. Bamanger and Gashan (2014) stated that recent trends in teacher education have focused on exploring teachers' beliefs, which indicates pre-service teachers to watch their beliefs so they can provide effective learning in the class because beliefs affect learning outcomes and experiences (Devine et al., 2013).

In the Indonesian context, teaching beliefs have been investigated especially the Indonesian ELT teacher beliefs towards learner autonomy (Melvina & Suherdi, 2019). This study found the dominant result shows that the teachers believed their students are learning cooperatively. While the minimum of it is found the teachers believed the students are independent to learn. Thus, Indonesian ELT teachers consider the students to learn autonomously just in the library. Then, this study indicates that teacher beliefs toward learning autonomy can support students in taking responsibility for their learning.

Several studies concerning beliefs have been conducted to confirm that teachers' beliefs affect teachers' behavior, teachers' teaching strategies, and approach in the classroom (Bedir, 2019; Cephe & Yalcin 2015; Gilakjani & Sabouri, 2017). However, it found a limited study that explored the awareness of

teaching beliefs shift. Mostly, they focus on the role of beliefs in teaching practice (Bedir, 2019; Cephe & Yalcin 2015; Gilakjani & Sabouri, 2017; Utami, 2016). As known that teaching beliefs can be changed (Richards et al., 2001), it is important to explore teachers' awareness of beliefs shift because when teaching beliefs change, it is influential in teaching practice and approach (Richards et al., 2001).

Bamanger and Gashan (2014) stated that recent trends in teacher education have focused on exploring teachers' beliefs. Therefore, the study that focuses on EFL students' awareness of teaching beliefs shift after field teaching practice will be explored. The researcher is interested in investigating EFL pre-service teacher awareness of teaching beliefs shift during teaching in the real class. Besides, the results of this study are expected to help the pre-service teacher to be more critical toward their belief improvement in facing real class in the next field teaching practice program, especially for EFL students in IAIN Kendari.

1.2 Scope of the Study

This study focused on EFL students' awareness of teaching beliefs shifts after field teaching practice. Besides, it involves 20 EFL students from an Islamic higher Institute of batch 2017 who have done their teaching practice in real class during field teaching practice.

1.3 Research Question

This research addressed the following question "To what extent do EFL students aware of the shift of their teaching beliefs after being exposed to field teaching practice?"

1.4 Purpose of the Study

Based on the research background, this research aimed to discover EFL students' awareness of the shifting process of their teaching beliefs during field teaching practice at junior and senior high schools in Kendari.

1.5 Significance of the Study

This study attempted to contribute to the body of knowledge that already exists in this field, and is practical. At the practical level, it is expected to develop preservice teachers' self-awareness of beliefs that support effective learning, especially in English language learning. For the lecturer, this study can be used as a reference for guiding the students, especially pre-service teachers to increase self-awareness to beliefs that support them in innovating and creating teaching strategies before teaching in large classes on field teaching practice.

1.6 Definition of Key Terms

Based on the objective of this study, there are some key terms need to be defined.

Students' awareness: EFL students' awareness of beliefs and the shift in the teaching practice. It examined how students are aware, why their teaching beliefs shift, and how their teaching beliefs are after being engaged in field teaching practice.

Teaching Beliefs: EFL pre-service teacher students' beliefs toward their teaching practice, strategy, and approach to the students in the real class during and after field teaching practice.

Field teaching practice: a program where EFL students can develop their teaching skills and do teaching practice in the class. Then, this program is related to this study as the program where EFL students implemented their beliefs in teaching activity.

