

CHAPTER I

INTRODUCTION

This study is intended to investigate the shift of pre-service teachers' teaching beliefs after being engaged in field teaching practice at schools in Kendari, Southeast Sulawesi. This chapter describes the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

In the 1970s and 1980s, the belief was considered an influential force on the learning process in the classroom (Cephe & Yalcin, 2019). In the 1980s, too, teaching beliefs about teaching components and learning has been extensively researched because of the need to understand the teacher's affective and cognitive processes (Haser & Star, 2009). Since the 1990s, research has focused on exploring the knowledge and beliefs behind teaching practice (Gilakjani & Sabouri, 2017). Teachers bring their beliefs into the classroom and teacher beliefs shape teaching practices and interactions between students and teachers (Haser & Star, 2009).

In the international context, personal belief plays important role in knowledge beliefs development about teaching (Brownlee, 2003). In a global context, a country shows that the presence of teachers in class is very important because they bring experience and knowledge in the classroom so that they are able to encourage students to develop attitudes and skills well (Larenas, Hernandez, & Navarrete, 2015). Beliefs greatly impact the behavior and perceptions of teachers and can also filter out new information and experiences (Haser & Star, 2009). Changing beliefs is very important in the field of education because it can affect many aspects of

improving the quality of teaching (Richards, Gallo, & Renandya, 2001). Therefore, the importance of knowing changes in beliefs by interacting with students during the learning process because the interaction is the center of teaching and learners (Li & Walsh, 2011).

In Indonesia, some studies show that teaching beliefs play an important role in actual classroom practice (Lengkanawati, 2016; Smith, 1996), including the pre-service teacher (Kuswandono, 2017). Pre-service teachers' teaching beliefs that have been built over time during college have a large impact on their teaching practice (Floris, 2013). Therefore, when pre-service teachers teach in a real class, they can optimize their assignments to influence student beliefs (Floris, 2013). Ricard (1998) also believes that teacher beliefs are information, attitudes, hopes, theories, assumptions about teaching and learning that teachers build from time to time. Also, belief has become a framework in the world of education so that each pre-service is allowed to experience real classes so that they can see changes in belief better (Herendita, 2017).

Teaching beliefs need to be examined to determine changes in beliefs in teaching experiences (Kaya, Lunden, & Wolfgang, 2010). Beliefs can change and develop through interactions during the learning process in class (Navarro, 2011). Therefore, the teaching process can affect beliefs and also beliefs can affect teaching so that beliefs can change according to the results that have been obtained when teaching class (Larenas, Hernandez, & Navarrete, 2015). British education theorist, Pajares (1992) notes that teacher beliefs have a greater influence than teachers' knowledge about the way they plan lessons, the types of decisions they make, and their general classroom practice.

In discussing teaching beliefs, most studies focus on changing beliefs in the educational process (Xu, 2012). Changes in beliefs can shape the learning process (Fang, 1996) Thus, there is research showing that educators need to focus on beliefs to facilitate change during the

learning process (Brownlee, 2001). Teacher beliefs also become important elements in the learning process and are most evident in the growth of a teacher (Borg, 2011). Although many studies that discuss changing beliefs (Cephe, 2009) the focus on changing beliefs in pre-service teachers is still less explored, meanwhile it is important to know what kind of change that occur in beliefs as Richards, Gallo, and Renandya (2001) said that change in teaching practice is the result of the change in teaching belief. So, this research is about to examine what beliefs have changed. As known that changing beliefs is important because it can affect the teaching process and can improve the quality of teaching such as the teaching attitude, teaching method, and student's development.

This study aims to investigate the change in belief that occurs in pre-service teachers. By teaching in class, pre-service teachers get the opportunity to be able to examine established beliefs so that beliefs can be changed or developed (Kaya, Lundeen, & Wolfgang, 2010). Therefore, this study focuses on the shift of pre-service teachers' beliefs after field teaching practice.

1.2 Scope of the Study

In this study, the researcher focuses on pre-service teacher beliefs. The main objective of this research seeks to find out the changes beliefs of pre-service teachers after teaching in school and was identified through reflections that have been collected after teaching or PLP in school. This study only involved 6th-semester students majoring in English Department at one higher education in Southeast Sulawesi. This study focuses on 20 pre-service teachers who have taught at junior and senior high schools in Kendari. The pre-service teachers taught in large classes consisting of 30 or more students in each class.

1.3 Research Question

In relation to the background of the study above, the research question proposed is “to what extent EFL pre-service teachers’ teaching beliefs have shifted after being engaged in field teaching practice?”

1.4 Purpose of the Study

Based on the research, this present study aims to find out to what extent the pre-service teacher's teaching beliefs have shifted after field being engaged in field teaching practice.

1.5 Significance of the Study

This study attempts to contribute to the body of knowledge already existed in this field, both theoretically and practically. At the practical level, this research is expected to realize the importance of the teacher's role in aspects of teaching where learning activities are under the influence of beliefs held by each teacher. Teaching and belief are an interrelated element in the world of education because with the belief it can influence learning approaches that are expected and more varied. The shift in teacher practice is the result of shift beliefs. When the pre-service teacher discovers the confusion of beliefs, slowly the belief will change with time, according to the conditions that occur and also that belief can be reviewed whether changed or maintained. Therefore, they can assess beliefs related to teaching practices during the real class.

The shift of beliefs in a teacher is very important because it can affect many aspects of improving the quality of teaching such as teacher awareness, teaching attitudes, teaching methods, teaching behavior, and even student development. Beliefs can help teachers in planning and able to identify what should be taught in class. With the belief of the teacher it will bring

progress and great improvement in students' learning abilities. Therefore, this research is expected to be able to realize the teaching beliefs owned so that it affects good learning in the future.

1.6 Definition of Key Terms

Based on the objectives of this study, this part defines several of the terms used in this study which are listed as in the following;

Teaching beliefs: Teaching belief is the main theme discussed in this research. Teaching belief is something that the teacher is consciously or unconsciously so that it can affect the success of student learning in class. Besides, belief also influences the way teachers teach to get positive results in the learning process. Teachers will continue to examine the process of how beliefs change over time so that teachers are aware of improvements in classroom teaching practice. Likewise, beliefs are only a form of awareness concerning teacher teaching education. In the nature of teaching, teachers may have inconsistent beliefs because changes in beliefs can occur at any time.

Teaching practice: Teaching Practice is a period of pre-service teachers spent teaching at school as part of the training. This teaching practice aims to make students get experience directly through learning activities. In addition, teaching practices can form and train prospective teachers in improving their quality teaching and able to guide students by providing appropriate learning at the level. Teaching practice means teaching activities that are relevant to the beliefs held and carried out by pre-service teachers in schools as an exercise to become a teacher in the future. According to Baum (1997), teaching practice is the ability to use action because through action the teacher can identify knowledge that becomes effective in the learning process. Besides

teaching practice, teachers must also be able to be observers (Cephe, 2009) provide a positive influence and involve students in all learning activities in class (Hajovsky, Chesnut, & Jensen, 2020). Teaching practice also means the application of knowledge or theory that has been learned and previously owned then applied to teaching in a classroom. So, to see the ability in teaching, it is necessary to teaching practice. The teacher will identify things that can be maintained, changed, or improved for the success of the teaching and learning process.

