

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical and empirical literature from the field of analysis of relevant teaching research that has been carried out about the analysis of pre-service teacher teaching beliefs and their development in changing beliefs. Belief is an important concept in understanding the teacher's thinking process and instructional decision in the classroom. Before teaching, a pre-service teacher already had a teaching belief that was formed in them. This belief is based on an overview given by the lecturer and also when they are still a student. Overtime, when they do teaching practice in the real class, beliefs will increase even change. It is divided into two main parts that present a discussion about theoretical framework and previous related study. The theoretical framework consists of related theorists in this study while a previous related study explains the implementation of related theorists in the previous studies.

2.1 Theoretical Framework

2.1.1 EFL Teacher Beliefs

Beliefs are part of the process of understanding how teachers conceptualize their work to know personal teaching development as a core task of a teacher (Richards, Gallo, & Renandya, 2001). Belief is specific concerning each of the four aspects of the context, for instance place, action or behavior, time, (Beswick, 2005) which is manifested in further evaluation and preparation (Tillema, 2000). Old beliefs that have been previously held are believed to influence the approach to the learning process (Vibulphol, 2004). Belief is an appreciation or assumption about something that feels right (Gilakjani, 2017). beliefs as well as teacher arguments and views

on teaching and learning (Khader, 2012). Gilakjani (2017) defines belief as to the knowledge that is subjective and is formed from experience.

Beliefs are a way to show an action to others that is beneficial so that it has an interest in taking sustainable action. Besides, teachers carry out activities that can encourage success and help develop student enthusiasm in the class (Eisenhart, Shrum, Harding, & Cuthbert, 1988). Pre-service teachers' belief is quite important for the professional development of teachers in the future (Gashan, 2015; Petek & Bedir, 2018) along this line of thinking (Pajares, 1992) said that belief is very important in choosing cognitive tools that can be used to make plans and decisions about tasks. Further, Cephe (2015) argues that beliefs will have an explicit effect on teacher performance if they carry positive beliefs when making decisions about classroom practice. In addition, Burn and Richard (2009) said that instructors are role models, guides, and mediators.

Teachers' beliefs in the classroom are influenced by pre-existing beliefs (Busch, 2010) to be a good observer, could interact effectively, and have broad insight into the lesson (Cephe, 2009). Teacher beliefs are a prelude to making changes in paving the way for reform (Haney, 2002). In addition, teacher beliefs are an observation that occurs as long as they become students and gather ideas about what is needed to become effective teachers in the future (Lim & Chan, 2007). Other teachers' beliefs act as a filter that passes through some judgments about teaching and decisions that have been made (Fang, 1996). Therefore, there is a strong influence on teachers' beliefs when practicing teaching in the classroom that is likely to contribute to improving teaching (Borg, 2011).

2.1.2 Sources of Teaching Beliefs

Every teacher has a different source of belief and depends on what they believe as a guide in teaching. Beliefs are considered very influential in framing perceptions and filtering learning information (Merk, Rosman, Syring & Schneider, 2017). The statement was also made by Richard (1998) and Borg (2003) that teachers' beliefs were significantly affected through experiences during previous teaching and learning practices. The beliefs held by people about knowledge are shaped by the sociocultural context obtained through interaction and there are various types of beliefs that are held depending on the cultural background (Buehl & Alexander, 2006).

In addition to being influenced by past experiences (Busch, 2010), Pajares (1992) states that belief is also influenced by a different assessment of the knowledge. In other words, the teacher has been evaluated, assessed and then finally born to become a belief that can change at any time because any experience the teacher gets as truth can affect it. So, beliefs are value held by people, influenced by the number of practices, learning processes, and events that occur in class and is considered true by that person so that trust can be observed through their actions. According to Abdi and Asadi (2015), the source of teacher beliefs among others comes from the experiences of teacher the as learners. Sources of belief also play an important role in understanding beliefs that will change over time (Cobanoglu, Capa-Aydin & Yildirim, 2019). The beliefs possessed by teachers do not only come from the past but continuous experiences so that they choose to believe in new things that have been encountered (Schmidt, 2013).

According to Levin and He (2008), belief comes from the personal theory that can encourage decisions about teaching and learning from either pre-service or experienced teachers. The beliefs that the teacher brings to the classroom are formed from an early age when they

become students and continue to grow until they finish their education (Gilakjani, 2017). Besides, belief is also formed throughout their life, so that the teaching process is influenced by experience, formal knowledge, socio-culture, and also other people in their life (Li, 2012). In this case, Mansour (2008) explains that teachers' teaching beliefs are formed by personal derived from the principles in religion.

2.1.3 Role of Teaching Belief

The role of teachers' belief in teaching always brings their trust in every condition they are in. Previous educational experiences that have been built over time have become an important role for teachers in the beliefs that are the main source of teaching, attitudes, expectations, and knowledge they have in decision making during classroom practice and learning (Kurihara & Samimy, 2007). Therefore, the implementation of learning is influenced by the beliefs held and applied in classroom learning. Kuzborska (2011) emphasizes that belief is an important role for teachers in the teaching and learning process in the classroom which is the perception of the teacher's duty to teach not only from academic knowledge but also from practical skills (Domović, Vidović, & Bouillet 2017). If teacher trust results in work decisions for students, then teaching objectives can be achieved well (Graves, 2000). Kuzborska (2011) also confirmed that there is a significant relationship between teacher trust and student achievement.

Teacher beliefs have an important role in the teaching process in shaping how to interpret things that happen in class so that they can handle them on their own (Johnson, 1994). In the scope of the classroom, teachers must show regularity in structures such as planning, teaching, and reflecting (Levis, 2018) and also have high perseverance and enthusiasm so that positive

beliefs can be maintained in proper teaching practice (Cobanoglu, Capa-Aydin, & Yildirim, 2019). Not only that, but teachers also need to understand the characteristics of learning such as creating a pleasant learning atmosphere, improving communicative skills, implementing appropriate teaching strategies, responding to student questions, dealing with any situation, and assessing students to become professional teachers in the future (Tajeddin & Alemi, 2019).

In addition, Lii and Walsh (2011) said that teachers can articulate their beliefs are by understanding the importance of interaction because interaction is the main element of learning success. Maintaining positive beliefs that are held is the achievement of success during the teaching process in the classroom (Hajovsky, Chesnut, & Jensen 2020) besides that one way to make learning successful in the classroom is by providing facilities in an interesting learning process so that learning goals are successful by helping students master the lesson (Farrell, 2006). Van Mieghem, Struyf, and Verschueren (2020) have a similar opinion that good teaching is when teachers can develop their confidence in teaching students.

2.1.4 The Change of Teaching Beliefs

Changes in teacher beliefs are something that continues to evolve that is born from the interaction between the individual and the environment. Changes in beliefs occur in trust in pre-service teachers when carrying out teaching practices in the classroom which include improving learning, teaching language, and developing themselves as good teachers (Yuan, 2014). This is supported by Lavrenteva, and Orland-Barak (2019) who argue that the change in belief needs to happen because, with a change in beliefs teachers can manage the problems they face during teaching practice. Positive changes encourage teachers to see themselves as agents of change who have a responsibility and can improve student learning abilities. According to Buehl and

Fives (2009), teaching knowledge will continue to change in teaching practice so that change is needed in achieving good teaching targets by increasing knowledge, skills, and quality about teaching. Learning development involves shifting teacher understanding so that they can use appropriate pedagogical strategies according to student needs (Pilitsis & Duncan, 2012).

2.2 Previous Study

To give a wide insight about the shift of pre-service teachers' beliefs after field teaching practice, various previous studies related to this are discussed. The first study was conducted by Kaya (2010). This study aims to investigate related disciplinary orientation in pre-service teachers before and after teaching students. The sample consists of 220 teacher candidates registered in the basic education program. The results showed that the teacher education program could help the pre-service teacher transition more smoothly into class teaching.

Other research was conducted by Larenas (2015). This study aims to identify teaching convictions held by sixteen teachers in Chile who worked in public secondary education. This study uses qualitative data to copy data and then specified categories and subcategories that describe the trust of participants about teaching and learning English. Eight semi-structured interview questions and twenty-two statement surveys were given to the participants. Both instruments include teacher views on their role as teachers, their students' roles in the process of teaching and learning, language content selection and teaching, and assessment. The results of this study are the application of various appropriate strategies in increasing teaching and learning.

Subsequent research was carried out by Othman (2016). This study focuses on the exploration of ESL pre-service teacher beliefs about teaching English to young students, and

checking the interaction between their beliefs and practices. The participants of the survey include 70 pre-service ESL teachers at a local university in Malaysia. This study uses qualitative data to verify information from participants' answers and find their responses related to confidence that can affect their teaching practices. The results of this study indicate that the practice of teaching by pre-service is sometimes not in accordance with the trust they have about learning, namely by teaching not only communicatively but to carry out a structural-based approach.

Other research was conducted by Peacock (2001). This study investigated the change belief in the teacher attending a 3-year training program at Hong Kong University. Data was collected through four ways there are self-report questionnaire, ESL proficiency score, an instruction package and class observation. The results of this study revealed that there was a slight change of confidence for three years of training; it was only so many changes that occurred of course the level of discrepancy with experienced beliefs. Only a few students' beliefs have become better in the program.

The purpose of this study was to investigate the beliefs and perceptions of pre-service teachers in the learning and innovation of the 15th century. Data is collected with a customized questionnaire including closed and open questions and semi-structured interviews. The results of this study considers the learning of 21st century as integration where a teacher must increase the knowledge of technology and pedagogical knowledge in learning because more and more teachers understand the 21st century skills are getting better in developing teaching strategies (Bedir, 2019)

Several studies discuss teaching beliefs. The focus is broader and divided into several aspects such as teacher beliefs. The researcher found similarities in this study with other studies

on change of beliefs. Unfortunately, the researcher did not find any specific research regarding the teaching beliefs of pre-service teachers. So, the researcher feels interested in researching the shift of pre-service teacher teaching beliefs after the field in teaching practice.

