

CHAPTER I

INTRODUCTION

This study is going to explore pre-service teachers' beliefs in their teaching and learning process, especially in vocabulary. This chapter explains several aspects in this research such as; background of the study, the scope of study, the research question, the purposes of the study, the significance of the study, and also the definition of key term.

1.1 Background of Study

During the previous decades, the advanced of globalization and technology has influenced the English language as medium used for communication not only among native speakers of English but also among native speakers in parts of the world (Alghanmi & Shukri, 2016). Either of the English language skills that is very helpful is vocabulary, vocabulary knowledge is at the heart of the development and improvement of their foreign languages (Al-Masrai & Milton, 2012). For at least 20 years ago, many researchers have examined teachers' belief as the investigators in the field of language teaching (Debreli, 2016). More recently, the relationship between teachers' beliefs and classroom practices as their academic behavior and decision making was emphasized in conducting research in teaching English language (Mardali, Siyyari, & Lu, 2019). Hence, teacher beliefs about vocabulary can determine how EFL pre-service teacher guides students in class management, teaching strategies, conducting practices and directing students.

The phenomenon that has been much researched lately is about the nature of beliefs related to learning/teaching vocabulary (Gao, 2011). The other hand, (Alsadat, Hassankiadeh, Jahandar, & Khodabandehlou, 2012) conducted research to make identification between different beliefs about vocabulary learning and to investigate their effects on student learning. Vocabulary instruction becomes the domain-specific problem in teacher beliefs (Niu, Andrews, & Road, 2012). Based on the above explanation, those studies are more focused on the nature of beliefs in teaching, identifying different beliefs and knowing the effects on student learning.

In Indonesian context, (Floris, 2013) explored how teachers' beliefs about teaching English in English language courses. Learning vocabulary or lexicon is one of the most important domains in the language learning process for the purpose of communicating, so it must be considered as an important part of language teaching and learning as well (Hermagustiana, Hamra, Rahman, & Salija, 2017). While, Melvina and Suherdi (2019) conducted research to identify EFL Indonesian teachers' beliefs about student autonomy and the obstacles faced by teachers in promoting student autonomy. Most of recent studies have focus on exploring teachers' beliefs in English language course and student autonomy.

However, there is no study that focuses on teachers' beliefs about teaching vocabulary in Indonesian context, especially in Southeast Sulawesi. Therefore, this research focuses on pre-service teachers' beliefs in the field of teaching practice about teaching vocabulary needs to be done, so that information related to this can be disclosed through empirical/scientific study data. It is hoped that the study would provide an overview of how pre-service teachers' beliefs about vocabulary after being

exposed to field teaching practice. So, it can establish pre-service teacher candidates' beliefs about their vocabulary before facing a real class.

1.2 Scope of Study

This study is limited to pre-service teachers' beliefs about vocabulary teaching in the classroom. The pre-service teachers' responses regarding their beliefs about vocabulary will use as data collection for this study. Therefore, this study will explore the beliefs of pre-service teachers about vocabulary by sixth-semester participants in the University of Kendari. They have gone through the teaching process in various schools for the 2019/2020 period.

1.3 Research Question

The study seeks to answer the following question: “What are EFL Pre-service teachers’ beliefs about vocabulary teaching after being exposed to field teaching practice?”

1.4 Purposes of the Study

Based on the background above, this study aims to investigate and explore the pre-service teachers’ beliefs in their teaching and learning process after being exposed in teaching field, especially in vocabulary.

1.5 Significances of the Study

This study offers important theoretical and practical insights. The findings of this study can be used as a reference for prospective teacher candidates who will conduct

research in exploring teacher beliefs about vocabulary. In addition, this study provides a reference for prospective teachers to determine their belief in teaching, especially in the field of vocabulary. As a result, prospective teachers can increase their confidence in the process of teaching and learning vocabulary in schools. On the other hand, a positive impact in practice, this research helps a teacher to integrate their teaching strategies in teaching and to increase students' motivation to learn English. Therefore, this research will help prospective teachers to determine the process of teaching and learning in their class.

1.6 Definition of Key Term

For the study, the researcher defined the definition of the term used in this study such as:

EFL Pre-service teacher in this study refers to students of the English Education Department, especially in the sixth-semester at one of the University of Kendari who has conducted pre-service teaching programs in various junior and senior high schools in Kendari.

Teacher beliefs form powerful feelings and attitudes about things that can affect teaching-learning interactions in the classroom, especially in vocabulary learning. Li (2012) stated that belief has a key role in language teaching. The things that are beliefs by a teacher have direct implications for vocabulary teaching and learning transactions in the classroom. Beliefs describe memories and adjust our understanding of events. As for a way to collect information about language learning

beliefs, BALLI assesses learners' beliefs in five main areas: (1) foreign language aptitude; (2) language learning difficulties; (3) the nature of language study; and (4) learning and communication strategies (Horwitz, 1987, quoted in Horwitz, 1999).

The vocabulary teaching in this study refers to one of the English subjects that are the focus of research on teachers' beliefs. (Amiryousefi, 2015) states that vocabulary is a significant part of a language which is the core of all language skills and meaningful communication. Therefore, vocabulary becomes an important component in learning English.

