

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the researcher discusses several points related to theoretical studies contains the EFL learners' beliefs about vocabulary while being pre-service teachers, also the previous study. These theories need to be described as theoretical basis for data analysis.

2.1 Theoretical Framework

2.1.1 EFL Pre-Service Teachers in Indonesian Context

According to Freeman (2001), teacher education is “the sum of experiences and activities through which individuals learn to be language teachers” (p. 72). The learning can be taught in the course, or acquired through experience, which must ensure that pre-service teachers can improve or develop all the skills needed to become a professional teacher (Castañeda-Trujillo & Aguirre-Hernández, 2018). Consequently, the undergraduate students prepare for pre-service teacher program to improve the quality of teaching learning and having experiences to be language teachers. It is also help the students to be professional teachers, who are able to develop all skills in teaching.

When pre-service teachers begin their teaching practices at school, teachers often find it difficult to bridge the gap between imagined views about teaching and the

reality of teaching. As such, it is important that teacher educators help student teachers develop their reflective thinking as soon as the teacher learning process begins, so that they can achieve success in the classroom when they will practice teaching in the classroom both as teacher learners and then as practitioners in real classes (Lee, 2007).

Pre-service teaching practices provide opportunities for student teachers to feel what 'real' classroom teaching are like. Before the teaching program, they certainly have a set of beliefs that will be reflected in the way they teach in real classrooms. In this regard, Fullan (1991, p. 296 as quoted in Stuart & Thurlow, 2000, p. 119) states that "the relationship between prior beliefs and program experience is very important, complex, and indirect (Harendita, 2017).

In this study revealed that English teachers must always be up-to-date to overcome the various characteristics of advanced and progressive language teaching. In addition, English teachers should have a closer, more relaxed and generally more positive relationship with students compared to other teachers (Mutlu, 2017). One of the main concerns of the teacher education program is allowing teachers to be the right decision maker when they are needed (in what is called a direct situation) (Mardali et al., 2019). So, based on that, the undergraduate students can practice themselves on making decision when it is needed.

2.1.2 Teachers' Beliefs

Beliefs are formed in time and generally come from the learning experience of a teacher. Because teachers are one of the main sources of people who get educational experience, deeper insights must be obtained about the effect of teacher beliefs on student confidence (Cephe & Yalcin, 2017). Almost all teachers' beliefs come from learning experiences when becoming a student, both the negative and positive sides.

Beliefs are derived from pre-service teachers' previous learning experiences (positively or negatively) as students (Busch, 2010), teacher education (Da Silva, 2005), experience of teaching, personality factors, educational principles, principles derived from an approach or method (Richards and Lockhart, 1996) and so on (Debreli, 2016). Beliefs affects students' and teachers' autonomy and success in language learning and teaching, and underlie all choices they make (Amiryousefi, 2015). In this case, the teacher can make decisions in determining language learning and teaching, which are designed according to the teacher's beliefs. Beliefs guide teacher's behavior and inform teacher practice as a kind of interpretive framework and, they understand what they are doing in the classroom. Teacher beliefs are formed based on teachers as young students while observing teachers teaching them first. In other words, the first perceptions about teaching emerge as learners, the way teachers perceive teaching emerges from their experiences in school (Larenas, Hernandez, & Navarrete, 2015). All teachers hold beliefs about their work, their subject matter, their students, and their responsibilities and roles (Zaim, Refnaldi, & Kholis, 2020). Teachers are high influenced by their views, beliefs, and values of the

world. Teachers' beliefs and attitudes are significant concepts in understanding their instructional practice thought processes and change in their teaching-learning (Ta'amneh, 2015). As for the indicators used in the survey in teachers beliefs are beliefs about language learning inventory (BALLI), four beliefs are reported, such as: language learning aptitude, language learning difficulties, the nature of language learning, and learning and communication strategies.

2.1.3 Vocabulary Teaching

Vocabulary learning is widely regarded as a very important task for second language students in improving their linguistic competence (Brown & Perry, 1991). A teacher can have a very real impact on the development of children's vocabulary knowledge. Vocabulary teaching cannot cover all the words needed by students for communication, while strategy teaching can help students in developing autonomous word learning competencies (Graves, 1987).

The task of teaching vocabulary is a very challenging task for teachers, it is because teachers need to equip students with some form, collocation, meaning, and use of coordination to develop productive vocabulary skills (Leech, 1994). Vocabulary knowledge is very important for language learning. So, it is important to work on it, to encourage the development of student vocabulary as pre-service teacher and an effective vocabulary learning strategy (Alsadat et al., 2012).

In teaching vocabulary may be problematic, it is because many teachers are not confident about the great practice in vocabulary teaching, and at that times, they do

not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2014). All teachers must be creative and can dominate the material to make students understand, and interested. They must know the characteristics of the learner. Teachers more than that need to prepare great techniques and materials that are suitable for achieving language teaching targets (Susanto, n.d.).

As for the indicators in this analysis, vocabulary produces at least four factors in the questionnaire data, such as; contextual mastery and use of vocabulary (contextual use), words have fixed meanings (fixed meaning), words must be studied with lists (list learning), and words must be memorized repeatedly (repetition) (Gao, 2011).

2.2 Previous Study

To give a wide insight about EFL pre-service teachers' beliefs about vocabulary after being exposed in the teaching field, various previous studies related to this are discussed below:

The first research was conducted by (Mardali et al., 2019). This study set out to investigate the differences between the teaching beliefs of second language vocabulary (L2) and the practice of English as a foreign language (EFL) beginner and experienced teachers. In this study, researchers took 100 male and female teachers from the Modern Institute in Tehran who selected through easy sampling. Then, the participants were asked by the researcher to fill out a questionnaire about teacher beliefs about learning and teaching L2 vocabulary for novice and experienced teachers. Then, three classroom sessions of 20 participants were observed using the 15 item teacher belief questionnaire about learning and teaching L2 vocabulary as an

observation checklist. The finding of statistical analysis indicated that there was no significant difference between teacher beliefs and practices in teaching L2 vocabulary. However, there is a significant difference between externally observed practices (EOP), self-perceived practices (SPP), and self-perceived beliefs.

The second previous study aimed to explore the alignment between student and teacher beliefs about the strategies they use in learning English vocabulary. This sample consisted of 133 EFL teachers and 306 grade XI students of the Directorate of Education III Irbid during the 2013-2014 school years who answered the questionnaire. Two questionnaires were designed for this study, one for teachers and one for students. Each questionnaire has fifty items on vocabulary learning strategies in five main categories. The results of this study indicate that there is a harmony between teacher and student beliefs about the learning process of teaching vocabulary about rote memorization, using multimedia using technology and dictionaries and asking for help. However, there is no harmony between their beliefs about the learning process of teaching vocabulary about guessing and contextualization. (Ta'amneh, 2015)

The third study conducted by (Harendita, 2017) stated that the purpose of this study was to gain more understanding of the beliefs of pre-service teachers concerning learning and teaching as well as to see the effect of their beliefs on their practices. Meanwhile, the data collected came from observations and reflective journals. The finding of this study indicates that the participants have confidence in the teaching and learning process. First, participants believe that mutual respect should be maintained in the classroom. Second, related to previous beliefs,

meaningful learning participants need active participation. Third, participants believe that learning must be motivating. Fourth, participants have the belief that as teachers they have a flexible role.

Furthermore, this study was conducted by (Amiryousefi, 2015) states that learning vocabulary is a significant part of language, which is the center of all meaningful language and communication skills. This study was an attempt to explore the beliefs of Iranian EFL (English as a Foreign Language) students and teachers about the usefulness of various types of VLS (Vocabulary learning strategy). The VLS (Vocabulary learning strategy) questionnaire developed for this purpose was administered to 392 EFL teachers and students. Based on the results, Iranian EFL students and teachers beliefs that such strategies pay attention to vocabulary form, function, and semantic relationships; guesses the meaning of new words from their context; and using a monolingual dictionary can be very useful in finding and consolidating meanings of new words. However, they expressed doubts about using L1, bilingual dictionaries, and mnemonic devices.

As for the last previous study conducted by (Hermagustiana et al., 2017). This study tried to investigate the cognition that Indonesian EFL teachers have about vocabulary instruction together by analyzing the cognition that is reflected in their teaching practice in the classroom context. This qualitative study used semi-structured interviews and direct classroom observations to obtain data from four high school English teachers. It revealed that the teachers had a well-developed cognition about EFL vocabulary instruction. It seems from their beliefs, understanding, and perceptions about the role of vocabulary, its importance in EFL teaching and

learning, including what words is taught and how words are taught. Moreover, some aspects of their cognition about vocabulary teaching appear to be in line with their vocabulary teaching practice, although some inconsistencies have been identified well.

Meanwhile, the researcher wanted to investigate teachers' beliefs about vocabulary after exposing themselves to the teaching field. There are variant variables used in previous studies that showed pre-service teacher beliefs were compared with experienced teachers' beliefs and use of vocabulary strategies, whereas researchers used variables that were different from previous studies regarding pre-service teachers' beliefs about vocabulary teaching. The researcher wanted to know the pre-service teacher's beliefs about teaching vocabulary after being exposed to the teaching field using qualitative methods.

