

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Belief in various perspectives is defined as a personal cognitive and affective idea of what is considered to be true that resulted from social experiences and affected practice (Skott, 2014). In teaching context, "teaching philosophy is a set of fundamental core beliefs for teaching that are shaped from an accumulation of personal experiences" (Kumagai & Black, 2018, p. 465). It is parallel with Payant (2016) who stated "A TP needs to emerge as a result of a deep examination of values, belief systems, and educational experiences in connection with social and educational contexts" (p. 3). Kagan (1992) pointed out belief in teaching appears to arise out of needs inherent in teaching practice, which has a closer understanding of how good teachers or classroom teaching are made. Moreover, Debreli's (2012) study showed that belief in teaching led to how educators' approach teaching and learning in a classroom. Therefore, belief in teaching is individual judgement that considered being true which influence the teaching practice and resulted from the social experiences.

When it comes to pre-service teachers, the idea of good teaching is formed by the experiences they received in the classroom (Wall, 2016), such as receiving theories about teaching and observing their modelled teacher/lecturer lead pre-service teachers in defining and interpreting the idea

of teaching. In teaching EFL context, those experiences arise from the assumption of foreign language teaching-learning that is formed EFL pre-service teachers' pedagogical belief (Ding, Ottenbreit-Leftwich, Lu, & Glazewski, 2019). Hence, the pre-service teachers personal social experiences in teaching learning process will be formed the teaching belief which is different between them.

Belief in teaching is relatively constant and connects with the harmonious style of teaching (Kagan, 1992), yet the researchers showed a dynamic, multi-directional relationship between teaching belief and practices (Jenkins, 2011). Therefore, between belief and practice, there are some factors that contribute to the stable or dynamic development of beliefs, those are apprenticeship of observation, knowledge and educational development, teaching experience, and contextual factors (Stergipoulou, 2012).

The four factors of development of belief in teaching are found in teaching practicum. In teaching practicum, pre-service teachers conducted observation to the teaching-learning process, educational policy, curriculum mandate, and social environment. Furthermore, in this program, pre-service teachers taught classes, made lesson plan and assessments. In this program, the pre-service teacher unconsciously implemented their teaching belief into the teaching practice in the classroom. Due to this reason, the teacher training program has been getting an excessive deal of attention from the researchers aiming to understand the relationship between pre-service teacher's belief and teaching programs (Debreli, 2012). In this case, investigating pre-service

teachers' beliefs in teaching after conducting a teaching program has been motivated necessarily due to the teaching program gives pre-service teachers' place to develop their belief in teaching. However, in making a better understanding of belief in teaching, this research endeavours to explore pre-service teachers' belief in the context of teaching English as a foreign language.

This case study research aims to investigate the English pre-service teachers' belief in teaching English as a foreign language context in public Junior High School. To reach the goal, this research needed English pre-service teachers as its participant. The result showed the pre-service teachers' belief in teaching practice, including their judgement about teacher roles, teaching method and the effect of students' characteristic toward the method of teaching.

## **B. Formulation of the Problem**

The research question of this study is "What are pre-service teachers' beliefs in teaching English as Foreign Language in conducting Teaching Practicum at Junior High School?"

## **C. Operational Definitions**

To avoid misunderstanding in defining the terms in this research, the writer defines some terms in this research, as follows:

1. **Pre-service teacher's belief** : Student teachers' personal cognitive and affective judgments about what considered being true in effective teaching EFL that resulted by their social experiences.
2. **Teaching EFL** : Teaching practice that pre-service teacher conducted at an EFL public junior high school for two months.

#### **D. Aim of the Research**

The goal of this study is to investigate pre-service teacher's belief in teaching English for Foreign Language that shows a context to situate educator instruction and conceptual growth.

#### **E. Significance of the Research**

1. **Empirical significance:** this study provides empirical insights into participant's teaching belief which might relate to practice.
2. **Theoretical significance:** the research expands the pre-service teachers' belief in teaching English as foreign language context.
3. **Practical significance:** this study contributes to facilitate the construction of more effective frameworks for thinking about classroom practice.