

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Belief in Teaching EFL**

One of the factors of how pre-service teachers' plans, manages, and evaluates the classroom instruction is their belief in teaching (Utami, 2016), yet Jenkins (2011) stated the researchers showed a dynamic, multi-directional relationship between teaching beliefs and practices (Jenkins, 2011). Hence, this relationship between belief in teaching and the teaching itself could be influenced by development that consists of several factors.

Stergipoulou in 2012 mentions the four factors that affected development of belief in teaching are:

1. Apprenticeship of observation: their experiences as a learner in the past influence them throughout their professional lives and form the basis of prospective teachers' conceptualizations of language teaching.
2. Knowledge and educational development: the amounts of hours the pre-service teacher uses in learning teaching in university.
3. Teaching experience: the experiences of teaching in the real classroom have a powerful influence on teachers' practical knowledge and hence to shape teachers' actions.
4. Contextual factors: the social, psychological and environmental realities of the school and classroom.

Those development factors of belief in teaching makes the study of teacher belief and practice is complex and multidimensional concept that can be brought to research, that Li and Walsh (2011) pointed out there offers insight to classroom practice and the relationship between belief and practice, that needs others perspective such as interview that could delve a better understanding.

The teaching practicum will be given the pre-service teacher's a chance to develop their belief in teaching through the experiences they received in that program, such as teaching observation, making lesson plan, assignment and evaluation. The result of the pre-service teacher's belief will be contextual, which is in an EFL junior high school context.

## **B. Pre-service Teacher's Belief**

Pre-service teachers enter the teaching program with their preconceptions about teaching-learning. The preconception is shaped by their previous schooling experiences as students and the hours of receiving theories about teaching (Darbeli, 2012; Wall, 2016) which they view and interpret it into the idea of ideal teaching. That preconception formed the pre-service teacher's belief in teaching.

Belief can be defined in a simple way or complex within various perspectives, for instance (Pajares, 1992) stated belief is an individual judgment of the idea of true or false in a scheme, resulting from social experiences that affect practice. Skott in 2014 stated belief is:

1. Refer to ideas that individuals consider to be true: characterized by a substantial degree of view, but also that the individual may accept a different position as reasonable and intelligent.
2. Having cognitive and affective dimensions: consist of the thought about teaching and depictive mechanism that assists to encode different forms of information. It makes beliefs characterized by a certain degree of commitment.
3. Stable and result from substantial social experiences.
4. Influence practice.

In teaching context, belief is a deep examination of values and educational experiences that raise the needs of how good and ideal teaching are made (Kagan, 1992; Payant 2016; Kumagai & Black, 2018).

There are crucial things to remember that pre-service teachers hold a belief about many issues such as teaching-learning, students and subject matter (Borg, 2017). Those beliefs are united in a belief system. Beliefs are inaccurately limited, as having no clear logical rules that connect (which is formed by personal, episodic, and emotional experiences) these beliefs to events or situations in practice (Chen, 2008).

Various beliefs about things that are connected to an event are sorted by the priority of the individual. According to Borg (2017), those beliefs hold different weight, when the tension arises, those are more central or core will overcome the peripheral. In line with Green (1971) that some beliefs are more central to belief systems (i.e., core beliefs), those are more resistant to change.

In contrast, peripheral beliefs are weak and further from central that is easier to change (Cited in Chen, 2008). This could be one of the factors why the relationship of belief depends on someone's judgments of experiences, knowledge, and how each belief affects others.

Therefore, the pre-service teachers' belief in teaching EFL context is an individual cognitive and affective judgment about what is considered true in teaching EFL that resulted by their social experiences. The belief could influence their teaching practice, especially in deciding the classroom activity, assessments, and the way they teach in the classroom. However, the pre-service teachers don't only hold one belief about teaching, there are various beliefs in teaching context that united in belief system. In practice, those myriad beliefs that are linked to an event are arranged by the priority of the individual.