

**PRE-SERVICE TEACHERS' BELIEFS ON TEACHING
ENGLISH IN LANGSA**

THESIS

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TABLE OF CONTENTS

Acknowledgement	i
Table Of Contents	iii
List Of Table.....	v
List Of Appendixes.....	vi
Abstract.....	vii
CHAPTER I: INTRODUCTION	1
A. Background of The Study	1
B. Research Question.....	4
C. Scope of The Study	4
D. The Purpose of the Study	6
E. The Significance of Study	6
F. Terminology	6
CHAPTER II: LITERATURE REVIEW.....	8
A. Definition of Belief in Teaching	8
B. Teachers' Belief	9
C. The Importance of Teachers' Beliefs.....	17
D. Classification of Teachers's Beliefs.....	17
a. Traditional Transmission	18
b. Constructivist Instructio	18
E. Beliefs about English	21
CHAPTER III: RESEARCH METHODOLOGY	23
A. Research Design.....	23
B. The Location and Time of the Research	24
1. The Location	24
2. The time of the Research.....	24

C. Subject of the Study	25
D. Population and Sample.....	25
E. Technique of Collecting Data and Instrument	28
1. Questionnaire	28
2. Observation Checklist	30
F. The Technique for Analyzing Data.....	31
CHAPTER IV: FINDING AND DISCUSSION.....	36
A. Result of The Research	36
B. Discussion	73
CHAPTER V: CONCLUSION AND DSUGGESTION.....	77
A. Conclusion	77
B. Suggestion.....	78

LIST OF TABLE

Table 2.1 A Comparison of Traditional And Constructivist Teachers' Beliefs	19
Table 3.1 Indicator of Questionnaire Questions	29
Table 3.2 Score of Percentage In School A	33
Table 3.3 Score of Percentage In School A	34
Table 4.1 The Form of Questionnaire	41
Table 4.2 Result of Calculating Constructivist Belief	38
Table 4.3 Percentage of Teacher Instructional Approach	43
Table 4.4 Percentage of The Teacher Role	45
Table 4.5 Percentage of Interaction Among Student During Class	48
Table 4.6 Percentage of Interaction Between Students And Teacher	50
Table 4.7 Result of Calculatinmg Traditional Belief	53
Table 4.8 Classification of Belief	57
Table 4.9 Observation In Smp N 1 Langsa	59
Table 4.10 Observation In Smp N 3 Langsa	61
Table 4.11 Observation In Smp N 4 Langsa	63

Table 4.12 Observation In Smp N 5 Langsa	63
Table 4.13 Observation In Smp N 8 Langsa	65
Table 4.13 Observation In Smp N 8 Langsa	67
Table 4.9 Observation In Smp N 13 Langsa	69
Table 4.9 Observation In Mts MUQ Langsa.....	71
Table 4.17 Percentage of Constructivist Belief In Teaching	73
Table 4.18 Percentage of Belief In Teaching By Using Scale.....	75

LIST OF APPENDIXES

Appendix I Item of Questionnaire

Appendix II Item of Observation Checklist

Appendix III The Percentage of Constructivist Belief and Traditional Belief

Appendix IV Percentage of Constructivist Belief in Practice

Appendix V The Scale of Pre service Teachers

Appendix VI Photos of Observation

ABSTRACT

Teachers' beliefs is the foremost important element to understand and improve the educational processes. The study of the concept teachers' beliefs is the part of process to understand how teachers conceptualize their teaching. It is used to understand how the teachers approach their work; like the ideas or perceptions that they have about teaching and educating. It is important to understand the beliefs the teachers in operating their strategies in teaching. There are two classification of teachers' beliefs in teaching: constructivist belief and traditional belief.

The research problem of this study has two kind. First, to what extent is the pre-service teachers' belief as research question number one and for research question number two is do they practice what they belief in teaching English.

This study took quantitative descriptive research which aimed to analyze pre service teachers' beliefs about teaching English. In carrying out this study, the writer observed the pre service teachers and giving questionnaire. The research was carried out in a month. The population was all of the seventh semester students of English Department IAIN Langsa who take Program Pengalaman Lapangan (PPL). The sample was 20 pre services English teachers that was chosen by purposive sampling and teaching at eight schools in Langsa.

The result of quantitative data showed that most of the beliefs about teaching English held by pre service teachers are constructivist belief. From collecting the data, they believe constructivist beliefs is more appropriate to practice in teaching rather than traditional belief. Almost of pre service teachers practice the constructivist beliefs and has moderate scale in six schools, high scale of constructivist beliefs in one school, and low scale of constructivist beliefs is in one school as well. Most of them has 30%-90% in practicing constructivist belief. The highest score in applying constructivist is 92% in SMP Negeri 3 Langsa and the lowest score is 24,75% in SMP Negeri 8 Langsa.

Keywords: Pre-service Teachers, Beliefs, Teachers' Beliefs.

CHAPTER I

INTRODUCTION

A. Background of Study

Pre-service education often serves at the first step in developing a professional teacher. It exposes the in service teachers to new perspectives as well as prepares them in knowledge and skills.¹ Knowledge includes disciplinary content, or subject knowledge, and pedagogical content knowledge, or knowledge of how to teach. This forms the basis for quality practice.

Pedagogical knowledge can be defined as “...the content, skills, and strategies required for effective teaching.” Pedagogical knowledge is linked closely to teachers’ belief in that there are factors that influence teachers’ attitudes and beliefs toward the implementation of a variety of instructional models and strategies.

Many research have made significant contributions to explain teachers’ beliefs, and the relationship between teachers’ beliefs and practices, which has produced important findings for both preservice or in-service teacher. Teachers’ beliefs are important concepts in understanding teachers’ thought processes, instructional practices, change and learning to teach. It means that belief in educational process have

¹¹ Sylvia C, Isabella W & Quek. *Pre-service Teachers’ Belief, Attitudes, and Expectations: A Review of The Literature*. National Institute of Education (Nanyang: Technology University), p.1

powerful impact on their willingness to develop a better teaching strategies.

Teachers' beliefs is the foremost important element to understand and improve the educational processes. The study of the concept teachers' beliefs is the part of process to understand how teachers conceptualize their work. It is used to understand how the teachers approach their work; like the ideas or perceptions that they have about teaching and educating. It is important to understand the beliefs of the teachers in operating their strategies in teaching. They are closely linked to their strategies in coping with challenges in their teaching process and how they shape students' learning environment.

Teachers' beliefs can be considered as guiding principles that hold reflects in their teaching. According to Pajares who argued that the beliefs of the teachers would influence their perception and judgment.² Similarly, Incencay and Kesli found that the beliefs are described as mental state that believe to be true by person holding it, although the individual may know that alternative beliefs may be held by others.

Tatto argues that we have a very little empirical evidence showing the influence of teacher education on teachers' values and beliefs. So, it

²Arman, B. Prospective Teachers' Belief and Perception about Teaching As a Profession. *The Journal of Educational Science: Theory and Practice*. (Necmettin Erbakan University: 2012) Browsed on www.edam.com.tr/estp at February, 28 2015

may commonly be accepted that teacher education can have little influence on altering teachers' beliefs. Therefore, if trainees hold beliefs about language learning which might negatively affect their future students' learning, it is very significant for the teacher educators to work on these beliefs and change them. If learners' beliefs about language learning are considered important, the beliefs of their teachers should also be considered as equally important. Indeed, in recent years, teachers' beliefs have been the subject of inquiry to clarify how beliefs are improved and how they affect the teachers' practice.³

Ideally, English teachers should have much knowledge and experience. It is like Ernest says that teachers' beliefs have a strong effect on teaching practice by converting those beliefs into a practical reality.⁴ So every English teachers need self reflection of their belief about teaching English whether effective or not to handle their class in the future time. Moreover when they teach student in the school.

In the literature, beliefs seem to have a strong influence on the way teachers think about their practice.⁵ Whitbeck examined the gap in the research on teacher's beliefs (focusing on beliefs of students at the pre-

³Arman Bulent, "*Prospective Teachers' Belief and Perception about Teaching as a Profession.*" Educational Consultancy and Research Center 12, No.3 (2012): 196

⁴Min Yook,C. "*Korean Teachers' Beliefs about English Language Education and their Impacts upon the Ministry of Education-Initiated Reforms.*" Georgia State University 18, No.8 (2010): 1

⁴ Tatto Maria Teresa, Coupland Bryan Daniel , "*Teacher Education and Teachers' Belief.*" university of Trinidad and Tobago 13, No.6 (2003) :145.

service level), specifically on the issues of how they came to choose teaching, and what they are getting out of their coursework. Richards and Lockhart describe reflection as a process in which teachers collect data about teaching, examine their attitudes, beliefs and assumptions, and teaching practices, and use the information obtained as a basis for critical analysis about their teaching.⁶

The reality, the pre service teachers are unrealized about teachers' beliefs are one of an important elements for understanding and improving educational processes. They just want to practice what they get from micro teaching only. In fact, what pre service teachers will face at school as internship teacher is more harder than practice in the class in front of their friends. So, they need to know the study of teachers' beliefs is the part of process to understand how teachers conceptualize their work.

This paper foccus on the internship program of teachers candidates. Therefore in this study, it is conducted at some Juniors High Schools in Langsa and Teacher Training which provide in English Department. English education department is rated as a new department, it is just exist for several years. From that reason, it is considered as necessary to know the belief of pre-service teachers which taking internship program (PPL).

In internship program, actually there are more than one university that do teaching practice in Langsa. In fact, the school sometimes compares

⁶ Gowrie George, Ramdas Mala. *"Pre service Beginning Teachers' Beliefs, Expectations, and Other Preparation Issues of the Practicum."* 7.

with university that have more capabilities in teaching. Therefore it is important to ascertain the belief of pre-service English teacher in teaching at IAIN Langsa. It helps them enable to compete with other universities. Surely, the assumption of the researcher is that pre-service teacher beliefs and ideas on how teaching should be conducted will shape students' practice in classroom teaching.

The writer assumes that pre-service teachers need to know about beliefs in teaching English the writer feel important to research about “**PRE-SERVICE TEACHERS' BELIEFS ON TEACHING ENGLISH IN LANGSA**”.

B. Research Questions

1. What are the beliefs that the pre-service English teachers hold in teaching English?
2. Do they practice what they belief in teaching English?

C. Scope of the Study

This research limits to the pre-service English teachers at English Teacher Education Department especially the students who take internship program (PPL) year 2015 at Langsa. This proposed study analyzes pre-service teachers' beliefs about teaching English and actual classroom practice. The researcher does not analyze the correlation between the belief and classroom actual teaching.

D. The Purpose of the Study

To analyze pre-service teachers' beliefs in teaching English during their internship program of English teacher education department and to know what belief that they apply in teaching English.

E. The Significance of Study

For the pre-service : To be useful for pre service teacher to analyze the belief that they practice in the classroom, and they can provide information for themselves in good belief to teach in the class

For researcher : to be useful for researcher to know the appropriate belief to teach in the class

Other : benefecial to learn about aspect pedagody in teaching include the belief of teaching.

F. Terminology

- a. Beliefs is feeling something is true and can be trusted. Beliefs are view or perception someone about something that they believe. They are like someone's conviction based on observation or reasoning.
- b. Teachers' beliefs are view and the perception about teaching students at educational process which teachers bring to classrooms. They are

the thought held by the teacher about teaching and learning process, which influence with their teaching in the classroom.

- c. Pre-service teacher education are students from a tertiary institutions who have not complete their teaching qualification and are completing the teaching practice requirement of the pre-service profession education courses.
- d. Internship program is time for experiment.