

# **CHAPTER I**

## **INTRODUCTION**

This chapter covers background of the study, statement of research problems, benefits of the study, scope and limitation of the study, and definition of key terms.

### **A. Background of Study**

English has been worldwide as an international language which is not only used in many countries as their first language but also in the developing countries such as Indonesia, India, and Malaysia, English is taught as a Foreign Language (FL), moreover as Second Language (SL). In this case, it is supposed the educational minister in many countries to decide the teaching of English as an essential part of the school curriculum to prepare the challenges of globalization. In following up this policy, University takes part the important thing to create the qualified teachers through their undergraduate program.

In the constitution number 12 in 2012 about the university, stated that university is the educational institution that consist of diploma, scholar, magister, doctor, profession and specialization that is held based on the Indonesian cultural. University as the part of national educational system has strategic goals in smarting society and increasing knowledge and technology by understanding and applying not only humanity value but also culture and the applied people that implicated.

University, one of the educational institutions, is available by the purpose to support the national education. The implementation of the university is the students who choose their own character and major based on their appropriate ability. Those students are expected to be the future hope and our pillar in building our nation. University is held to increase the competition effort in facing the globalization in every aspects and able to develop their knowledge and technology and also creating intellectual, researcher or the cultural professional and creative, tolerance, democratic, and strong character.

Furthermore, the process of teaching and learning in the university is probably stated working project that can spend much time to do. Moreover, there are two kinds of teaching practicum such as micro teaching (PPL 1) at college and will be continued by Practical Teaching (PPL 2) at some schools that usually conducted in the last terms. Related to this, the students have to become a qualified on their field learning and base, set and also control their self especially in facing the difficult point usually appeared in teaching and learning itself. In this situation, the university student as pre-service teacher should be aware to the beliefs such as EFL learners' development, the teaching method and technique, themselves as language teacher during their teaching process.

Those teacher's beliefs are important considerations in conducting teacher education to help pre-service teachers develop their thinking and practices by the main purpose offering professional preparation for future English teachers. Therefore, this context offers a great opportunity to find out

these students' beliefs before and after the teaching stage and try to understand how their teaching beliefs work. For the purpose of this paper and considering to the program, the students will be referred as pre-service teachers or participants because they will not get the degree before complete the programs (Microteaching and Practical Teaching Program).

According to the previous research conducted by Horwitz (1987) stated rightly that "the formation of teachers' educational beliefs in language teaching learning process will influence, though indirectly, on constructing effective teaching methods and will bring about the improvement of learners' language learning abilities" (p. 119). It is proved by the other research conducted by Shindhe and Karrekatti (2012) stated that "Teachers' beliefs influence their consciousness, teaching attitude, teaching methods and teaching policies, and finally, learners' development" (p. 69). Furthermore, Johnson (1994) found that "pre-service teachers' instructional decisions during a class were based on images of teachers, materials, activities and classroom organization generated by their own second language learning experience" (p. 439).

The result of the researches above showed that beliefs was affecting their teaching and learning in the educational field such as elementary school, secondary school or senior high school and only some people have their own reasons in doing that. This situation can be happened in every university as if IAIN Kediri that many students should be able to have a good qualification especially in teaching activity not only in the university but also in the schools

for the space time decided. But in fact, they should have a strong belief along the Practical Teaching (PPL 2) through Microteaching (PPL 1) as their preparation in their last year studying in the university. In this case, the researcher had the main purpose to investigate EFL pre-service teachers' beliefs related to teaching English based on their practical teaching experience.

In supporting the present study, the researcher focused on the whole of English department students of State Islamic Institute of Kediri who conducted the Practical Teaching (PPL 2) in some schools in Kediri, Blitar and Nganjuk. The Faculty of Education and Teacher Training is exact and appropriate to explore the pre-service teachers' beliefs about teaching English deeper based on their teaching experience in the schools.

## **B. Research Problem**

In determining these pre-service teachers' beliefs regarding teaching English in the classroom, the researcher stated three research questions to be addressed in this study. Those research objectives are:

1. What are the core beliefs of EFL pre-service teachers on the nature of EFL learners' development?
2. What are the core beliefs of EFL pre-service teachers on teaching method and techniques?
3. What are the core beliefs of EFL pre-service teachers about teacher talk?

### **C. The Objectives of the Study**

Based on the objectives of the research context applied, the purposes raised in this study are distributed below:

1. To know what are the core beliefs of EFL pre-service teachers on the nature of EFL learners' development.
2. To know what are the core beliefs of EFL pre-service teachers on teaching method and techniques.
3. To know what are the core beliefs of EFL pre-service teachers about teacher talk.

### **D. The Significance of the Study**

The research expected that this research will be useful for other people to create benefits for the development in education and hopefully to the future research, it can be the comparison for them who have the same interest in observing this topic. Especially for the future pre-service teachers, it is also hoped to give feedback to their beliefs in teaching English when they are in preparation of teaching program in the schools they are going to be placed as their practical teaching. Furthermore, for the researcher itself, it may be able to help in understanding the appropriate belief to teach in the class

### **E. The Scope and Limitation of the Study**

This study limited to the pre-service English teachers at Department of English Language Education especially the students who took Practical Teaching (PPL 2) year 2018 at IAIN Kediri. In this study, the researcher

analyzed the sets of beliefs in teaching on the nature of EFL learners' development, teaching methods and techniques, and teacher talks while omitted the self-efficacy as an English teacher from the questionnaire draft because it does not have correlation to the teaching conceptions. In addition, the researcher did not analyze the correlation between the beliefs and classroom actual teaching.

#### **F. Definition of Key Terms**

- a. Investigate is the carry out a systematic or formal inquiry into (an incident or allegation) so as to establish the truth.
- b. Pre-service teachers are students of the last semester who have not complete their teaching qualification and are going to complete the teaching practice requirement of the pre-service profession education courses.
- c. Teachers' beliefs are view and the perception about teaching students at educational process which teachers bring to classrooms.
- d. Practical teaching is a subject about learning program as the teaching practice requirement of the pre-service profession education courses.