

*CHANGES IN PRE-SERVICE TEACHERS'  
BELIEF AFTER TEACHING PRACTICUM*

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## PREFACE

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Finally, hope this research result give the better teaching of English education.

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# CHAPTER I

## INTRODUCTION

This chapter consists of background of this study (1.1.), identification of study (1.2.) as well as limitation of study (1.3.). Next, problems of study (1.4), objective of study (1.5) and significant of study (1.6) are also discussed. Framework of study (1.7) and previous study (1.8) and the last the organization of writing (1.9) are parts of this chapter too.

### **1.1. Background of Study**

Practicum teaching is an academic program of teacher training faculty. This program must be followed by students from all departments at seventh semester. In general, the aim of this activity is to provide a real experience and broaden the practical knowledge in building four teacher competencies, pedagogical, Professional skills, personality and social competence.

As an educational institution which is aims to produce teachers and education staff, teacher training faculty

makes teaching practicum as one of the arenas to prepare students to be able to carry out their duties at school such as teaching management, assessment and other educational insight. Therefore, the students will have an ability to teach, develop and build students motivation in teaching learning process through teaching practicum. In spite of this, the students are also expected to be able to develop good communication in the school environment and society

The teacher is one of the components responsible for educational achievement. A teacher must appear professionally to achieve achievement. It meant that a teacher must be able to involve their students physically, mentally and emotionally in learning. This is one of the purposes of the implementation of teaching practice which is held at the teacher training faculties. This is grounded by the desire to develop the potential of students to achieve what is expected.

In Permendikbud No 49 2014 concerning national standards of high education, it stated that educators must have academic qualifications and competencies as learning

agents, physically and mentally healthy, and have the ability to realize national education goals. Competency as a teacher in primary and secondary education includes pedagogic, personal, professional and social.

The learning process carried out by pre-service teachers, both in the initial, core and final activities must all lead to the formation of a professional teacher. A pre-service teacher must also have the ability to manage lesson plans, the application of teaching methods, the use of learning media and others. Pre-service teachers are demanded to work efficiently, systematically, creatively and use manner in communication. By seeing the duty, role and responsible of the teacher, it is appropriate for service-teachers to prepare their self.

In the context of achieving the competencies that have been implemented, teaching practicum also has very strategic functions and roles. Teaching practice activities conducted by students are essentially doing learning activities by working at a particular school or educational institution. In the teaching practicum, students are not only required to use

knowledge and academic skills that have been obtained through lectures, but also to gain experience teaching professionals and integrating their experiences into their behavior as effective and productive individuals.

The success of the teaching and learning process is highly dependent on the teacher's ability to manage learning. It involves competencies possessed by the teacher, both related to his personal abilities, the ability to interact with students, the ability to choose and determine the media, learning methods and the ability to design and develop learning material. Because of that, the teacher who has multiple competency can be defined as professional teacher.

The professional requirement has been stated in Law No. 14 of 2005 concerning teachers and lecturers. The rule stated that the teacher is a profession that demands a competency so that the teacher is able to carry out the task. Teachers should have academic qualifications, competencies, education certification, physical and spiritual health and ability to achieve national education goals.



Teaching practice programs are designed to train students as pre-service teacher to have complete educational skills and integrated. In spite of this, teaching practicum program aims to train students to master four competencies, pedagogic, professional, personal and social competency. This program include to the learning training and exercises in doing the duty as the teacher.

The implementation of teaching practice is carried out after students have sufficient provision related to the task of a teacher, such as assignment of educational grounds, mastery of subject matter and learning process.

As it mentioned above that students has been prepared by several knowledge about education to achieve the goal or teaching practicum program. But it is very rare prepare in developing process of belief. Belief is the one of professional development. It has a great role in education. The teacher should have a strong belief before doing or planning teaching learning program. Individuals must be capable of organizing and systematizing their skills and abilities to create and execute courses of action in the pursuit of

particular achievements. Therefore, if people believe they have no power to produce results, they will not attempt to make things happen. As it said by Xu (2012: 3987) that belief play an important role in many aspects of teaching, as well as in life. They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected. Beliefs color memories with their evaluation and judgment, and serve to frame our understanding of events.

Richardson (1997: 103) in Debreli (2016:36) also defined the concept of belief as 'psychologically held understandings, premises and propositions about the world that are held to be true'. He clarified that what a pre-service teacher believes and perceives to be the facts is considered to be his/her belief. Therefore, in developing of teaching profession, educators should embrace about belief. Moreover, to improve pre-service teacher who enter teaching practice.

Pre-service teacher is known as teacher candidate. They come into the teaching profession with beliefs about

teaching; sometimes they are aware of them, other times they are not. It is grounded by their own view about how high-quality teaching that they have seen before. It means that they put belief on their own system based on their own experiences as pupils, interpersonal relation with other, mentor, classmate and reflection. In fact, having beliefs appear to be a construction, which shows that they are not static or do not the same over time; they tend to changes or turning points when they come into contact with different components of teacher development.

This is related to what Pennington clarified in Tang, Lee & Cunn (2012:20) suggested that a teacher's pedagogical decisions and actions are typically colored by their experience as a learner and act as a psychological barrier, frame, or selective filtering mechanism to their classroom practices. Similarly, Gehhard (2006) in Tang (2012:20) asserted that what teachers actually do in the classroom is determined by their subjective teaching related knowledge.

From this, it can be concluded that Teachers' beliefs, practices and attitudes are important for understanding and

improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Furthermore they can be expected to mediate the effects of job-related policies – such as changes in curricula for teachers' initial education or professional development – on student learning.

Deng in Sofia (2013) argues that pre-service teachers' belief need to be transformed for pre-service teachers to teach in new ways, however transforming beliefs is not an easy endeavor. Therefore, identifying of changes in pre-service teachers' beliefs (whether they change and how they change) seems crucial for development of teacher education program. It enables pre-service teachers to master the essential skills and competences that allow them to tackle the challenges they are likely to face throughout the teaching practicum.

## **1.2. Identification of Study**

Referring to the background of the research, the researcher identifies changes in pre-service teachers' belief after teaching practicum.

## **1.3. Limitation of Study**

This study applies the concept of belief which undergone by pre-service teacher before and after teaching practicum.

## **1.4. Problems of the Study**

By considering the main focus and the whole elements of this research, the study answers the following questions:

1. What changes, if any, did pre-service teachers' belief experience after teaching practicum?

## **1.5. Objective of the Study**

This study serves to investigate changes in pre-service teachers' belief after teaching practicum.

## **1.6. Significant of Study**

Over the objectives of the study realized as the visible outcomes, this research is theoretically and practically

expected to be useful and be significant that this analysis may help and support:

1. Providing a detailed picture of pre-service teachers' belief development
2. Exploring of teaching beliefs development among pre-service teachers and focus on change in teachers' belief as well as understanding of their practices in teaching Practicum.
3. Promoting learning experience in pre-service teacher education
4. Preparing of pre-service teachers for having the real challenges of the EFL classrooms.

### **1.7 Conceptual Framework**

This study applies the concept of belief, especially changing of belief on pre-service teachers. As have discussed above, pre-service teacher has a variation in belief. They come to the teaching area in the different view and undergo changing in the same time. Therefore, the researcher is interested to investigate changes in pre-service teacher to improve teacher profession.

## 1.8.Previous Study

The researcher has found several previous study deals with pre-service teachers' belief, it can be seen on the following clarification:

1. Ebrahim M. Bamanger1 & Amani K. Gashan (2014: 14) focused their research on In-Service EFL Teachers' Beliefs about Teaching Reading Strategies. It resulted that EFL teachers were found to have specific beliefs about the suitable approach to teach English. However, Saudi EFL teachers' beliefs require more investigation before they can "reflect on their classroom practices". Their study tried to cast some light on Saudi EFL teachers' beliefs about teaching reading strategies. According to their results, it could be argued that EFL teachers believe that teaching reading strategies are very significant. The results also showed that there is a positive correlation between what Saudi EFL teachers believe about teaching reading strategies and their actual classroom practices. This means that there is a consistent relationship

between what teachers believe about teaching reading strategies and their actual classroom employment. The results suggested that the beliefs have powerful influences on teachers' classroom practices. It also suggested that in order to change teachers' practices, there is a need to change their beliefs about practices.

2. Doris Choya, Angela F.L. Wonga, Kim Chuan Gohb & Ee Ling Low (2014: 472) examined about Practicum experience: Pre-service teachers' self-perception of their professional growth. They found that The study traced the developmental journey of pre-service teachers across three practicum postings. Their results indicated that the expectations and fulfillment of expectations of the pre-service teachers increased significantly from TA to TP1 and from TA to TP2. They showed that the practicum attachments structured in a developmental way also helped in their own professional growth and development where they experienced the practicum gradually from observation of experienced teachers to a long stint of independent teaching of full classes. The



findings of the study are discussed in the light of implications for continued program development and enhancements to the practicum component that can help to bridge the theory–practice nexus in pre-service teacher education, and contribute to the development of teachers’ professional competencies.

3. Emre Debreli (2016:37) conducted research on Pre-service Teachers’ Belief Change and Practical Knowledge Development during the Course of Practicum. Emre analyzed explores the types of beliefs about learning and teaching that pre-service teachers held before starting the practical phase of the program and whether and how the practical phase changed their beliefs in nine-month period. Participants included 12 pre-service teachers at a university in Northern Cyprus. Data were collected through semi-structured interviews in three different phases: at the beginning, during and at the end of the training program. Diaries were also used on a regular basis. The study found that when the participants started the

training program, they held numerous beliefs about learning and teaching—many based on theoretical rather than practical knowledge. An analysis of the data obtained in the latter phases indicated that all the participants underwent changes in the various beliefs they initially held. Furthermore, the participants faced many difficulties when their theoretically derived beliefs were confronted with the reality of practice, which, in several instances, led to changes in beliefs and the development of practical knowledge.

- Sergio Andrés Suárez Flórez & Edwin Arley Basto (2017: 167) analyzed about Identifying Pre-Service Teachers' Beliefs About Teaching EFL and Their Potential Changes. They found that this study found that the pre-service teachers started the practicum with several common beliefs about teaching English. For example, the relevance of correcting students' mistakes, the importance of grammar and pronunciation teaching, the use of translation and memorization, and the influence of

motivation during their practicum. The participants' past experiences as foreign-language learners influenced their beliefs prior to starting their teaching practicum. The relationship between pre-service teaching expectations and teaching programs has already been documented in the literature. Most pre-service teachers start the teaching practice with expectations as a direct result of the beliefs developed in the pre-service teacher formation program. , the pre-service teachers had the chance to test their expectations and shape their beliefs before the practicum. On the other hand, the findings revealed that most of pre-service teachers' beliefs changed; a few of them remained unchanged. The result shows a significant difference between the beginning and the end of the practicum. Pre-service teachers' beliefs were open to change during the practicum. Before starting the practicum, participants believed that memorization was not the best mechanism; this

belief changed when the pre-service teachers included this strategy to facilitate students' pronunciation, grammar, and vocabulary learning. It was customary for the pre-service teachers to use flashcards to facilitate the memorization of the right pronunciation of several words. Another sign of belief change included challenges participants experienced, which were discovered through the reflection journal. Before starting the teaching practice, they believed that pronunciation was not the most difficult part of teaching English. However, along their practicum, they identified that their students' past learning and misbehavior made them change this belief. It is also important to note that the belief about error correction did not change during the practicum. Although the pre-service teachers changed the correction techniques from peer-correction to self-correction as a strategy to develop students' autonomy, this belief remained unchanged. Participants still assigned a high priority

to error correction in class. The teachers realized that they should continue correcting students' mistakes; however, they also discovered the peer-correction technique to be inadequate. This study suggests that pre-service teachers should gain teaching experience prior to the practicum so that they will be better prepared once they face the reality of a classroom. Hopefully, the superior foreign language programs should provide pre-service teachers with more classroom teaching experiences and, in turn, they will be better equipped to handle the classroom and become more effective teachers. We also suggest that more growth opportunities, such as assisted reflection, will allow pre-service teachers to improve their teaching abilities and overcome the potential difficulties they experience in this process.

4. Mellati, Khademi & Shirzadeh conducted about The Relationships among Sources of Teacher Pedagogical Beliefs, Teaching Experiences, and Student Outcomes.

The result shows that teachers' decision, teaching approaches, teaching opportunities, and classroom practices. Teachers' beliefs are unique in every teaching context; therefore, universal classroom designs and curriculums are inadequate. Returning to the hypotheses posed at the beginning of this study, it is possible to state that a significant proportion of the total variations in learners' outcomes were predicted by teachers' sources of pedagogical beliefs.

5. Teng (2016) analyzed about Changes in teachers' beliefs after a professional development project for teaching writing: two Chinese cases. From this analysis, Teng found that teachers' beliefs directly influence their classroom practices and teaching outcomes. While numerous studies in second/foreign language writing have examined the effectiveness of different innovative approaches on students' learning to write, there is a paucity of research on writing teachers' beliefs about these approaches and how their beliefs change in the

process of their professional development. Such a lacuna becomes prominent in English as a Foreign Language contexts, especially in China, where there are numerous calls for changing the nature of classroom practices from product-focused to process- and student centred instruction. The professional development project for teaching writing broadened the teachers' understanding of different writing theories, provided a clear model of how to integrate these new approaches into regular writing courses, changed their instructional focus and shifted their perception of teachers' roles in teaching practice.

From the previous study above, it can be shown that the research about belief is important to be analyzed to suggest the development of student skill in teaching. Furthermore, concentration about the process of belief is very lack in teaching program here.

## **The Organization of Writing**

This research is organized into five chapters as follow:

Chapter one is including introduction which consist of background of the study, the problems of the study, limitation of the study , the objectives of the research, the significance of research, the previous study and the organization of writing.

Chapter two is theoretical framework; it related to belief, the role of belief in teaching.

Chapter three is method of the research; it contains about the subject, setting, method, design, the procedure of the research, the techniques of collecting data and analyzing of the data.

Chapter four is talking about the findings of research

Chapter five is discussion and closing.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about some literature related to the research need, they include to three major themes. The first deals with the general the definition about pre-service teacher (2.1), which consists of teachers' belief (2.1.1), element of belief system (2.1.2), defining belief in education (2.1.3), understanding teachers' belief in language education (2.1.4), why are belief important in teacher education? (2.1.5), and the last where do beliefs come from? (2.1.6). The second themes refers to pre-service English teachers (PSETs) belief (2.2.) which consists of changing belief in pre-service English teachers (PSETs) (2.2.1.), the importance of belief in pre-service English teachers (PSETs) (2.2.2.), next the category of pre-service English teachers (PSETs) belief. The third themes discusses teaching practicum (2.3) and teaching practicum (PPLK) in UIN SMH Banten (2.3.1).

## 2.1 PRE-SERVICE TEACHER

In the oxforddictionaries.com, generally pre-service is related to the period before a person takes a job that requires training. In detail, the website .igi-global.com/dictionary, the term of pre-service teacher is described as teacher candidates. This term is used to describe student teachers who are enrolled in a teacher preparation program and working toward teacher certification. They complete supervised field-based teaching experiences with the support and mentorship of university faculty and cooperating teachers.

Ripski ( 2012:77-90) took from several sources to gives understanding about the dispositional traits and emotional states of pre-service teachers and the association between these attributes and the effectiveness of their interactions with students. The clarification can be seen on the following:

### 1. Personality

Kokkinos (2007) explained that Personality characteristics predispose an individual to interpret events in a particular way, which support or hinder adaptive and psychologically healthy behaviors and interactions An

extensive line of research has revealed a “Big Five” structure of personality (Costa & McCrae, 1992 & teven, 2007 ). This five-factor model has been described as the most compelling conceptualization of personality to date. According to them, the five factors include neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. Briefly, neuroticism is characterized by negative emotions, such as anxiety and low self-esteem. Extraversion is defined by being sociable and assertive. Those individuals high on openness tend to be curious and imaginative. Based on Hanson (2003) that Persons with a high degree of agreeableness are sympathetic and easily moved. Finally, conscientiousness is characterized by a high degree of responsibility and determination. The big five personality traits predict important job-related outcomes. For example, extraversion, conscientiousness, and openness arise as consistent predictors of job success and satisfaction, particularly in fields with a high degree of personal interaction. On the other hand, other personality traits have been linked with professional burnout. Neuroticism,

in particular, is one of the strongest predictors of burnout and emotional exhaustion (Burke & Greenglass, 1996; Maslach, Schaufeli, & Leiter, 2001). In a study of teachers, Cano-Garcia and colleagues (2005) found that teacher burnout was linked to high degrees of neuroticism and introversion. For teachers, personality characteristics can mediate the relationship between students' behaviors and the way teachers approach social interactions with students (Teven, 2007).

## 2. Adult Attachment

A second dispositional trait that may help to predict teachers' interactions is adult attachment style. Adult attachment style refers to the way in which an adult individual interacts with and responds to others' emotional needs. According to attachment theory, individuals with a secure adult attachment style are able to perceive and respond to a range of emotional states and are better able to serve as a secure base to children. Pre-service teachers with secure attachment styles were better able to evaluate

both positive and negative aspects of the classroom and tended to be more objective in attributing causes for classroom failure. Moreover, those teachers without secure attachment styles had a tendency to diminish teacher failure and did not hold teachers as responsible for classroom failure.

### 3. Emotional States

Unlike personality traits and attachment style which are thought to be more stable and resistant to change, states are temporary feelings that depend on one's environment at a particular time. Across studies of occupational performance, depression and anxiety have been shown to impair work performance and safety). Moreover, interventions that reduce levels of anxiety and depression improve work performance in human service settings). A sizable literature also exists which demonstrates that teacher stress has negative consequences and is a leading cause of teacher burnout). Like dispositions, however, the field of education has not engaged in

systematic studies that assess an individual's emotional states and links them to teachers' interactions with students. Given the connection between job performance and emotional states in other fields, studying and understanding their prevalence during teacher training will provide new information to the field.

#### 4. Stability of Traits and States

McCrae (2005) conducted research on personality characteristics has shown that dispositional traits may change significantly during the college-age years. For example, one study found that openness and conscientiousness increased, but extraversion decreased, from age 18 to 21. Similarly, an individual's adult attachment style may also change and become more secure during early adulthood (Zhang & Labouvie-Vief, 2004). Thus, pre-service teachers' dispositional traits may look very different when they leave a traditional five-year teacher education program than when they enter. If this is the case,

teacher educators may need to adjust their support for pre-service teachers during this developmental shift.

## 5. Effective Teacher-Student Interactions

Previous research has shown that a significant proportion of variance in elementary and secondary students' learning occurs at the classroom level (Hanushek, 2002; Nye, Kostanopoulous, & Hedges, 2004) and that changes in students' academic trajectories across years are primarily due to experiences in specific classrooms with specific teachers (Sanders & Rivers, 1996). Research within classrooms indicates that the interactions teachers share with students in the classroom directly contribute to students' success (Hamre & Pianta, 2005). Emphasis on the quality of interactions among teachers, children, and materials reflects the widely accepted view that the effects of education settings are derived from these exchanges (Howes & Ritchie, 2002; Pianta, 1999). The CLASS is a reliable and validated observational measure that assesses social/emotional, organizational, and

instructional teacher student interactions. Teachers' beliefs about children were related to observed teaching quality, with teachers who held more child-centered beliefs providing higher quality learning opportunities in the classroom. Additionally, emotional factors such as teachers' depressive symptoms have also been shown to be predictive of interactions between children and child-care providers.

### **2.1.1. Teachers' belief**

All people know that the human being is a social animal. Moreover, the human being is defined as a rational being. There is nobody can deny that human creations include logic, mathematics, philosophy, science, and jurisprudence. These are all products of rationality or abstract thought. Nevertheless, human sociability goes further than the sociability of an animal herd. Societies were founded, cohere, develop, degenerate and die based on their belief systems. There is no reason can prove the beliefs it is based upon. Beliefs arise through experience. Experience need



previous beliefs and reason to be assimilated, and reason needs experience to be formed, as beliefs need reason as well. Beliefs, reason and experience, are based upon each other. Context is dynamic, and formed upon beliefs, reason and experience. This where relative understanding lies. As relative understanding is independent of our context, it is also dependant on our beliefs, reasoning, and experiences. Contexts are dynamic because they are changing constantly as we have new experiences and change our beliefs and our ways of reasoning.

The use of the term "*belief system*" can be highly confusing. Psychologists, political scientists and anthropologists tend to use the term in rather different senses. There is some network of interrelated concepts and propositions at varying levels of generality, and there are some processes by which a human or a computer accesses and manipulates that knowledge under current activating circumstances and/or in the service of particular current purposes. We can take part of the most definitions on belief.

Primer (2018: 219-239) defined belief as **Belief** is the state of mind in which a person thinks something to be the case with or without there being empirical evidence to prove that something is the case with factual certainty. Another way of defining belief sees it as a mental representation of an attitude positively oriented towards the likelihood of something being true.

In the context of Ancient Greek thought, primer also explained that two related concepts were identified with regards to the concept of belief: *pistis* and *doxa*. Simplified, we may say that *pistis* refers to "trust" and "confidence", while *doxa* refers to "opinion" and "acceptance". The English word "orthodoxy" derives from *doxa*. Jonathan Leicester suggests that belief has the purpose of guiding action rather than indicating truth.

From several sources and researches, Zheng (2009:74) clarified three definition of belief. First, 'belief' is a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions. Teacher beliefs can be represented

as a set of conceptual representations which store general knowledge of objects, people and events, and their characteristic relationships. Moreover, beliefs are often defined as psychologically held understandings, premises, or propositions felt are the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning. As Harvey says, 'a belief system is a set of conceptual representations which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as a guide to personal thought and action'(Harvey, 1986: 146).

Secondly, beliefs reside in episodic memory of which the content is generated by earlier experiences, episodes, or from cultural sources of knowledge transmission. This rather affective and emotional aspect of beliefs plays an important part in storing, assimilating, and retrieving knowledge by evaluating and judging gathered information.

Thirdly, one of the greatest confusions about beliefs comes from its relationship to knowledge. In literature,

knowledge is either taken as different from beliefs by nature, or used as a grouping term without distinguishing between what we know and what we believe. However, in many empirical studies on teacher beliefs, the distinction between knowledge and beliefs proves to be ‘blurry’ and ‘inextricably intertwined’, which makes it impossible to distinguish whether teachers refer to their knowledge or beliefs when they plan and make decisions and act in classroom (Verloop et al., 2001:446). Because of the blurring differentiation between knowledge and beliefs, there is a trend not to treat these two concepts separately. In this article, therefore, the term teacher beliefs inclusively to embrace the complexity of teachers’ mental lives underlying their practices.

Talking about definition on belief, Osterholm (2009:157-158) defined that there are two type definition on belief. One way to define beliefs is to focus on the claim that a person believes that (or has the belief that) a certain statement is true. The question of what you mean by such a claim deals with the definition of beliefs. For example, a

belief can be seen as a type of knowledge that is “subjective, experience-based, often implicit”. Another way to define beliefs, or at least to describe some properties of beliefs, is to focus on relationships between different beliefs, and thereby describe characteristic properties of so-called belief systems. Certain differences between belief systems and knowledge systems can then be taken as a characterization of beliefs.

According to Borg (2001: 186), he defined that belief is a proposition which may be consciously or unconsciously held, is evaluable in that it is accepted as true by the individual and is therefore imbued with emotive commitment. Furthermore, it serves as a guide to thought and behavior.

Taken from Wikipedia.com, in epistemology, philosophers use the term "belief" to refer to personal attitudes associated with true or false ideas and concepts. However, "belief" does not require active introspection and circumspection. Philosopher Jonathan Glover in Elizabeth (2014) says that beliefs are always part of a belief system,

and that tenanted belief systems are difficult for the tenants to completely revise or reject. In Wikipedia, A **belief system** is defined a set of mutually supportive beliefs. The beliefs of any such system can be classified as religious, philosophical, political, ideological, or a combination of these.

Domenech and Selva (2018:1) defined that belief systems are structures of norms that are interrelated and that vary mainly in the degree in which they are systemic. System is the interrelation between several beliefs. Belief systems are the stories which convey ourselves to define our personal sense of Reality. Every human being has a belief system that they utilize, and it is through this mechanism, every individual can "make sense" of the world around them. Perceived Reality is constructed by means of systems of signs, being affected and being changed by means of Belief systems. A subject cannot understand a sign without talking about to a system that is learned socially and that allows him to make sense of perception. In the same way, the classification of signs in closed typologies can be

deceptive, since the status of the sign depends strongly on the form in which the sign is used within the Belief system. A significant can nevertheless be iconic in a belief context and, to be symbolic in another context. From these we can see that people are capable of constructing all manner of individual beliefs by which they tell stories about how the world works. Human tend to use all these belief systems to varying degrees to cope with events in our lives. Finally, we need the world to make sense at some level. Therefore, those areas where that "sense of reality" is most challenged will tend to be the areas in which the most controversies exist.

Domenech and Selva (2018:2) also explained that Beliefs are often considered as convictions or as religious beliefs, but as scientists, there are also philosophical beliefs relating to the sphere of daily life. If a stimulus is received, it may be interpreted through the belief system to be whatever the belief system might lead the recipient to rationalize. A belief system need have no basis in reality so

long as it consistently provides adequate explanations. It takes us to define a human being like *Homo religiosus*.

In this case, Domenech and Selva (2018:3) categorized the characteristic of belief system on the following:

1. Personal commitment is one of most observable and interesting features of an ideology. If it were not for the fact of personal commitment, belief systems could not have strong social consequences, and it has not interesting the study of social systems.
2. Belief systems have an *existence* that is independent of the believers who experienced the commitment. The believers do not contain the belief system; in fact, he is unlikely to be aware of more than a small part of it and, knowingly or unknowingly, he must take the rest of the belief system on faith
3. *Psychological mechanisms such as cognitive congruence* may help explain individual commitment, but they do not necessarily explain the connectedness of a belief system in human society.



4. The *life span* of a belief system is potentially longer than the life span of believers.
5. Belief systems *vary* almost infinitely in substantive content.
6. The *boundaries* of a belief system are generally, although not always, undefined. Collections of beliefs do not generally have neat boundaries unless.
7. The *elements* (concepts, propositions, rules, etc.) of a belief system are not consensual. That is, the elements of one system might be quite different from those of a second in the same content domain and a third system different from both. Individual differences of this kind do not generally characterize ordinary knowledge systems, except insofar as one might want to represent differences in capability or complexity. Belief systems may also vary in complexity, but the most distinctive variation is conceptual variation at a roughly comparable level of complexity.
8. Belief systems are in part concerned with the *existence or nonexistence of certain conceptual entities*. God,

motherland, witches, and assassination conspiracies are examples of such entities. This feature of belief systems is essentially a special case of the non-consensuality feature. To insist that some entity exists implies an awareness of others who believe it does not exist. Moreover, these entities are usually central organizing categories in the belief system, and as such, they may play an unusual role which is not typically to be found in the concepts of straight knowledge systems.

9. Belief systems often include *representations of alternative worlds*, typically the world as it is and the world as it should be.
10. Belief systems rely heavily on *evaluative and affective components*. There are two aspects to this, one 'cognitive; *"the other "motivational."* Belief system typically has large categories of concepts defined in one way or another as themselves "good" or "bad," or as leading to good or bad

11. Belief systems are likely to include a *substantial amount of episodic material* from either personal experience or (for cultural belief systems) from folklore or (for political doctrines) from propaganda.
12. The *content set* to be included in a belief system is usually highly "*open*." That is, it is unclear where to draw a boundary around the belief system, excluding as irrelevant concepts lying outside.
13. Beliefs can be held with varying *degrees of certitude*. The believer can be passionately committed to a point of view, or at the other extreme could regard a state of affairs as more probable than not. This dimension of variation is absent from knowledge systems. One would not say that one knew a fact strongly.

## 2. 1.2. ELEMENTS OF BELIEF SYSTEMS

The following elements are listed in the order that would be logically required for the understanding a first approach of a belief system. This does not imply priority in

value or in causal or historical sense (Domenech and Selva, 2018: 4-7)

1. *Values*. Implicitly or explicitly, belief systems define what is good or valuable. Ideal values tend to be abstract summaries of the behavioral attributes which social system rewards, formulated after the fact. Social groups think of themselves, however, as setting out to various things in order to implement their values. Values are perceived as a priori, when they are in fact a posteriori to action. Having abstracted an ideal value from social experience, a social group may then reverse the process by deriving a new course of action from the principle.
2. *Substantive beliefs (Sb)*. They are the more important and basic beliefs of a belief system. Statements such as: *all the power for the people, God exists, Black is Beautiful*, and so on, comprise the actual content of the belief systems and may take almost any form. For the believers, substantive beliefs are the focus of interest.

3. *Orientation.* The believer may assume the existence of a framework of assumptions around his thought, it may not actually exist. The orientation he shares with other believers may be illusory. For example, consider almost any politic and sociologic belief system. Such system evolves highly detailed and highly systematic doctrines long after they come into existence and that they came into existence of rather specific substantive beliefs.
4. *Language.* It is the logic of a belief system. Language L of a belief system is the logical rules which relate one substantive belief to another within the belief system. Language must be inferred from regularities in the way of a set of substantives beliefs in the way a set of beliefs is used. The language will be implicit, and it may not be consistently applied.
5. *Perspective.* Perspective of a belief system or their cognitive map is the set of conceptual tools. Central in most perspectives is some statement of where the belief system and/or social group that carries it stands in

relation to other things, especially nature, social events or other social groups.

6. *Prescriptions and proscriptions.* This includes action alternatives or policy recommendations as well as deontical norms for behavior.
7. *Ideological Technology.* Every belief system contains associated beliefs concerning means to attain ideal values. Some such associated beliefs concern the subjective legitimacy or appropriateness of d-significances, while others concern only the effectiveness of various d-significances. For example, political activists and organizational strategy and tactics are properly called technology of the belief system.

### **2.1.3. DEFINING OF BELIEF IN EDUCATION**

Borg in Wang (2016:37) explained that a significant level of complexity of teacher belief because the definition of the term varies greatly and “different terms have been used to describe similar concepts”. The distinct terminology used in this field of study which overlaps with teacher belief in

many ways include “teachers’ knowledge”, “teacher cognition” and “teachers’ conceptions of teaching”. The inconsistency of terminology and lack of clear definition, as Pajares (1992) in chong,wong & Lang (2005:2) defined that One difficulty in exploring the literature on pre-service teachers’ beliefs lies in the multitude of definitions of beliefs. In order to understand, it is important to clearly define and understand what is meant by belief. Teacher beliefs have been discussed under a variety of headings:

- opinions
- attitudes
- preconceptions
- personal epistemologies
- perspectives
- conceptions
- principles of practice

Wang defined that another important aspect that reflects the complexity inherent to the nature of belief is its complex relationship with knowledge. Verlop (2001) cited in Castaneda (2011:49) Knowledge and beliefs are considered

to be intertwined, even though some scholars locate the former as more factual while the latter are regarded as ideological and attitudinal. Nevertheless, ‘In the mind of the teacher, components of knowledge, beliefs, conceptions, and intuitions are inextricably intertwined’.

The concept of teachers’ beliefs appears recurrently in the literature of teaching and learning (see, for example, Cabaroglu & Roberts, 2000; Peacock, 2001; Garton, 2008). Wang has taken the differences between these two concepts have been illustrated by some researchers from Kubanyiova in 2012, as can be summarized as below:

*Table 1: Comparison between knowledge and belief*

Item	Knowledge	Belief
1	“factual and proven information transmitted within an educational system” (Alexander, Murphy, Guan & A., 1998, p. 98)	“aligned with unproven but deeply-held convictions” (Alexander, Murphy, Guan & A., 1998, p. 98)
2	“Knowledge pertains to	“beliefs are based on



	objective, verifiable fact” (Pajares 1992, p.70)	judgment and evaluation” (Pajares 1992, p.70)
3	Acquired through learning, experiencing and observing	Acquired mainly through Experiencing
4	Easy to change and develop (Pajares, 1992)	Resistant to change (Pajares, 1992)
5	Objective, emotion-free	Subjective, emotion-related
6	Highly consistent	Can be competing and Inconsistent

Ennis (1994) in Wang (2016:38) stated that when teacher knowledge is viewed from a personal constructions perspective based on the connected relation between disciplinary knowledge and personal understanding and experiences, it is closely intertwined with teacher belief. However, “knowledge alone is not adequate in making sense of all teachers’ behavior” which makes it necessary to explore teacher belief in order to “complete the missing

paradigm”, which is understanding how teachers think about teaching and subject matter, etc. (Zheng, 2009:75). For clarification in distinction of belief and knowledge, Nespor (1987) cited in Bukor (2011:92) claims that there are at least four characteristics of beliefs (existential presumption, alternatively, affective and evaluative aspects, and episodic storage) that can serve to distinguish beliefs from knowledge.

Teacher belief has been a more commonly used term in the recent years. However, the same terminology has been defined very differently by researchers. Rokeach (1968; 2) in Goff and islami (2016:21-36) defined that beliefs are “inferences made by an observer about underlying states of expectancy”. Rokeach indicated in the definition, beliefs determine expectations, choices, actions, and serve an adaptive function that helps individuals establish a schema of their world. Then, Rokeach’s definition has been widely utilized in teacher education research. Pajares (1992) and Vartuli (2005) in Goff and islami explained about belief is based on objective fact,

beliefs are based primarily on evaluation and judgment. Beliefs possess such importance because they are the strongest indicator of a person's decisions. Simply, Belief systems therefore serve as a personal guide by helping individuals define and understand the world and themselves (Pajares, 1992).

Despite this ambiguity, many studies prove some significant features of teachers' belief has been quoted by Wang (2016:39), which are described as follows:

- Beliefs are descriptive, prescriptive and evaluative (Rokeach, 1968; Pajares,1992).
- Beliefs are implicit and tacit, though we might infer the beliefs teacher hold from their statements and classroom actions (Fang, 1996), there are difficulties in capturing teacher beliefs as they cannot be directly inferred from their behaviors and teachers are not used to articulating beliefs that they are unaware of (Kagan, 1992; Pajares, 1992).
- Beliefs filter the ways teachers “conceptualize teaching and themselves as teachers, and develop explanations

for their own classroom practices” (Mak, 2011, p.54), as well as how teachers interpret new knowledge and information (Pajares, 1992).

- There is a strong relationship between teachers’ beliefs and teachers’ planning and decision making (Pajares, 1992; Van Driels et al., 2007).
- Evidence has shown both consistency and inconsistency between teachers’ stated beliefs and what they do in the classroom (Phipps & Borg, 2009; Wu et al., 2011).
- Tensions exist among teachers’ competing beliefs (Philips & Borg, 2009).
- Beliefs, especially those established early in life, are relatively stable and resistant to change (Kagan, 1992; Richardson, 1996).

#### **2.1.4. UNDERSTANDING TEACHER BELIEF IN LANGUAGE EDUCATION**

Teacher belief exists as a system, which means that they have beliefs about different types and areas of teacher belief

with differing intensity. Wang (2016:40-41) has taken this from several researcher.

Firstly, according to Calderhead (1996) investigated five main domains in which teachers held significant beliefs;

1. beliefs about learners and learning;
2. belief about teaching;
3. belief about subject;
4. belief about learning to teach;
5. Belief about self and about teaching role, in which teachers have been found to hold significant beliefs.

Secondly, Stevick, Hu and Wang (1998) categorized the following areas on teacher belief

1. Teachers have beliefs about learners,
2. Teachers have belief about learning,
3. Teachers have belief about the nature of language as a subject matter.

Thirdly, Williams and Burden (1997) categorize the teacher belief system into four areas, they are followed by:

1. Belief about learners,
2. Belief about learning

3. Belief about teaching,
4. Belief about themselves as professionals,

Teachers have different views on how foreign language should be taught, and what to teach and focus on as well as the teaching aims. Teachers with a traditional view of language teaching, seeing teaching as knowledge transmission, would think and act very differently from those perceiving teaching as a constructive and interactive process (Zheng, 2009). The different belief orientation can be seen on the following section cited in wang (2016:42):

1. Teachers' beliefs about teaching objectives and the purpose of education shape their views on professional roles, which in turn shape how they give instructions and see students' roles (Tatto, 1998)
2. Teachers' beliefs about themselves as teachers –what it means to be a teacher and how to perform in a teacher role– are closely related to teachers' professional identity, which refers to teachers' concepts of their self and their professional role (Lavigne, 2014)

3. Teachers' beliefs about teacher and student roles are crucial components in determining their relationship with students and the ways in which language teaching is conducted (Varghese et al., 2005), Therefore, teachers' beliefs about teacher-student role relations reflect their understanding of relational boundaries, closeness and patterns of interaction between teacher and students.

According to Entwistle, Skinner, Entwistle, & Orr, 2000; Kane, Sandretto, & Heath, 2002; Samuelowicz & Bain, 2001; Teo, Chai, Hung, & Lee, 2008 in Ozmen (2012:2) that beliefs are characterized in various ways, the literature is centered around two major categories; namely, (1) teaching as a process of knowledge transmission, and (2) teaching as a process of knowledge construction.

#### **2.1.5. WHY ARE BELIEFS IMPORTANT IN TEACHER EDUCATION?**

Richardson (2003:4) explained that the importance of beliefs has been considered within teacher education in

two ways, one within a philosophical approach, and the other within a psychological frame.

Firstly, beliefs, in large part, are thought of as the focus of change in the teacher education program, particularly within the more philosophical views. Secondly, pre-service teacher education candidates bring with them strong, and perhaps central beliefs about teaching into their teacher education programs. Within a constructivist conception of learning, beliefs are thought of as critical in terms of what and how the candidates make sense of what they are studying. They are also thought to guide teaching action. Richardson said that the philosophical view focuses on the development of beliefs as one of the main goals of education. It involve to the formation of beliefs in students, and one teaching goal is to help students develop belief systems that consist of a large proportion of beliefs based on evidence and reason. This view then was extended by Fenstermacher (1979). He combined between cognitive and the philosophical. He argued that one goal of teacher education is to help teachers transform tacit or



unexamined beliefs about teaching, learning, and the curriculum into objectively reasonable or evidentiary beliefs. He suggested that an important function of teacher education programs is to ask teacher candidates to identify and assess their beliefs in relation to classroom action.

From the psychological frame of current cognitive theory, it suggests that learning is an active and meaning-making process that is influenced by an individual's existing understanding, beliefs, attitudes, and preconceptions (Resnick, 1989). These theories of learning have also been used to understand how teacher candidates learn to teach. They come into their programs with strong theories of and beliefs about teaching and learning that have been acquired over the years from their experiences of schooling. These unsubstantiated theories or beliefs have been shown to affect what they learn from teacher education and how they learn it. Smylie (1988: 23) conducted a path analysis of data on 56 teachers who were undergoing a staff development process. The data included organizational contexts, nature of student population, and

interactions teachers had with their colleagues. He concluded that “teachers’ perceptions and beliefs are the most significant predictors of individual change”.

According to Goff (2008:41-42), he explained five reasons for the important of studying belief in teacher education, it can be clarified on below:

1. Beliefs are important because they influence knowledge construction for pre-service teachers in teacher education programs. The study of pre-service teachers’ beliefs is important and valuable for many of the reasons just mentioned. For example, these beliefs are powerful due to their role in filtering or facilitating knowledge acquisition. This has strong implications for teacher preparation because such beliefs impact how pre-service teachers hear and understand what they are taught and determines what they are able to learn. Furthermore, pre-service teachers cannot change beliefs they are unaware of. For teacher educators, gaining an understanding of these pre-

service teachers' beliefs allows educators and teacher education programs to make an optimum impact.

2. Through their very nature beliefs are important. A dimension of beliefs is their voracious tenacity. One of the very reasons why beliefs are so resilient to change is because they are so important. Beliefs give life meaning. Beliefs are critical to how we center ourselves in our world, helping us interact on a social and cultural level and provide “structure, order, direction, and shared values. As pajares and Kagan explained that Belief systems help to cope with the cacophony of discordance that surrounds in the environment. They also explained, in time, people find a place of comfort within their beliefs and eventually gain their self-identify through those beliefs. Beliefs lie at the heart of self identity, and in much the same way, teacher belief “lies at the very heart of teaching.”
3. Studying pre-service teachers' beliefs is also important because it has received insufficient attention in empirical educational research. In Munby's review of

teacher belief research, he underscored the necessity of such study when he said, “The significance of teachers’ belief or implicit theories to our understanding of teacher decision making and teacher thinking cannot be over-emphasized, it would seem that these are inadequately treated in the current research.”

4. From Nisbet and Shavelson, the necessity of studying teacher beliefs is the influence of those beliefs on classroom practice. Teachers’ beliefs serve as a filter upon which they base a plethora of judgments and decisions.
5. The necessity of studying teacher beliefs is the influence of those beliefs on classroom practice. Teachers’ beliefs serve as a filter upon which they base a plethora of judgments and decisions.

Ferguson and Womcak (1993) in Sheridann (2011:42) stated that belief in education makes a positive difference in pre-service teaching performance and achievements in education coursework is a more powerful predictor of teaching effectiveness than measures of subject

content expertise. Similarly, pre-service teachers recognize that they need to have a high level of competence with knowledge of concepts, pedagogy and PCK theories of learning if they are to go beyond merely ‘keeping up with change’

From this, it can be taken a conclusion that it is very importance to study teacher beliefs due to their influence on teachers’ expectations of students, and subsequent impact on student achievement.

## **2.16. WHERE DO THE BELIEFS COME FROM?**

Richardson (2003:5-6) conducted the area of belief in several years ago. Based on his research, he can suggest that there are three major sources for teacher beliefs: personal experience, experience with schooling and instruction, and experience with formal knowledge—both school subjects and pedagogical knowledge. Perhaps the most important of these sources for teacher candidates’ beliefs about teaching and learning is the second—experience with schooling and instruction. In comparison

with neophytes in other professions, novices entering teaching have had considerable experience with the nature of the work. They have been students in formal schools for many years. Lortie (1975) described this phenomenon as the “apprenticeship of experience.” Thus, teacher candidates bring with them a set of deep-seated and often tacit beliefs about the nature of teaching, learning, and schooling. For the profession of teaching, however, these preexisting beliefs and understandings may be somewhat distorted for purposes of considering the teaching role since the teacher candidates experienced teaching as students, not as teachers. These particular views of teaching, which were set within a framework of student, may be narcissistic, idio-syncratic, and somewhat simplistic. It is speculated that these strong beliefs, gained over a long period of time and combined with the salience of the real world of teaching, create conditions that make it difficult for pre-service teacher education programs to have an impact on beliefs within the very short time that the teacher candidates participate in them.

Cephe and Yalsin ( 2015:168) said that generally, beliefs are formed in time and they are derived from learning experience. As the teachers are one of the primary sources of the educational experience, a deeper insight should be gained into the effects of teachers' beliefs on learner beliefs. In addition, if there is a mismatch between learners' previous language learning experience and the way their teachers teach or if learners have some negative beliefs that hinder the learning process, changing or refining learner beliefs may be necessary.

Raths, 2001 in Levin & Wadmany (2006:158) stated teachers' beliefs come from a variety of experiences, including their upbringing, life experiences, or schooling processes, yet the exact sources are still unclear.

Gilakjani and Saoubari (2017:80) took the origin of belief from several sources such as follows:

1. According to Kindsvatter, Willen, and Ishler (1988) and Abdi and Asadi (2011)
2. Teachers' experience as language learners. A lot of teachers know that they were previously learners and

how they were taught and these helped them form their beliefs about teaching.

3. Experience from teaching. Teaching experience is the main source of teachers' beliefs in that how a specific method is used for a specific group of learners may result in the beliefs about that method.
4. Teachers' personality. Some teachers prefer a particular method because it corresponds to their character.
5. Education-based or research-based principles. Teachers can get their beliefs from learning principles of second language acquisition research, education, or schools of thoughts like psychology.
6. Zhou Guotao and Liu Xiaoming (1997) and Li (2012) expressed that teachers' beliefs are shaped during their teaching processes and indicate the teachers' subjective knowledge of educational phenomenon, particularly towards their own teaching abilities and their learners.



7. According to Xin Tao and Shen Juliang (1999) and Li (2012), the sources of teachers' beliefs are the result of social history and culture.
8. Li (2012) emphasized that beliefs originate from teachers' experiences. Teachers have various processes of self-construction. Social psychologists stated that social culture has a great effect on teachers' beliefs. They state that these beliefs are shaped during acculturation.
9. According to Mansour (2008b), there are two kinds of experiences; formal and informal. A formal experience is indicated in the formal education through which teachers have passed, either at school or at university level. The informal experience is indicated in teachers' every-day life contacts that may adjust, support, challenge, or change their beliefs and knowledge. In this regard, Zeichner (1980) represented that both informal and formal experiences are 'socialization influences,' saying that teachers' teaching at schools

had more power in impacting teachers' beliefs than their formal university experiences.

Richard and Lokchardt (1992) in Bukor ( 2011:92 ) claim that teachers' belief systems are rooted in various sources, such as their own experiences as language learners, experience of what works best, established practice, personality factors, educationally-based or research-based principles, and principles derived from an instructional approach or method.

Based on the explanation above, it can be seen that mostly belief derives from variety of experience undergone by individual.

## **2.2. PRE-SERVICE ENGLISH TEACHERS' BELIEF (PSETs)**

Recently there has been a growing interest on investigating pre-service teachers' beliefs and their implications for teacher preparation. Gloria (2015: 40-41) explained that research has shown that generally enter teacher preparation programs with simplistic or naïve

beliefs about teaching and learning. They usually have optimistic beliefs about their role as teachers (Florio-Ruane & Lensmire, 1990; Kennedy, 1997; Weinstein, 1990) and the role of students (Decker & Rimm-Kaufman, 2008, and tend to believe that the more important attributes to successful teaching are those they perceive as their own (Pajares, 1992). Pre-service teachers' beliefs are a fundamental psychological construct to teacher education (Pintrich, 1990) and have the potential to hinder the effects of teacher training programs (Nespor, 1987; Shavelson, 1983). Therefore, "research on the entering beliefs of pre-service teachers would provide teacher educators with important information to determine curricula and program direction." (Pajares, 1992, p. 328).

When entering teacher education program, most pre-service teachers have already a well-developed set of beliefs. These beliefs and attitudes are usually built based on culture and personal beliefs, even some of them may have long been developed, stable, strong and resistant or difficult to change. Teachers and pre-service teachers also

have informal knowledge of teaching and learning processes and psychological concepts related to teaching and learning classes. These beliefs can be associated with teachers and students, student learning, teaching methods, curriculum and school.

In addition, pre-service teachers also have begun their education with a variety of experiences, opinions, beliefs and concepts of teaching and learning. This is also occurs to a new teachers in which they already has confidence about the school principle. Some of the research has been carried out, it is cited from Cang, Wong and Lang (2005:3), emphasize that after the pre-service teachers who enter the education program hold their own beliefs about how a good teacher is. They describe themselves as good teachers and their experiences when they are students.

Nespar (1987) in cang, wong and lang (2005:4) describes some characteristics of teacher beliefs as:

1. Sometimes containing assumptions about the existence of entities beyond the teacher's control or influence;

2. Including conceptualizations of ideal situations that differ from reality.
3. Relying heavily on affective and evaluative components;
4. Deriving much of their power from memories of specific events.
5. Not opening to critical examination or outside evaluation, and
6. Containing the domains to which specific beliefs may apply are undefined.

From this, it can be taken that belief is really comes from complex concept internally associated with their attitudes, expectations and personal experience. Cang, Wang and Lang (2005:4) explained that there are Some Beliefs of Pre-service Teachers Prior to Their Teacher Preparation Program, they are on below:

1. Beliefs, attitudes and expectations towards teaching and the teaching profession, and
2. Beliefs, attitudes and expectations of the teacher preparation program

### **2.2.1. CHANGING BELIEF IN PRE-SERVICE TEACHER**

It has been known that belief is stable and changeable. Eloma (2017:3) also took conclusion from several researchers that since beliefs can change in time, teacher educators` have an important role in pre-service teacher development into a professional teacher. Before exploring belief change and other instigators of belief change, it is important to distinguish between two types of beliefs. Kagan in Goff (2008:38-40) differentiates personal beliefs as either filters that interfere with learning or foundations that facilitate learning. Foundational beliefs align with, rather than contradict, new information being presented. Beliefs that contradict the new information being presented hinder learning. Another one is the filtering beliefs that interfere with such learning and change. In this case, Kagan identifies three steps inherent to effecting belief change. First step is impacting change to help future teachers become conscious of their beliefs. Second, it is necessary to exhibit the deficiencies and

discrepancies inherent to flawed beliefs. After the beliefs have been recognized and challenged, a third step is to offer opportunities to integrate the new information and thereby replace or reform the problematic beliefs.

Goff explained that lived experiences are highly influential and can play a pivotal role in any of the steps of belief change mentioned above. It is based on several research conducted, Smith, Moallem, and Sherrill's (1997) study of pre-service teachers' beliefs about cultural diversity, they found four experiential factors that were critical to instigating belief change in pre-service teachers. Direct experiences with persons from diverse cultures, educational influences, travel, and personal experiences of discrimination all emerged as powerful agents of belief change for pre-service teachers. These experiences are crucial in their affect on pre-service teacher beliefs and how pre-service teachers respond to teacher education programs.

One further study that has identified the value of experiences is Merry field. Many studies focus on the contents of teacher belief rather than on the process of

belief change in teachers (Borg, 2003), especially those teaching in a cultural context different from the one they were educated in. Existing studies on belief change are mostly on how teacher education programs change student/pre-service teachers or make comparisons of novice and expert teachers, which generally lack a longitudinal perspective.

Goff and Islami (2016:23-24) explained that the worldviews of pre-service teachers are based upon their life experiences and observations. Generally, these views are subconscious, but can have an impact on an individual's beliefs their students. They said that research on information that contradicts preexisting theories (anomalous data), may be applied to explain how to successfully alter the belief systems of pre-service teachers. As it is said by Chin and Brewer (1993) when facing anomalous information, be it explicitly stated in a course or observed during field work, pre-service teachers may make the unconscious decision to ignore, reject, exclude, or reinterpret the new idea to fit with their pre-existing



theories. However, when well-presented, the anomalous data may alter original beliefs if the data is believable, explainable, and strong enough to convince the individual their original belief must be changed. Unfortunately, changing a belief takes time and is impacted by the individual's prior knowledge and experiences. Meanwhile, Chin and Brewer's (1993) work focused on anomalous data in science education, other research has demonstrated similar effects when attempting to alter the beliefs of educators

Several studies have also provided evidence praising teacher education for bringing about positive change in pre-service teachers' belief about ELLs and language learning. Goff and Islami took example from Cabaroglu & Roberts, 2000; Nettle, 1998; Tillema, 1998; Wilkins & Brand, 2004, Wilkins and Brand (2004), they investigated the potential impact of an elementary mathematics methods course in promoting teacher beliefs and attitudes that are consistent with the current reforms in mathematics education. The participants in the course were involved in

reading, discussing, and writing about the philosophical underpinnings of different approaches to teaching with a focus on the role of the teacher and student. The findings of their study revealed a shift in pre-service teachers' beliefs toward a greater consistency with course instruction.

From Many studies have demonstrated, for example Olson and Jimenez-Silva (2008) in Goof and Islami explored the change in pre-service teachers' beliefs and attitudes toward ELLs after required ESL endorsement courses. They found that ESL courses had a positive result on pre-service teachers' confidence and underlying ideological beliefs about teaching English language learners. MacDonald, et al. (2001) also found changes in pre-service ESL teachers' beliefs about English language learning when taking second language acquisition (SLA) courses as opposed to no significant changes for the control group who did not take a SLA course.

Richardson (2003:11) explained that changes within three elements of teacher education programs: one class, the academic element of a teacher education

program, and student teaching. In Richardson is also found several result of the research about belief change. The clarification can be seen on the following:

1. Parker (1989) examined teacher candidates in an introductory course, and found that a number of conceptions changed, such as believing that teaching was more complex than they had originally thought, and beliefs about teacher knowledge expanded considerably. However, while some change may occur, change is not always found in all students depending considerably on the beliefs that they bring into the classroom with them.
2. Richardson and Kile (1999) examined changes in beliefs of traditional and nontraditional students enrolled in a first semester teacher education course. They found that teacher candidates' orientations toward teaching shifted from traditional (teachers as knowledge givers) to a more constructivist theory of learning. There were also, however, differences in the responses between the traditional and nontraditional students. At the beginning of the class, the nontraditional teacher

candidates brought views of teaching that focused on the teacher's role, and the traditional teacher candidates focused on the student role. By the end of the class, the nontraditional teacher candidates had strengthened their focus, and the traditional students had changed their focus from student to teacher.

3. Ball, 1990; Civil, 1993; McDiarmid,1992; Simon & Mazza, 1993 have examined changes in their teacher candidates during a course, and found that many students' beliefs and conceptions did **not** change. By and large, changes in beliefs during one academic class that is not accompanied by significant and structured involvement in a field experience either do not happen, or if they do, may be somewhat suspect because of measurement problems with the change measure. Students may be providing their instructors with the answers they believe the instructors want. These researchers question the possibility of changing teacher candidates' beliefs in one class or even one program.

4. Olson (1993) found that students did not change their beliefs and assumptions about good teaching during the course of their teacher education programs.
5. Tillema and Knoll (1997) examined action and belief change in teacher candidates who were engaged in a conceptual change process, and found that while they changed some teaching behaviors, they did not change beliefs. They suggested that without changes in beliefs, changes in performance will be superficial.

According to Breen in Richardson, Gello and Renandya (2001: 2) that there are nine principle of changing undergone by pre-service teacher:

1. Selectively focus on the form of the language
2. Selectively focus on vocabulary or meaning
3. Enable learners to use language/be appropriate
4. Address learner's mental processing capabilities
5. Take account of learner's affective involvement
6. Directly address learner's needs or interest
7. Monitor learner progress and provide feedback
8. Facilitate learner responsibility or autonomy

9. Manage the lesson and the group

### **2.2.2. THE IMPORTANCE OF BELIEF IN PRE-SERVICE TEACHER**

There is considerable evidence that the entering beliefs of teacher candidates strongly affect what and how they learn, and eventually how they approach teaching in the classroom. There are several research has conducted related to the importance of belief in pre-service teacher cited in Richardson (2003:9-10). It has been done since 1991.

Ross, Johnson, and Smith (1991) examined teacher candidates' perspectives and learning in their teacher education program at the University of Florida. They reported a number of factors that influenced how and what their students learned in the pre-service course, but the most important factor was their entering perspectives on teaching and learning.

Holt-Reynolds (1992) found that a number of teacher candidates' beliefs on the processing of material in

a content- area reading course contradicted the constructivist approaches that were being promoted by the professor. This disparity reduced the students' receptiveness to the professor's ideas.

MacKinnon and Erickson (1992) concluded that her positivist views about scientific knowledge led to her strong verbal domination of the classroom. She had great difficulty understanding her cooperating teacher's critique of her classroom.

Bryan (1998) examined a science student teacher's beliefs and her practice in attempting to implement a constructivist approach in science teaching. The case study documents the difficulties faced by the student teacher, difficulties that were attributed, in part, to her more traditional beliefs about teaching and learning. Beliefs about self also affect teacher candidates' teaching and learning.

In a collaborative study of two student teachers, Clift, Meng, and Eggerding (1994) described how one student teacher's image of self as a superior student

interfered with her communication with the cooperating teacher.

Calderhead (1988) found that the 27 students he studied learned very different things from their teaching experience, depending, in part, on their conceptions of professional learning and their own roles as student teachers.

Cochran-Smith (1991) postulated that teacher candidates enter their teacher education programs with preexisting beliefs that match the custodial view, and may be swayed by the academic elements of the teacher education program, but move back to their preexisting beliefs during student teaching.

Tillema (2000) suggested that the beliefs developed in academic courses are not personally validated or experienced ways of dealing with and interpreting practice, and thus may not hold through practice teaching.

Zeichner, Tabachnick, and Densmore (1987) used classroom vignettes before and after reflective student-



teaching experience, and found that the students tended to solidify their initial beliefs rather than change them.

Smith (1997) examined the beliefs of two groups of student teachers about their beliefs about developmentally appropriate practice. One group had elementary education preparation, and the other had early childhood and elementary preparation. There were initial differences between the two groups in terms of developmentally appropriate practice. These differences did not change over the course of the student teaching experience. Smith concluded that there was strong continuity in beliefs across student teaching, and these beliefs were not affected, significantly, by those of the cooperating teachers.

Jaimes (2012:203) Pre-service English education programs should consider student teachers' self-images as teachers, beliefs about teaching, philosophy of teaching, relationship with students and ability to recognize important aspects and events that motivate decision making (Freeman, 1989) as significant pillars. attention to pre-service English teachers' self-images as teachers can be

considered as an alternative to foster teacher development, and that programs that encourage student-teachers' realization of their self images as teachers through specific learning activities build strong and clear beliefs about teaching thus contributing to lessening students' struggles when they face their practicum and their initial experiences as novice teachers.

Finally, Richardson summarized that the strength of preexisting beliefs Pre-service teacher bring into the program with them and their potential inappropriateness in learning to teach and educational reform. These beliefs have been acquired in large part through the experience of being a student in formal education, and they appear to affect what the teacher candidates learn and how they learn it

### **2.2.3. CATEGORIES OF PRE-SERVICE TEACHER**

#### **BELIEF**

Taken from Cang, wang and Lang (2005:3), Whitbeck (2000) examined the gap in the research on teacher's beliefs (focusing on beliefs of students at the pre-service

level), specifically on the issues of how they came to choosing teaching, and what they are getting out of their coursework. In his study, he recognized that distinguishing between what was new knowledge about teaching and what was a personal belief was very difficult. His analysis yielded three categories of beliefs at the pre-service level:

1. Belief in teaching as a calling
2. An early identification with teachers as role models, and
3. A self-view of being a teacher

Sanger and Osguthorpe (2011) in Eloma (2017:5) bring out three main categories of pre-service teacher beliefs. It can be seen on the following:

1. *Psychological beliefs* are those regarding the features of our moral psychology, or how we function and develop as moral beings.
2. *Moral beliefs* are those regarding the nature of morality, and what is of moral value and why.
3. *Educational beliefs* address the nature, scope, and ends of education, and the system of schooling used to pursue our educational ends

Based on several researches has been conducted, it can be seen that since beliefs can change in time, teacher educators` have an important role in pre-service teacher development into a professional teacher. Thomson et al. (2012) in Elomaa (2017:4) states it is essential to promote changes in student teachers` beliefs, since their beliefs are often based on personal learning experiences and can be too optimistic in their opinion such beliefs do not promote effective teaching. Pre-service teachers should also have the opportunity to present and discuss their beliefs. The outcome being that the pre-service teacher has a better understanding of his/her self.

### 2.3. TEACHING PRACTICUM

Riyanti (2017:20) defined pre-service teacher as **Student teaching** is another teaching practicum required by the Equator University teacher education program. It lasts for one semester and takes place at partnering secondary schools, where pre-service teachers are usually assigned to teach and complete administrative work.

Locally, student teaching is referred to as PPL (*Praktek Pengalaman Lapangan*/field experience), or “teaching practice.”

Referring to the education program, simply one of the main aims of teaching is to enhance student learning and the outcomes of such learning (Isac, etc (2015:33). But more than this, there are several goal based on [www.wlc.edu](http://www.wlc.edu):

1. To help students translate into practice in a particular setting the concepts and principles taught in the classroom.
2. The learning opportunities are designed to enable a candidate for a Human Social Services degree to develop and exhibit a professional level of work performances. Students are expected to accomplish this through:
  - a. Indicating by their performance an internalized sense of professional identity that causes them to
    1. think, feel and act in accordance with the values and responsibilities of that profession,

2. analyze and assess their own professional activities, and
  3. accept a continuing responsibility for their own professional development
- b. Approaching problem-solving tasks or helping interventions in a way that reflects a spirit of inquiry, a capacity for conceptual thinking, a grasp of the structure of knowledge and theory pertinent to a particular problem, an ability to transfer to a specific situation applicable concepts and principles, and a readiness to seek new knowledge when needed to guide their professional activities.
  - c. Using in a variety of problem-solving tasks involving individuals, groups and communities, the technique essential to all professional practice, inquiry, analysis, assessment, planning and action to implement change strategies.
  - d. Using in purposeful professional relationships a disciplined self-awareness and control a genuine concern for people, and understanding of them, their capacities, their problems and the social systems with

which they interact. e. Demonstrating in discussion and field practice, a personal and professional commitment to participate responsibly in efforts to alleviate social problems, improve social functioning, effect social change and contribute to the research and knowledge needed to achieve these objectives

Soza in Iaochite and Roraima (2016: 1) stated that the goal of Practicum experiences is allow pre-service teacher the opportunity to transfer teaching skills into practice (and reflect about this practice) within a relatively controlled context and under supervision. One such characteristic refers to the influence of first teaching experiences on new teachers' construction of knowledge, competencies, and professional identity and on the establishment and strengthening of beliefs.

To achieve the goal, one of such approach is the introduction of practicum in teacher education which is the most highly valued component of teacher preparation, provide a firm foundation for future professional development has the power of experience to critically shape

the student teachers perception of teaching and learning. Teacher expertise is the single most important factor in determining student achievement and fully trained teachers are far more effective with students than those (Tuli&file, 2009:109)

Tuli and File (2009:110)has taken from Shulman (1986b) that teaching has been described as a combination of an art, a craft, and a science. Knowing what to teach, how to teach it, and what methods to use with particular topics, particular kinds of students and in particular settings all combine to form the knowledge and skills that define teaching expertise. To this end teacher education programs should aim to develop the knowledge, skills and attributes of pre-service teachers' in order to prepare them to teach effectively in twenty first century classrooms. However, most teacher education programs fail to do so and Ethiopia is not exceptional. Not only this, Moe (2003) the practicum came to its existence, and many literature started to argue that the best way to educate teachers is to give them real experience of school and students which led



to the introduction of the practicum in teacher education-through which student teachers understood the socio-cultural, political and economic factors underpinning education, and also can have first hand experience and knowledge about the public school environment and secondary school students. It also provides student teachers with a frame of reference for the skills they are building. It is a critically important part of initial teacher education. Therefore, practicum experiences among pre-service teachers are often described as the most important part of teacher education program to educate teachers is to give them real experience of school and students.

Seeing this, there are the quality of teaching program that should be known to achieve the goal of teaching practicum. Evers (2004) in Tuli and File (2009:111-112) identified the desired characteristics of quality practice within the practicum component of pre-service teacher education programs as follows:

- Integrates theoretical knowledge and professional practice across the three domains of a teacher education

program; 'content' knowledge gained through a liberal education, professional knowledge, pedagogical skills and insights.

- is designed and implemented within a partnership involving teacher education institutions (TEIs), schools, school systems and relevant professional bodies
- articulates clear and progressive stages for the development of the acquired knowledge, skills, attributes and dispositions of beginning teachers
- provides diverse experiences in a range of school contexts and with a variety of students
- assesses against clear delineations of purposes, roles and expectations of TEI student activity and performance includes an assessment of resource needs and implications
- is flexible and encourages innovation
- involves ongoing evaluation and response.

### **2.3.1. Teaching Practicum (PPLK) IN UIN BANTEN**

In UIN Banten as the field of research, we know PPL as Teaching practicum or PPLK (Field Experience and Teaching Practice). It is one of the academic procedures that must be taken by students of education / teacher training programs / majors. Therefore, the quality of PPLK implementation in the field is one of the factors that determine the quality of teaching prospective teachers passed by the Faculty of Education and Teaching. One way to maintain the quality of PPLK is to control the implementation of PPLK using good rules or guidelines.

In the PPLK guidelines book (2018:5) explained that PPLK is all extracurricular activities that must be done by pre-service teacher applies the theory obtained from the previous semester, in accordance with the requirements that have been established so that they obtain field experience and skills on the organization of education and teaching at school or school partners

The guidelines book of PPLK also explained that Generally pplk is aimed to form students to have the

ability in using of their knowledge in a real situation. Through pplk, the student is also expected to be professional private vocational school of education based on the principle of educational in pedagogic, professional and social competencies. Meanwhile, the specific goal of PPLK can be explained in the following:

1. Recognizes school environment effectively and thoroughly, includes physical aspects, administrative systems , curricular and other educational activities
2. Apply various teacher skills thoroughly and integrated in real situations under the guidance of supervisors and tutors
3. Take advantage of the experience of PPLK to have a teacher professional ability
4. Establish partnerships with schools to develop quality education processes

In doing of PPLK, the scope activities are include to the briefing, observation, teaching practices, administrative practices, guidance and counseling practices, co-curricular

or extracurricular activities as well as monitoring guidance, evaluation and reporting.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses some important aspects related to research methodology. It consists of providing detail explanation on research design (3.1), research instruments (3.2). These research instruments consist of two; questionnaire (3.2.1) and document analysis (3.2.2). Then, research site (3.3.), selection of participants (3.4.), research procedure (3.5.) and data analysis (3.6.) of this study. The last section is establishing trustworthiness (3.7) which involves thick description (3.7.1); triangulation (3.7.2) and ethical considerations (3.7.3).

#### **3.1. Research Design**

Research designs refer to particular approaches to research. In this study, it uses qualitative method. The qualitative study attempts to generate rich, detailed and valid (process) data that contribute to in-

depth understanding of the context. In addition, qualitative research is a set of research techniques in which data are obtained from a relatively group of respondents. The most important qualitative research techniques are the narrative and the visual research, which is still often neglected. Moreover, the qualitative research typically starts with the assumption that classroom learning must be studied holistically, taking into account a variety of factors in a specific classroom (Kay, 2008). Relating to this study, it would explore pre-service EFL teachers' belief during their teaching practicum. Besides, it is the research problem in which it needs to explore. Therefore, in this study it used participants' narrative accounts to explore the process through which pre-service English teachers' (PSETs) belief changing.

### **3.2. Research Instruments**

There are two types of research instruments that used in this study, namely questionnaire and document analysis.



### **3.2.1. Questionnaire**

Questionnaire refers to teacher beliefs survey. It focuses on learners, learning, and teaching can affect teachers' practices. This questionnaire consists of 35 items statements in which it divides into three themes. The first theme is Learner-Centered Beliefs about Learners ( it has 14 Items # question number 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 30, 32, 34, 35), the second deals with Non-learner-Centered Beliefs about Learning ( it has 9 items# question number 2, 5, 8, 11, 14, 17, 20, 23, 26 and the last Non-learner-Centered Beliefs about Teaching - (it has 12 Items # question number 3, 6, 9, 12, 15, 18, 21, 24, 27, 29, 31, 33).

This questionnaire provides four alternatives as Likert scale. It consists of strongly disagree (1), somewhat disagree (2), somewhat agree (3) and strongly agree (4).

### **3.2.2. Document analysis**

Document analysis refers to written language that students wrote during teaching practicum. In this document, pre-service teachers have to write their learning as well as

teaching experience. It is written before and after they do teaching practicum.

### **3.3 Research Site**

This research was conducted in twelve schools both in level junior and senior high schools. Twelve schools were located at four city towns namely Cilegon, Serang as a city and district as well as Pandeglang. In each town there are three schools as research site. These schools were chosen because there were pre-English teachers as English students who had teaching practicum there.

### **3.4 Selection of Participants**

Convenience sampling method is employed by researcher in selecting the participants in order to gain data of the changing of teachers' belief after teaching practicum. There were 20 pre-service English teachers (PSETs) who join in this study to fill questionnaire before and after they do teaching practicum. Besides they also submit their

reflective journal before and after they do teaching practicum as document analysis.

### **3.5 Research Procedure**

Teaching practicum spent two months. Before pre-service teachers had a real EFL classroom for teaching practicum, the researchers asked them to fill the questionnaire relates to teachers' belief. It is categorized as before teaching practicum. Moreover, after they had their own classes and got teaching practicum examination, pre-service teachers again fill the questionnaire teachers' belief. It is categorized as after teaching practicum. The data from before and after teaching practicum were compared. It was done to investigate the changing of teachers' belief before and after teaching practicum.

Moreover, since the first time pre-service English teachers had a real EFL classroom, they also have to write their learning and teaching experience during teaching practicum. Journal itself, then, was collected soon after they had teaching practicum examination.

### 3.6. Data Analysis

Data analysis is an aspect of research practice that seems to create significant confusion for those new to, or working outside, qualitative research paradigms (Gibson and Brown, 2009). Data analysis in qualitative means researchers gathers a text database rather than using statistics. In other words, researchers analyze words or pictures to describe the central phenomenon under study (Creswell, 2012).

In this study, to answer the research questions, qualitative data was collected based on the differences result from the changing pre-service teachers' belief. It got from before teaching practicum and after teaching practicum through their questionnaire and their reflective journal. The changing itself focuses on the Learner-Centered Beliefs about Learners, then Non-learner-Centered Beliefs about Learning and the last Non-learner-Centered Beliefs about Teaching .

Moreover, this study also would take data from pre-service English teachers' (PSETs) reflective journal as

document analysis. Pre-service English teachers (PSETs) wrote to elicit their teachers' belief during teaching practicum. Data from questionnaire would be triangulated by data from document analysis. Thus, working through qualitative research means the researchers try to create some kind of response to this general lack of clarity.

### **3.7. Establishing Trustworthiness**

In term of qualitative research, the concept of validity and reliability are very important. Persistent observation, thick description, member check and triangulation were undertaken in this research to meet the credibility, transferability, dependability and conformability of the investigation.

#### **3.7.1 Thick description**

The data of this research were presented and analysed in thick description. The presentation and analysis were given as completed as possible to provide what the readers needed to know as what

suggested by Creswell (2012:125). This thick description is very important for qualitative research.

### **3.7.2 Triangulation**

In triangulation, researchers make use of multiple and different sources, methods, investigation and theories to provide corroborating evidence (Cresswell 2003: 206) To ensure the validity of this research, I triangulated data sources through two of data collection techniques, namely data from questionnaire before and after teaching practicum and the data from document analysis before and after teaching practicum.

### **3.7.3 Ethical considerations**

The participants were asked to sign and complete an ethics check form as well as a consent form to declare that they were prepared to take part in the study of their own free will. Both forms were intended to ensure that participants were fully aware of the nature and purpose of

the study. They were provided with a comprehensive clarification of their privacy protection and told of their unconditional right to withdraw at any time.





## CHAPTER IV

### FINDINGS

This chapter is especially directed to report and analyze the changing of pre-service teachers' belief after teaching practicum.. This data consists of analysis to answer research questions posed in this research, namely what changes, if any, did three pre -service teachers' belief after their teaching practicum?

The explanation will be based on instrument that used in this study, namely data from questionnaire (4.1.) and data from document analysis (4.2.) The data from questionnaire itself divided into two: pre-service English teachers' belief before teaching practicum (4.1.1) and pre-service English teachers' belief after teaching practicum (4.1.2). Relating to pre-service English teachers' belief before teaching practicum (4.1.1), it consists of three themes, namely Beliefs about Learners before teaching practicum (4.1.1.1), Beliefs about Learning before teaching practicum (4.1.1.2) and Beliefs about Teaching before teaching

practicum (4.1.1.3). As well, pre-service English teachers' belief after teaching practicum (4.1.2) also involve three themes Beliefs about Learners after teaching practicum (4.1.2.1), Beliefs about Learning after teaching practicum (4.1.2.2) and Beliefs about Teaching after teaching practicum (4.1.2.3).

Moreover, document analysis also consists of document analysis before teaching practicum (4.2.1) and document analysis after teaching practicum (4.2.2.). This document analysis before teaching practicum consists of three parts. The first Pre-service English teachers' belief on learners before teaching practicum (4.2.1.1), the second Pre-service English teachers' belief on learning before teaching practicum (4.2.1.2) and the last Pre-service English teachers' belief on teaching before teaching practicum (4.2.1.3). Meanwhile, document analysis after teaching practicum (4.2.2.) also involve three themes, Pre-service English teachers' belief on learners after teaching practicum (4.2.2.1.), next, Pre-service English teachers' belief on learning after teaching practicum (4.2.2.2.) and the last Pre-

service English teachers' belief on teaching before teaching practicum (4.2.2.3.)

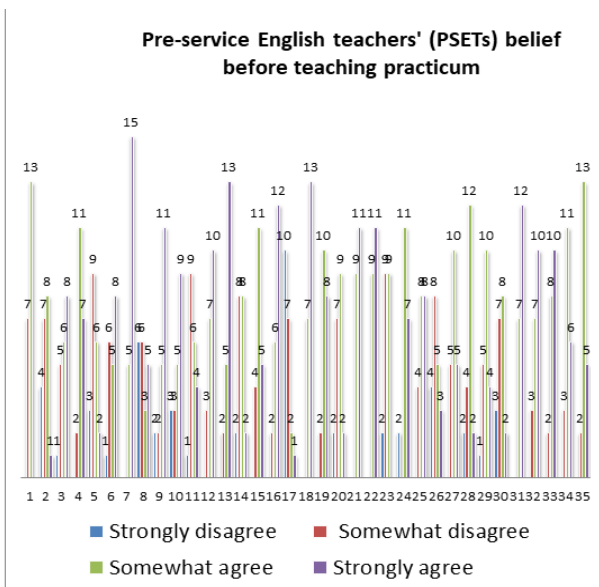
#### **4.1. Data from Questionnaire**

There are thirty five questions in questionnaire that twenty pre-service English teachers have to answer. Thirty five covers three topics that usually occur to teachers' belief. The first are teachers' belief about learners that can affect teachers' practice. The second relates to non-learner-centered belief about learning itself and the last deals with non-learner-centered beliefs about teaching.

Data from questionnaire will be explained based on before and after teaching practicum.

##### **4.1.1 Before teaching practicum**

Data from questionnaire shows the variety of twenty pre-service English teachers' answer before they have to practice teaching as follow:



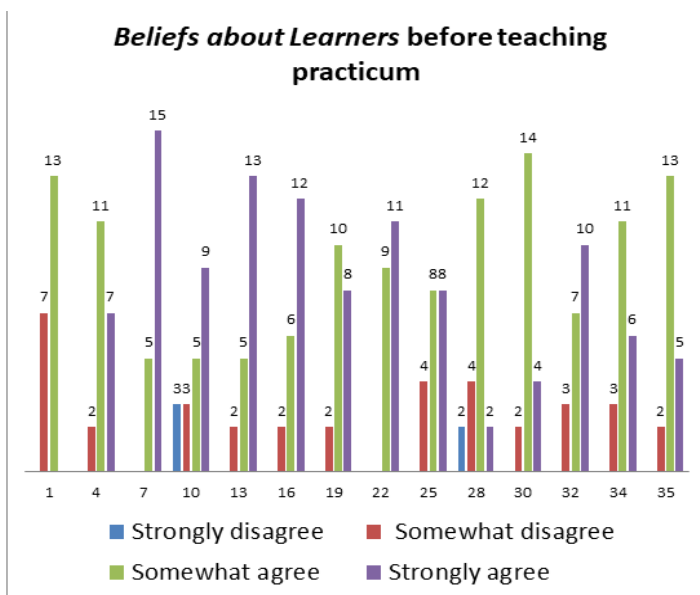
Graph 4.1 Pre-service English teachers' belief before teaching practicum

The researchers would elaborate detail the above information in the graph into three themes.

#### 4.1.1.1 *Beliefs about Learners* before teaching practicum

This first topic consists of fourteen statements and it elaborates into fourteen numbers of questionnaires out of thirty five.

The following graph shows it



Graph 4.2 *Beliefs about Learners* before teaching practicum

The explanation of each statement in questionnaire would be elaborated as follows:

1. Statement number 1: *Students have more respect for teachers they see and can relate to as real people, not just as teachers.* There are seven pre-service teachers choose somewhat disagree (2) and thirteen pre-service teachers who answer somewhat agree (3)
2. Statement number 4: *Students achieve more in classes in which teachers encourage them to express their personal beliefs and feelings.*

Two pre-service teachers answer somewhat disagree (2), eleven pre-service teachers answer somewhat agree (3) and seven pre-service teachers answer strongly agree (4)

3. Statement number 7: *In order to maximize learning I need to help students feel comfortable in discussing their feelings and beliefs*

There are five pre-service teachers answer somewhat agree (3) and fifteen pre-service teachers answer strongly agree (4)

4. Statement number 10: *Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.*

Three pre-service teachers answer strongly disagree (1), three pre-service teachers also answer somewhat disagree (2), five pre-service teachers answer somewhat agree (3) and nine pre-service teachers answer strongly agree (4)

5. Statement number 13: *Taking time to create caring relationships with my students is the most important element for student achievement.*

There are two pre-service teachers answer somewhat disagree (2), five pre-service teachers answer somewhat agree (3) and thirteen pre-service teachers answer strongly agree (4)

6. Statement number 16: *Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills.*

Two pre-service teachers answer somewhat disagree (1), six pre-service teachers also answer

somewhat agree (2), and twelve pre-service teachers answer strongly agree (4)

7. Statement number 19: *I can help students who are uninterested in learning to get in touch with their natural motivation to learn.*

There are two pre-service teachers answer somewhat disagree (2), ten pre-service teachers answer somewhat agree (3) and eight pre-service teachers answer strongly agree (4)

8. Statement number 22: *Students will be more motivated to learn if teachers get to know them at a personal level.*

There are nine pre-service teachers answer somewhat agree (3) and eleven pre-service teachers answer strongly agree (4)

9. Statement number 25: *When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations.*



Four pre-service teachers answer somewhat disagree (2), eight pre-service teachers also answer somewhat agree (3), and eight pre-service teachers answer strongly agree (4).

10. Statement number 28: *Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.*

Two pre-service teachers answer strongly disagree (1), four pre-service teachers also answer somewhat disagree (2), twelve pre-service teachers answer somewhat agree (3) and two pre-service teachers answer strongly agree (4).

11. Statement number 30: *My acceptance of myself as a person is more central to my classroom effectiveness than the comprehensiveness of my teaching skills.*

Two pre-service teachers answer somewhat disagree (2), fourteen pre-service teachers also answer somewhat agree (3), and four pre-service teachers answer strongly agree (4).

12. Statement number 32: *Accepting students where they are – no matter what their behavior and academic performance – makes them more receptive to learning.*

Three pre-service teachers answer somewhat disagree (2), seven pre-service teachers also answer somewhat agree (3), and ten pre-service teachers answer strongly agree (4).

13. Statement number 34: *Seeing things from the students' point of view is the key to their good performance in school*

There are three pre-service teachers answer somewhat disagree (2), eleven pre-service teachers answer somewhat agree (3) and six pre-service teachers answer strongly agree (4).

14. Statement number 35: *I believe that just listening to students in a caring way helps them solve their own problems*

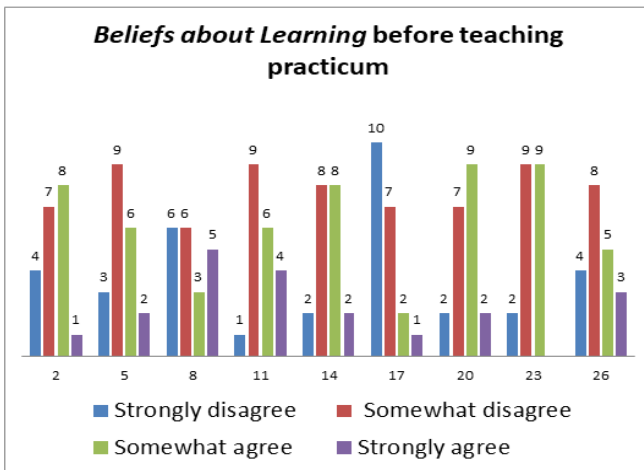
There are two pre-service teachers answer somewhat disagree (2), thirteen pre-service

teachers answer somewhat agree (3) and five pre-service teachers answer strongly agree (4).

#### 4.1.1.2 *Beliefs about Learning* before teaching practicum

This second topic consists of nine statements and it elaborates into nine numbers of questionnaires out of thirty five.

The following graph shows it



Graph 4.3 *Beliefs about Learning* before teaching practicum

The explanation of each statement in questionnaire would be elaborated as follows:

1. Statement number 2 : *There are some students whose personal lives are so dysfunctional that they simply do not have the capability to learn*

There are four pre-service English teachers (PSETs) answer somewhat disagree (1), seven pre-service English teachers (PSETs) answer somewhat disagree (3), eight pre-service English teachers (PSETs) answer somewhat agree (4) and only one pre-service English teacher (PSET) answer strongly agree (4).

2. Statement number 5 : *Too many students expect to be coddled in school*

Three pre-service English teachers (PSETs) answer strongly disagree (1), nine pre-service English teachers (PSETs) answer somewhat disagree (2), six pre-service English teachers (PSETs) also answer somewhat agree (3), and two pre-service English teachers (PSETs) answer strongly agree (4).

3. Statement number 8: *It's impossible to work with students who refuse to learn.*

There are six pre-service English teachers (PSETs) answer somewhat disagree (1), six pre-service English teachers (PSETs) answer somewhat disagree (3), three pre-service English teachers (PSETs) answer somewhat agree (4) and five pre-service English teachers (PSETs) answer strongly agree (4).

4. Statement number 11: *Even with feedback, some students just can't figure out their mistakes*

Only one pre-service English teacher (PSET) answer strongly disagree (1), nine pre-service English teachers (PSETs) answer somewhat disagree (2), six pre-service English teachers (PSETs) also answer somewhat agree (3), and four pre-service English teachers (PSETs) answer strongly agree (4).

5. Statement number 14: *I can't help feeling upset and inadequate when dealing with difficult students*

There are two pre-service English teachers (PSETs) answer somewhat disagree (1), eight pre-service

English teachers (PSETs) answer somewhat disagree (3), eight pre-service English teachers (PSETs) answer somewhat agree (4) and two pre-service English teachers (PSETs) answer strongly agree (4).

6. Statement number 17: *It's just too late to help some students.*

Ten pre-service English teachers (PSETs) answer strongly disagree (1), seven pre-service English teachers (PSETs) answer somewhat disagree (2), two pre-service English teachers (PSETs) also answer somewhat agree (3), and only one pre-service English teacher (PSET) answer strongly agree (4).

7. Statement number 20: *No matter what I do or how hard I try, there are some students who are unreachable.*

There are two pre-service English teachers (PSETs) answer somewhat disagree (1), seven pre-service English teachers (PSETs) answer somewhat disagree (3), nine pre-service English teachers (PSETs) answer somewhat agree (4) and two pre-service English teachers (PSETs) answer strongly agree (4).

8. Statement number 23: *Innate ability is fairly fixed and some children just can't learn as well as others*

Two pre-service English teachers (PSETs) answer strongly disagree (1), nine pre-service English teachers (PSETs) answer somewhat disagree (2), and nine pre-service English teachers (PSETs) also answer somewhat agree (3).

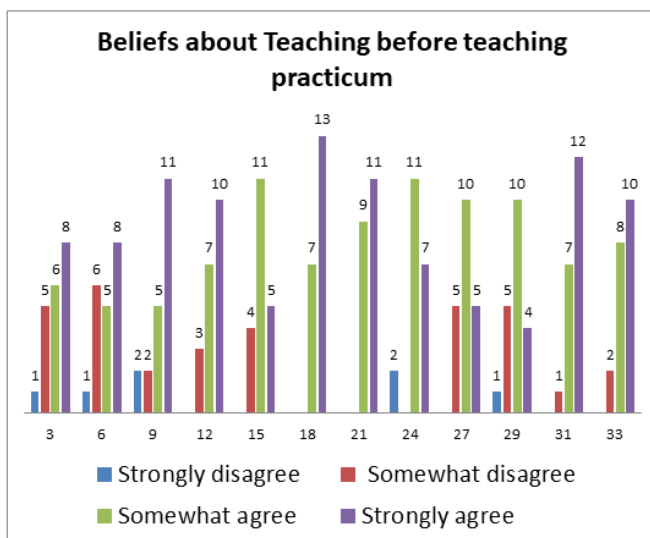
9. Statement number 26: *Teachers shouldn't be expected to work with students who consistently cause problems in class.*

There are four pre-service English teachers (PSETs) answer somewhat disagree (1), eight pre-service English teachers (PSETs) answer somewhat disagree (3), five pre-service English teachers (PSETs) answer somewhat agree (4) and three pre-service English teachers (PSETs) answer strongly agree (4).

### 4.1.1.3 Beliefs Teaching before teaching practicum

This third topic consists of twelve statements and it elaborates into twelve numbers of questionnaires out of thirty five.

The following graph shows it



Graph 4.4 Beliefs about Teaching before teaching practicum

The explanation of each statement in questionnaire would be elaborated as follows:



1. Statement number 3: *I can't allow myself to make mistakes with my students.*

There is only one pre-service teachers answer somewhat disagree (1), five pre-service teachers answer somewhat disagree (3), six pre-service teachers answer somewhat agree (4) and eight pre-service teachers answer strongly agree (4).

2. Statement number 6: *If students are not doing well, they need to go back to the basics and do more drill and skill development*

Only one pre-service teachers answer strongly disagree (1), six pre-service teachers answer somewhat disagree (2), five pre-service teachers also answer somewhat agree (3), and eight pre-service teachers answer strongly agree (4).

3. Statement number 9: *No matter how badly a teacher feels, he or she has a responsibility not to let students know about those feelings.*

There are two pre-service teachers answer somewhat disagree (1), two pre-service teachers

- answer somewhat disagree (2), five pre-service teachers answer somewhat agree (4) and eleven pre-service teachers answer strongly agree (4).
4. Statement number 12: *My most important job as a teacher is to help students meet well-established standards of what it takes to succeed*
- Three pre-service teachers answer somewhat disagree (2), seven pre-service teachers also answer somewhat agree (3), and ten pre-service teachers answer strongly agree (4).
5. Statement number 15: *If I don't prompt and provide direction for student questions, they won't get the right answer.*
- Four pre-service teachers answer somewhat disagree (2), eleven pre-service teachers also answer somewhat agree (3), and five pre-service teachers answer strongly agree (4).
6. Statement number 18: *Knowing my subject matter really well is the most important contribution I can make to student learning.*

There are seven pre-service teachers who answer somewhat agree (4) and thirteen pre-service teachers answer strongly agree (4).

7. Statement number 21: *Knowledge of the subject area is the most important part of being an effective teacher.*

Nine pre-service teachers also answer somewhat agree (3), and eleven pre-service teachers answer strongly agree (4).

8. Statement number 24: *One of the most important things I can teach students is how to follow rules and to do what is expected of them in the classroom*

There are two pre-service teachers who answer strongly disagree (1), eleven pre-service teachers answer somewhat agree (3) and seven pre-service teachers answer strongly agree (4).

9. Statement number 27: *Good teachers always know more than their students.*

Five pre-service teachers answer somewhat disagree (2), ten pre-service teachers also answer somewhat agree (3), and five pre-service teachers answer strongly agree (4).

10. Statement number 29: *I know best what students need to know and what's important; students should take my word that something will be relevant to them.*

There is only one pre-service teachers who answer strongly disagree (1), five pre-service teachers answer somewhat disagree (2), ten pre-service teachers answer somewhat agree (3) and four pre-service teachers answer strongly agree (4).

11. Statement number 31: *For effective learning to occur, I need to be in control of the direction of learning.*

There is one pre-service teacher who answer somewhat disagree (2) seven pre-service teachers answer somewhat agree (3), and twelve pre-service teachers answer strongly agree (4).

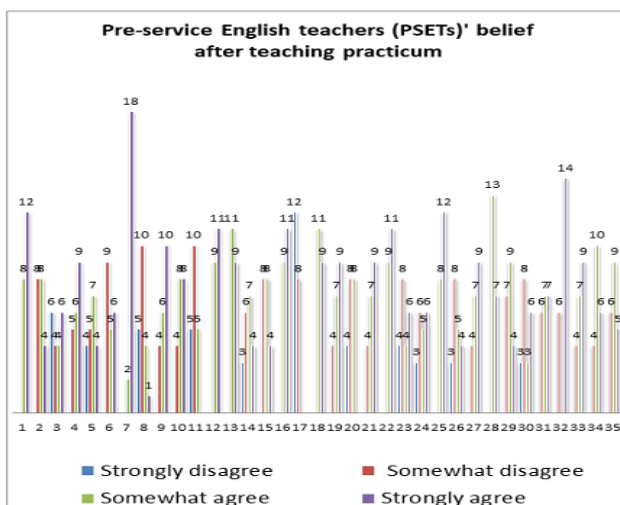
12. Statement number 33: *I am responsible for what students learn and how they learn.*

Two pre-service teachers answer somewhat disagree (2), eight pre-service teachers also answer somewhat agree (3), and ten pre-service teachers answer strongly agree (4)

#### 4.1.2. After teaching practicum

Questionnaire that the researchers distribute for after teaching practicum is the same as questionnaire for before teaching practicum. It means there are thirty five questions in questionnaire that twenty pre-service teachers have to answer.

Data from questionnaire shows the variety of twenty pre-service teachers' answer after they have to practice teaching as follows:



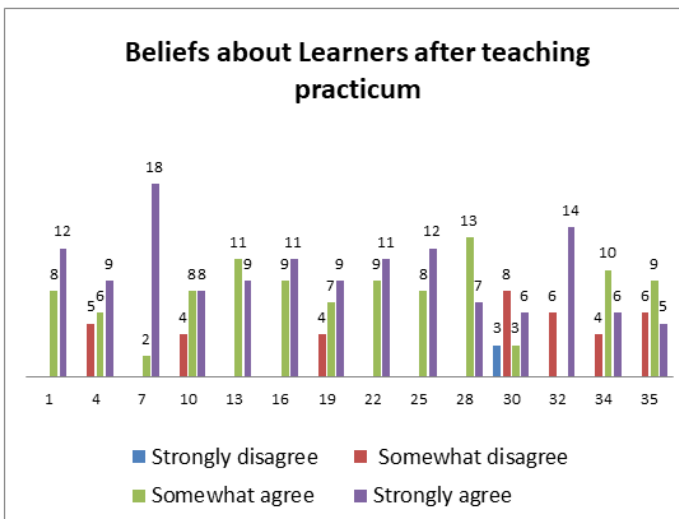
Graph 4.5. Pre-service English teachers' belief after teaching practicum

The researchers would elaborate detail the above information in the graph into three topics.

#### 4.1.2.1. Beliefs about Learners after teaching practicum

This first theme consists of fourteen statements and it elaborates into fourteen numbers of questionnaires out of thirty five.

The following graph shows it



Graph 4.6. Beliefs about Learners after teaching practicum

The explanation of each statement in questionnaire would be elaborated as follows:

1. Statement number 1: *Students have more respect for teachers they see and can relate to as real people, not just as teachers*

There are eight pre-service teachers who answer somewhat agree (3) and twelve pre-service teachers answer strongly agree (4)

2. Statement number 4: *Students achieve more in classes in which teachers encourage them to express their personal beliefs and feelings.*

Five pre-service teachers answer somewhat disagree (2), six pre-service teachers also answer somewhat agree (3), and nine pre-service teachers answer strongly agree (4).

3. Statement number 7: *In order to maximize learning I need to help students feel comfortable in discussing their feelings and beliefs*

There are two pre-service teachers who answer somewhat agree (3) and eighteen pre-service teachers answer strongly agree (4).

4. Statement number 10: *Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.*

Four pre-service teachers answer somewhat disagree (2), eight pre-service teachers also answer somewhat agree (3), and eight pre-service teachers answer strongly agree (4).

5. Statement number 13: *Taking time to create caring relationships with my students is the most important element for student achievement.*

There are eleven pre-service teachers who answer somewhat agree (3) and nine pre-service teachers answer strongly agree (4).

6. Statement number 16: *Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills.*

Nine pre-service teachers answer somewhat agree (3) and eleven pre-service teachers answer strongly agree (4).

7. Statement number 19: *I can help students who are uninterested in learning to get in touch with their natural motivation to learn.*



There are four pre-service teachers who answer somewhat disagree (2), seven pre-service teachers who answer somewhat agree (3) and nine pre-service teachers answer strongly agree (4).

8. Statement number 22: *Students will be more motivated to learn if teachers get to know them at a personal level.*

Nine pre-service teachers answer somewhat agree (3) and eleven pre-service teachers answer strongly agree (4).

9. Statement number 25: *When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations.*

There are eight pre-service teachers who answer somewhat agree (3) and twelve pre-service teachers answer strongly agree (4).

10. Statement number 28: *Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.*

Thirteen pre-service teachers answer somewhat agree (3) and seven pre-service teachers answer strongly agree (4).

11. Statement number 30: *My acceptance of myself as a person is more central to my classroom effectiveness than the comprehensiveness of my teaching skills.*

There are three pre-service teachers who answer strongly disagree (1), eight pre-service teachers who answer somewhat disagree (2), three pre-service teachers who answer somewhat agree(3) and six pre-service teachers answer strongly agree (4).

12. Statement number 32: *Accepting students where they are – no matter what their behavior and academic performance – makes them more receptive to learning.*

Six pre-service teachers answer somewhat disagree (2) and fourteen pre-service teachers answer strongly agree (4).

13. Statement number 34: *Seeing things from the students' point of view is the key to their good performance in school.*

There are four pre-service teachers who answer somewhat disagree (2), ten pre-service teachers who answer somewhat agree (3) and six pre-service teachers answer strongly agree (4).

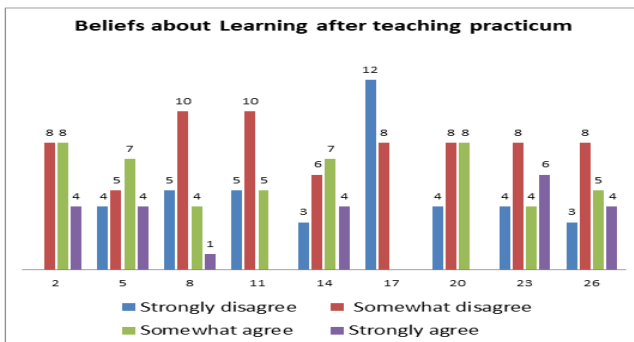
14. Statement number 35: *I believe that just listening to students in a caring way helps them solve their own problems.*

There are six pre-service teachers who answer somewhat disagree (2), nine pre-service teachers who answer somewhat agree (3) and five pre-service teachers answer strongly agree (4).

#### 4.1.2.2. Beliefs about Learning after teaching practicum

This second theme consists of nine statements and it elaborates into nine numbers of questionnaires out of thirty five.

The following graph shows it



#### **Graph 4.7. Beliefs about Learning after teaching practicum**

The explanation of each statement in questionnaire would be elaborated as follows:

1. Statement number 2: *There are some students whose personal lives are so dysfunctional that they simply do not have the capability to learn*

There are eight pre-service English teachers (PSETs) who answer somewhat disagree (2), eight pre-service English teachers (PSETs) who answer somewhat agree (3) and four pre-service English teachers (PSETs) answer strongly agree (4).

2. Statement number 5: *Too many students expect to be coddled in school*

Four pre-service English teachers (PSETs) answer strongly disagree (1), five pre-service English teachers (PSETs) answer somewhat disagree (2), seven pre-service English teachers (PSETs) also answer somewhat agree (3), and four pre-service English teachers (PSETs) answer strongly agree (4).

3. Statement number 8: *It's impossible to work with students who refuse to learn.*

There are five pre-service English teachers (PSETs) who answer strongly disagree (1), ten pre-service English teachers (PSETs) answer somewhat disagree (2), four pre-service English teachers (PSETs) also answer somewhat agree (3), and only one pre-service English teacher (PSET) answer strongly agree (4).

4. Statement number 11: *Even with feedback, some students just can't figure out their mistakes*

Five pre-service English teachers (PSETs) answer strongly disagree (1), ten pre-service English teachers (PSETs) answer somewhat disagree (2), and five pre-service English teachers (PSETs) also answer somewhat agree (3).

5. Statement number 14: *I can't help feeling upset and inadequate when dealing with difficult students.*

There are three pre-service English teachers (PSETs) who answer strongly disagree (1), six pre-service English teachers (PSETs) answer somewhat disagree (2), seven pre-service English teachers (PSETs) also answer somewhat

agree (3), and four pre-service English teachers (PSETs) answer strongly agree (4).

6. Statement number 17: *It's just too late to help some students.*

Twelve pre-service English teachers (PSETs) answer strongly disagree (1) and eight pre-service English teachers (PSETs) answer somewhat disagree (2).

7. Statement number 20: *No matter what I do or how hard I try, there are some students who are unreachable.*

There are four pre-service English teachers (PSETs) who answer strongly disagree (1), eight pre-service English teachers (PSETs) answer somewhat disagree (2), and eight pre-service English teachers (PSETs) also answer somewhat agree (3).

8. Statement number 23: *Innate ability is fairly fixed and some children just can't learn as well as others.*

Four pre-service English teachers (PSETs) answer strongly disagree (1), eight pre-service English teachers (PSETs) answer somewhat disagree (2), four pre-service English teachers (PSETs) also answer somewhat agree (3) and six

pre-service English teachers (PSETs) answer strongly agree (4).

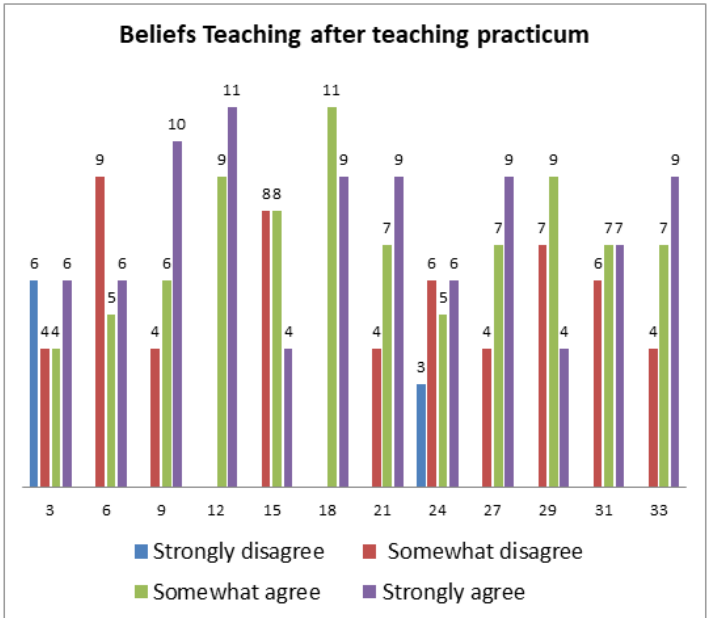
9. Statement number 26: *Teachers shouldn't be expected to work with students who consistently cause problems in class*

There are three pre-service English teachers (PSETs) who answer strongly disagree (1), eight pre-service English teachers (PSETs) answer somewhat disagree (2), five pre-service English teachers (PSETs) also answer somewhat agree (3), and four pre-service English teachers (PSETs) also answer strongly agree (4).

#### **4.1.2.3. Beliefs about Teaching after teaching practicum**

This third theme consists of twelve statements and it elaborates into twelve numbers of questionnaires out of thirty five.

The following graph shows it



**Graph 4.8. Beliefs about teaching after teaching practicum**

The explanation of each statement in questionnaire would be elaborated as follows:

1. Statement number 3: *I can't allow myself to make mistakes with my students.*

Six pre-service teachers answer strongly disagree (1), four pre-service teachers answer somewhat disagree (2), four pre-service teachers also answer somewhat agree (3) and six pre-service teachers answer strongly agree (4).



2. Statement number 6: *If students are not doing well, they need to go back to the basics and do more drill and skill development*  
There are nine pre-service teachers answer somewhat disagree (2), five pre-service teachers also answer somewhat agree (3), and six pre-service teachers also answer strongly agree (4).
3. Statement number 9: *No matter how badly a teacher feels, he or she has a responsibility not to let students know about those feelings.*  
Four pre-service teachers answer somewhat disagree (2), six pre-service teachers also answer somewhat agree (3) and ten pre-service teachers answer strongly agree (4).
4. Statement number 12: *My most important job as a teacher is to help students meet well-established standards of what it takes to succeed*  
There are nine pre-service teachers answer somewhat agree (3), and eleven pre-service teachers also answer strongly agree (4).
5. Statement number 15: *If I don't prompt and provide direction for student questions, they won't get the right answer*

Eight pre-service teachers answer somewhat disagree (2), eight pre-service teachers also answer somewhat agree (3) and four pre-service teachers answer strongly agree (4).

6. Statement number 18: *Knowing my subject matter really well is the most important contribution I can make to student learning*

There are eleven pre-service teachers answer somewhat agree (3), and nine pre-service teachers also answer strongly agree (4).

7. Statement number 21: *Knowledge of the subject area is the most important part of being an effective teacher.*

Four pre-service teachers answer somewhat disagree (2), seven pre-service teachers also answer somewhat agree (3) and nine pre-service teachers answer strongly agree (4).

8. Statement number 24: *One of the most important things I can teach students is how to follow rules and to do what is expected of them in the classroom.*

Three pre-service teachers answer strongly disagree (1) six pre-service teachers answer somewhat disagree (2), five

pre-service teachers also answer somewhat agree (3) and six pre-service teachers answer strongly agree (4).

9. Statement number 27: *Good teachers always know more than their students.*

Four pre-service teachers answer somewhat disagree (2), seven pre-service teachers also answer somewhat agree (3) and nine pre-service teachers answer strongly agree (4).

10. Statement number 29: *I know best what students need to know and what's important; students should take my word that something will be relevant to them.*

There are seven pre-service teachers answer somewhat disagree (2), nine pre-service teachers answer somewhat agree (3), and four pre-service teachers also answer strongly agree (4).

11. Statement number 31: *For effective learning to occur, I need to be in control of the direction of learning.*

Six pre-service teachers answer somewhat disagree (2), seven pre-service teachers also answer somewhat agree (3) and seven pre-service teachers answer strongly agree (4).

12. Statement number 33: *I am responsible for what students learn and how they learn.*

There are four pre-service teachers answer somewhat disagree (2), seven pre-service teachers answer somewhat agree (3), and nine pre-service teachers also answer strongly agree (4).

#### **4.2. Data from document analysis**

There are also three topics of teachers' belief that pre-service teachers wrote in their reflective journal. The first are teachers' belief about learners that can affect teachers' practice. The second relates to non-learner-centered belief about learning and the last deals with non-learner-centered beliefs about teaching.

Data from document analysis will be explained based on before and after teaching practicum.

##### **4.2.1. Document analysis before teaching practicum**

Twenty pre-service English teachers (PSETs) wrote their teaching experiences in their reflective journal. The topic that they wrote consists of three themes namely teachers'

belief about learners, learning and teaching that can affect their teaching practice.

#### **4.2.1.1. Pre-service English teachers (PSETs)' belief on learners before teaching practicum**

The following is an extract from pre-service English teachers (PSETs)' belief relate to belief on learners

One of pre-service teachers wrote in her journal. She plays as a learner who has to practice teaching.

*Sebelum pplk saya merasa gugup dan takut menghadapi murid-murid.(DAbef)*

Before having teaching practicum, I feel nervous and scared to have students.

The same belief also is delivered by another pre-service English teacher. Most of pre-service English teachers (PSETs) have the same belief dealing with their position as learners who have to practice teaching. The following are some extracts from their reflective journal.

*Sebelum pplk saya termasuk orang yang sulit berinteraksi dengan orang baru. Jadi saya tidak tahu bagaimana berinteraksi dengan siswa.(DAbef)*

Before having teaching practicum, I am the one who is difficult to interact with new people. Thus, I do not know how to interact with students.

*Sebelum PPLK, saya memikirkan bagaimana menghadapi siswa di sekolah. (DAbef)*

Before having teaching practicum, I think how to have my students at school

*Sebelum PPLK, saya grogi jika berbicara di depan orang banyak*

Before having teaching practicum, I am nervous to speak in front of many people.

*Saya merasa minder dan grogi karena saya belum pernah berdiri dalam waktu lama di depan murid.*

I am not confident and nervous because I have not stood in front of students for long time.

However, there is also different belief on learner that pre-service English teacher (PSET) has. She stated in her journal.

*Saya sudah mengajar di MTs. Saya pikir saya akan tidak akan terlalu sulit menghadapi anak MAN walau saya tidak mengetahui karakter siswa saya di kelas.(DAbef)*

I have taught at Junior Islamic School. I think, I would be difficult to have Senior Islamic school because I don't know students' character at class.

#### **4.2.1.2. Pre-service English teachers (PSETs)' belief on learning before teaching practicum**

Relating to the second theme, teachers' belief on learning, pre-service English teachers (PSETs) wrote their journal.

Most pre-service English teachers (PSETs) learn how to design lesson plan.

*Saya belum mengetahui cara membuat RPP yang baik dan benar.  
.(DAbef)*

I have not known how to design lesson plan which is good and right.

The same belief was also stated by another pre-service English teacher. The following are some extracts from their reflective journal.

*Sebelum PPLK, saya mempelajari cara membuat RPP di kampus tapi tidak pernah ada evaluasi atau revisi terhadap RPP yang dibuat. .(DAbef)*

Before having teaching practicum, I learn how to design lesson plan. However, there is no evaluation or feedback on lesson plan that I have designed.

In addition, there is also pre-service English teacher who has changing to learn material for senior high school students. She wrote it in her journal.

*Saya merasa kesulitan dengan materi yang akan disampaikan karena saya sudah biasa mengajar di MTs, materi yang disampaikan mudah dan sekarang saya harus mempelajari materi yang lebih tinggi tingkatnya.(DAbef)*



I have difficulties on material that I am going to teach as I usually teach at Junior Islamic school in which the material is easier and now I have to learn material which is more difficult.

*Saya belum terbiasa bagaimana bersikap sebagai guru, jadi saya harus belajar menjadi guru yang baik. Saya harus belajar tentang menguasai materi, metode, model dan strategi.(DAbef)*

I am not used to be a teacher, so that I have to learn to be good teacher. I have to learn material, methods, model and strategy.

Not only relates to lesson plan and material that pre-service English teachers (PSETs) learn at school, but also all relate to method and media for using at class.

*Sebelum PPLK, saya masih belum banyak mengetahui tentang metode dan media yang akan digunakan di kelas.(DAbef)*

Before having teaching practicum, I have not known about method and media which are going to use at class.

#### 4.2.1.3. Pre-service English teachers (PSETs)' belief on teaching before teaching practicum

In this third topic, pre-service English teacher wrote their belief which connects to teaching in her reflective journal.

*Di perkuliahan hanya mengetahui teori cara mengajar tapi belum ada praktek secara langsung. (DAbef)*

During lecturing I only know the theory of how to teach but I have not practiced yet straightly.

The same beliefs are also expressed by another pre-service English teachers (PSETs) in their reflective journal.

*Sebelum PPLK saya belum pernah mengajar, jadi saat pertama kali mengajar mandiri saya ratakan cara mengajar saya antara kelas satu dengan yang lainnya. Jadi mengajar menggunakan metode dan media yang sama.*

Before having teaching practicum, I have not taught yet. Thus, when there is time to teach firstly independently, I teach the same among classes. It means I teach by applying the same method as well as the same media

*Sebelum PPLK, saya tidak mengetahui bagaimana menguasai materi untuk mengajar juga menguasai kelas.*

Before having teaching practicum, I don' know how to master the material for teaching and also how to manage the class.

*Awalnya saya tidak mengetahui bagaimana mengajar menggunakan kurikulum K13. Karena selama MK Microteaching saya selalu menggunakan kurikulum KTSP*

Firstly I do not know how to teach by applying curriculum K 13 as during microteaching subject I always apply curriculum KTSP

*Saya belum bisa bagaimana mengaplikasikan media ketika saya mengajar*

I have not been able how to apply media when I teach

*Saya belum pernah mengajar secara formal*

I have not taught formally

*Sebelum PPLK saya masih belum banyak mengetahui bagaimana metode dan media yang akan saya gunakan untuk mengajar*

Before having teaching practicum, I do not know much how to apply method and media that I am going to use for teaching

*Saya sendiri tidak mengetahui kemampuan saya dalam mengajar.*

I myself do not know my own ability to teach

#### **4.2.2. Document analysis after teaching practicum**

Twenty pre-service English teachers (PSETs) also wrote their teaching experiences in their reflective journal after they have finished teaching during teaching practicum. The topic that they also wrote consists of three topics namely teachers' belief about learners, learning and teaching that can affect their teaching practice. The following are elaborated each topics. Most of it showed a lot changing before and after teaching practicum.

#### **4.2.2.1. Pre-service English teachers (PSETs)' belief on learners after teaching practicum**

Relating to the first topic, teachers' belief on learners , pre-service English teachers wrote in her journal.

*Setelah PPLK, saya bisa beradaptasi dengan guru dan tidak canggung berinteraksi dengan murid (DAaf)*

After having teaching practicum, I am able to adapt with teachers and I am not nervous whenever do interaction with students.

*The same belief also delivered by other pre-service English teachers.*

*Setelah lebih dari 8 minggu, saya dapat terbiasa berbicara di depan kelas. Rasa gugup menghadapi murid sedikit demi sedikit hilang. Saya mulai percaya diri menyampaikan materi yang akan saya sampaikan. (DAaf)*

After more than eight weeks, I am usually able to speak in front of class. The nervous that I experience when interact with students disappear. I start to have confident to explain the material.

*Setelah PPLK, saya merasa dekat dan akrab dengan murid. Tetapi kedekatan tersebut mempunyai jarak antara seorang guru dan murid. (DAaf)*

After having teaching practicum, I am close to my students. However, this closeness has distance between teacher and student.

*Setelah PPLK, saya menjadi percaya diri bicara di depan orang banyak. (DAaf)*

After having teaching practicum, I am confident to speak in front of many people.

*Setelah PPLK, saya merasa nyaman menjadi guru. Apalagi setelah saya mengetahui nama, sikap dan karakter murid. Jadi rasa canggung dan grogi hilang seiring saya mengenal murid saya. (DAaf)*

After having teaching practicum, I enjoy being a teacher. Indeed, I have known my students' name, their behavior and attitude. No more nervous when I know my students.

Moreover, other pre-service English teachers also stated the deeper belief relate to learners. It means their own position as learners.

*Saya sudah mengetahui apa dan bagaimana yang harus dilakukan ketika saya menghadapi siswa. (DAaf)*

I have known what and how to do whenever I interact with my students.

*Setelah PPLK, saya mengetahui bahwa setiap siswa memiliki karakteristik dan cara berbeda dalam belajar. (DAaf)*

After having teaching practicum, I know that every students has their own characteristics and the different way in learning.

#### 4.2.2.2. Pre-service English teachers (PSETs)' belief on learning after teaching practicum

Most of pre-service English teachers (PSETs) talk dealing with how design lesson plan as their belief which changing from previous time. The following extracts are taken from their journal.

*Saya dapat memahami cara membuat RPP yang baik dan benar.*  
(DAaf)

I understand how to design lesson plan well and right.

*Saya belajar banyak bagaimana cara penulisan yang baik dalam RPP karena RPP adalah rencana yang sangat berpengaruh dalam kegiatan belajar mengajar.* (DAaf)

I learn much how to write lesson plan well as lesson plan is a plan which influences a lot to teaching learning activity.

The great learning also wrote by other pre-service teachers. In her journal, she states

*RPP yang dibuat di sekolah berbeda dengan RPP yang dibuat di kampus. RPP yang diajarkan guru pamong sudah tidak memuat*



*lagi KI 1,2,3,4 karena ini hasil revisi kurikulum 13. Ini hal baru yang saya dapatkan setelah PPLK ini. (DAaf)*

Lesson plan that designed at school is different from lesson plan that designed at campus. Lesson plan taught by supervisor have not contained major competence 1,2,3,4 as it is revision of curriculum 13. This is new for me after teaching practicum.

Pre-service English teachers relate to learning also delivered with different issue such learning material, learning methods and model. The following are extracts from them.

*Saya mengajar kelas XII dan guru pamong menginstruksikan untuk memberikan soal-soal ujian saja. Sehingga bukan hanya 1 materi yang harus saya kuasi tapi seluruh materi yang ada di soal-soal itu harus saya kuasai. Hal ini membuat saya banyak belajar lagi tentang bahasa Inggris. (DAaf)*

I have taught class XII and supervisor teacher instruct me to give only test items. Thus, not only one material that I have

to master but also all material that is in test items. This makes me learn English a lot

*Setelah PPLK, saya mengetahui banyak metode dan model pembelajaran. (DAaf)*

After teaching practicum, I have known many learning methods and models.

#### **4.2.2.3. Pre-service English teachers' (PSETs) belief on teaching after teaching practicum**

Pre-service English teachers' belief on teaching itself also changing after they finished doing teaching practicum. Here are the extracts from their journal.

*Setelah PPLK, saya tidak kaku dalam mengajar , tahu mengajar yang baik dan benar dan semangat menjadi guru. Bahkan, saya dapat tawaran untuk mengajar. (DAaf)*

After having teaching practicum, know how to teach well and rightly and I have spirit to be a teacher. Indeed, I get a job for teaching.

Pre-service English teacher also show his or her teacher's belief on teaching which make his confident come up

*Saya mengetahui kemampuan saya dalam mengajar (DAaf)*

I have known my own ability in teaching.

Furthermore, teachers' belief on teaching specifically dealing with pre-service English teachers' ability to apply methods, strategy, media even material also stated in their journal.

*Setelah melihat kondisi kelas secara langsung, saya lebih mudah menentukan metode dan strategi yang cocok untuk menyampaikan materi (DAaf).*

After knowing the real class straightly, I am easier to decide what method and strategy which is appropriate to explain material.

*Setelah beberapa kali mengajar, saya merasa tiap kelas memiliki karakter yang berbeda-beda. Jadi tidak bisa setiap kelas dilakukan dengan metode dan media yang sama. (DAaf).*

After doing several times teaching, I think that each class has their own characteristics which is different. Thus, it cannot use the same method and media for all classes.

*Ketika mengajar, saya sudah bisa mengaplikasikan media pembelajaran sesuai dengan materi. Saya sudah mempunyai bayangan profesi dalam kependidikan. (DAaf)*

When I teach, I have been able to apply learning media which deals with material. I have known the profession in education field.

## CHAPTER V

### DISCUSSION AND CONCLUSION

The discussion of data presentation in this chapter involves three themes. The first is discussion of findings on Beliefs about Learners before and after teaching practicum (5.1). The second, Beliefs about Learning before and after teaching practicum (5.2). The third is discussion of presentation on Beliefs about Teaching before and after teaching practicum (5.3). In addition, conclusion would be presented at the last section. (5.4).

#### **5.1. Beliefs about Learners before and after teaching practicum**

Referring to research findings that researchers have presented dealing with data from questionnaire: pre-service English teachers' (PSETs) belief about learners before teaching practicum ((4.1.1.1), and pre-service English teachers' (PSETs) belief about learners after teaching practicum (4.1.2.1) as well as data from document analysis:

Pre-service English teachers' belief on learners before teaching practicum (4.2.1.1) and Pre-service English teachers' belief on learners after teaching practicum (4.2.2.1.), they could be categorized based on the theories that researchers adopted.

Most pre-service English teachers' (PSETs) belief are based on their individual experiences, shaped by context, and mediated by their classroom practices (Pajares, 1992; Borg, 2006). Findings concerning the theme of pre-service English teachers' (PSETs) belief about learners, specifically before teaching practicum, indicated that they pre-service teachers' lack of practical awareness or even lack knowledge. Most of the pre-service teachers believed that affective attributes, such as developing good relationships with the students, being understanding to students, liking the job and being patient, were crucially important in making a teacher effective. They try to develop it during and after teaching practicum. Indeed, pre-service English education programs should consider student teachers' self-images as teachers recognize as important aspect

As reported by Altan (2010), he supports that the more time teacher spend in a second or foreign language context, the more patience they have to learn language. It occurs to pre-service English teachers (PSETs) that mainly described their emotion whenever interact with their own students. This is experienced by most pre-service English teachers (PSETs) that they admit that their belief on learners have positive images and could interact well with them during teaching practicum. In other words, pre-service English teachers' belief from different learning contexts enable them to better fit their beliefs to different teaching contexts and types of students, and they gradually learn to draw elements from both subject-matter oriented and learner-oriented beliefs.

Moreover, this findings before and after teaching practicum is quite similar to what reported by Sanger and Osguthorpe (2011) in Eloma (2017:5) that bring out three main categories of pre-service teacher beliefs. It can be seen on the following: (1) *Psychological beliefs* are those regarding the features of our moral psychology, or how we function

and develop as moral beings. (2) *Moral beliefs* are those regarding the nature of morality, and what is of moral value and why. (3) *Educational beliefs* address the nature, scope, and ends of education, and the system of schooling used to pursue our educational ends. It is obvious to change the positive attitude of pre-service English teachers (PSETs) to their students. Thus, it is essential to promote changes in student teachers' beliefs, since their beliefs are often based on personal learning experiences and can be too optimistic in their opinion such beliefs do not promote effective teaching. Pre-service teachers should also have the opportunity to present and discuss their beliefs. The outcome being that the pre-service teacher has a better understanding of him/her self.

## **5.2. Beliefs about Learning before and after teaching practicum**

Dealing with research findings that researchers have presented dealing with data from questionnaire: pre-service English teachers' (PSETs) belief about learning before



teaching practicum (4.1.1.2), and pre-service English teachers' (PSETs) belief about learners after teaching practicum (4.1.2.2) as well as data from document analysis: Pre-service English teachers' belief on learners before teaching practicum (4.2.1.2) and Pre-service English teachers' belief on learners after teaching practicum (4.2.2.2.), they could be categorized based on the theories that researchers adopted.

Pre-service English teachers' belief on language learning lead to be an effective teacher. Starting from not know nothing to be able to design lesson plan, it tends to produce more effective instructional planning and implement it. Although it is found the mismatch what pre-service English teachers (PSETs) learn at campus and at school. At this point, pre-service teachers may struggle to put the theories they learned into practice in teaching practicum and this often results in the mismatch between theory and the practice of teaching at schools. These factors often led to a "disconnect or gap between what students

were seeing and what they were learning in their courses” (Allosop, et al., (2006, p.22).

Moreover, Wong (2010) noted that although previous learning experience give contribution to change their belief, the input on learning with others during teaching practicum regarded as most accurate and reliable information. Specifically, he argued that pre-service teachers realized that the classroom reality helped them to test their knowledge and become more aware of their personal beliefs about learning. Besides, the pre-service teachers’ beliefs concerning on learning as they admitted that they would adopt also seemed to move away from the ideal conception that exists in the literature and reflected their limited awareness of classroom practice. The initial data from both questionnaire and reflective journal also suggest that pre-service teachers often made simple choices about the teacher roles they viewed as effective and preferred to adopt, and when, for example, they viewed one role as effective, they tended to view the others as less important. In other words,

they also learn not only material but also how to manage EFL classrooms.

Thus, learning is enhanced when pre-service teachers are provided with various opportunities to apply what they have learned in meaningful contexts, and one opportunity to integrate the theory into practice in the education program is through teaching practice. For pre-service English teachers (PSETs), the process of exploring beliefs can lead to the development of more effective how they learn language learning behaviors as well as to self knowledge and autonomy. And perhaps more importantly, programs educating foreign language teachers can include components to increase awareness of their learners' beliefs about language learning in line with the goals of their programs and actual practices in the field.

### **5.3. Beliefs about Teaching before and after teaching practicum**

This sections deals with the research findings that researcher have presented. Both are from questionnaire

before and after teaching practicum and from document analysis before and after teaching practicum. Pre-service English teachers' (PSETs) belief about teaching before teaching practicum (4.1.1.3), and pre-service English teachers' (PSETs) belief about teaching after teaching practicum (4.1.2.3) as well as data from document analysis: Pre-service English teachers' belief on teaching before teaching practicum (4.2.1.3) and Pre-service English teachers' belief on teaching after teaching practicum (4.2.2.3.), they could be categorized based on the theories that researchers adopted.

Teaching is a lifelong process of learning and developing beliefs and practices which may undergo many challenges and dilemmas (Keiny, 1994). It is an uneasy process involving struggles and uncertainties condition. Indeed, for some pre-service English teachers (PSETs), teaching practicum is the first time for them to have a real EFL classroom. During their teaching practice, all of the pre-service teachers seemed to experience changes in the various beliefs they had initially held. These changes, however,

occurred in different ways and to differing degrees. These findings contradict the findings in similar EFL contexts (e.g. Altan, 2006; Mattheoudakis, 2007; Peacock, 2001, Tercanlioglu, 2005), whereas they are in agreement with the majority of the studies conducted in ESL and L1 contexts (e.g. Mansfield and Volet, 2010; Ng et al., 2010).

Furthermore, when pre-service teachers attempted to apply their initial beliefs in practice, they sometimes exhibited a lack of skill and flexibility in adapting the technique or approach to a given context and to the many complexities that exist in classrooms. An underdeveloped teaching repertoire also seems to have caused pre-service teachers difficulties in circumstances in which they could not apply their preferred approach/principle in practice and when they found themselves searching for alternative approaches/principles.

The pre-service English teachers seemed to have a rich knowledge of language teaching theories and methods when they have a chance to teach. In fact, they had lack *awareness/realization* processes in their teaching belief.

Mattheoudakis (2007) states that pre-service teachers seemed to have understandings of learning and teaching both from a theoretical and a practical perspective. In fact, during teaching practicum, all changes. Specifically, she argued that pre-service teachers realized that the classroom reality helped them to apply their knowledge and become more aware of their beliefs about teaching. It means that most changing of belief occur when pre-service teachers had been exposed to teaching in real contexts. She suggested that pre-service teachers need opportunities for reflection during the teaching practice.

#### **5.4. Conclusion**

This study was based on qualitative data from a relatively small number of pre-service teachers, and thus, they represent only a specific phenomenon that has been considered. The chosen methods for data collection, although relevant for studies of this kind (Borg, 2006), might be viewed as limited in terms of not offering any

observational aspect undertaken by the researcher, which would enrich the findings of the study.

These findings some how like the previous studies that reported previous learning experience give great contribution to teachers' belief, before teaching practicum. In addition, it also shows that the present study reports that the teaching practicum was the strongest influence on pre-service teachers' beliefs like what Borg (2006) and Debreli (2016) findings. Specifically, findings of this study, it shows that the interaction with peers and mentor teachers contributes to pre-service English teachers' belief.





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