

CHANGING BELIEF OF PRE-SERVICE ENGLISH TEACHERS DURING TEACHING PRACTICUM

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Abstract

This study investigated the changing belief of pre-service English teachers during they did teaching practicum. It was one of subjects in teacher education programs. Belief of pre-service English teachers played significant role as it could influence their classroom practices and teaching outcomes. The methodology of research used in this study was qualitative case study. It involved twenty pre-service English teachers from English Department. They were put in twelve schools which located in four towns in Banten Province. This study employed questionnaire and reflective journal as instruments for collecting data. The questionnaire itself was distributed before and after teaching practicum, while reflective journal was filled by twenty pre-service English teachers during teaching practicum. The results of this study revealed that the changing of teachers' belief varied among participants. The changing belief of pre-service English teachers covered three themes, which consists of (1) learners (2) learning and (3) teaching, before and after they did teaching practicum. Dealing with the first theme, changing belief on learners, pre-service English teachers experienced more on their emotion specifically on their confident as well as patient. In addition, the second theme, changing belief on learning, it occurred more on pre-service English teachers' awareness that the classroom reality helped them to test their knowledge and it made them more aware of their personal beliefs about learning. Moreover, the last theme, changing belief on teaching, it took place when pre-service teachers had been exposed to teaching English in real contexts EFL classroom.

Keywords: Pre-service English Teachers, Teachers' Belief, Teaching Practicum

INTRODUCTION

Teachers have a major role in education. Teacher's task is not only teaching but also educating students. Thus, exemplary teacher is very important and cannot be negotiated. Teachers are class artist, they get to know the art of class before teaching. Teachers who have an artistic spirit are able to stay in the hearts of students.

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Be an empathetic teacher. Empathy teachers are teachers who feel restless when they see the failures experienced by their students. Conversely, he will feel happy when his students get success. The teacher's role is not only as a teacher but also an advisor. Every student has a unique character. This uniqueness can be seen from the difference, there is no the same character, even though they are physically similar. They must have differences in terms of their talents, interests, abilities and so on.

Beside of teaching, teachers also pump up the enthusiasm of students. Teachers must be able to see and concentrate to the student's personal conditions. Smart students will quickly develop their belief in their personal abilities. Meanwhile, students who are less intelligent, they will be difficult to reach achievement. One's ability is very decisive in achieving significant results through belief. For example: students who take part in the poetry reading competition, during practice they memorize, intonation and expression are good. But when the stage they become less in intonation and expression. It happened because they have no belief towards their abilities, so the results cannot be maximized.

This belief is not a function of a person's skills, but a judgment that the person makes about what he can do with his skills. Self-ability is a sense of self-confidence in one's ability to overcome difficulties in order to remain superior in facing various situations.

A belief makes a person avoid situations that he believes will exceed his ability to cope with situations, and involve himself in situations that he believes he can handle. Doubts will rise uninteresting to try it. But if a person has belief, it will help someone to be resilient in facing failure in various challenging situations. Belief refers to something that is considered by someone true, and can emerge from experience, real or imagination (Chapman, 2008)

Therefore, the one of important areas of inquiry in the field of language teaching is research on teachers' belief. It plays significant role as what teachers think and believe directs what they do and how they give classroom instructions, thus affecting students' learning outcomes and teachers' own learning and

development. Teacher often subconsciously relies on their beliefs as they deal with challenges and interpret new situations (Lavigne, 2014)

Teachers' belief is central part recent theories and became a crucial to be discussed since belief is main element in forming of teachers' professional identity. It can develop teacher and student in making meaning and decision (M.Valcke,G.Sang, 2010).

Teachers' belief are necessary in the process of teacher's thinking and how to decide instructional in the classroom (Othman & Kiely, 2016)

A number of studies has been reported on the beliefs of education generally and foreign language teacher specifically with different conclusion. Some have pessimistic conclusions about this phenomenon that teachers come with their unrealistic beliefs which need to be changed(i.e. Fajet, Bello, Leftwich, Mesler, and Shaver, 2005; Joram and Gabriele, 1998; Peacock, 2001, Borg, 2006) (Phillips, S., & Borg, 2009)

In contrast, some studies express optimism that teachers have belief and it develops throughout the training.

In detail, studies conducted by Farrel and Bennis. They found that teachers indeed had beliefs that are not always realized in their classroom because of variety of reasons: some of this, directly connected to the context of teaching. Then, their findings from this study also discovered that there are some similarities with previous studies which distinguished between experienced teachers and novice teachers (Farrel and Bennis, 2013)

Another study conducted by Kumaravadivelu. He is a linguist and language teacher. He suggested to educator to give more attention towards teaching style of pre-service teacher rather than teaching them about strategy or method of teaching. He stated that the variety of belief can create authentic language outcome which coincide with students language goal (Kumaravadivelu, 2013)

This study is also investigated by Larenas, Hernande. They discovered that there was link between teachers' belief and their practice in teacher education as it is basic foundation for understanding the quality of language teaching and learning (Larenas, 2015)

In developing of teacher's belief, it can be started from pre-service teacher teaching experiences. It can influent in developing of teacher' beliefs, pedagogy and practice related to how pre-service teachers approach and engage with learning experiences can form their point of view toward learning and deliver their understanding about curriculum. Even before pre-service teachers do teaching practicum, they tend possess preconceived beliefs about teaching and learning based on their own schooling experiences. It is unpredictable. therefore, that pre-service teachers often specialise in learning areas which they like (Best, 2017).

In addition, teacher belief includes to the importance course in teacher training education. it rolled as the process to develop student thought and principle in teaching(Gilakjani & Sabouri, 2017)

Teacher belief course also form and equipped teacher to have professional skill needed in language learning process (Florez, Sergio Andrés Suárez & Basto, 2017).

As we know that In Indonesia, many universities programmed their student in teaching practicum. Generally, the aim of this program is to provide a real experience and broaden the practical knowledge in building of four teacher competencies, pedagogical, professional skills, personality and social competence. Practically, they tend to develop their student in experience of teaching and provide them several strategy, method and media in teaching. According to Ng, Nicholas, & Williams, 2010 stated that basically, the type of teacher preparation required is a belief. It is significant factors influencing their practicum teaching (Chaaban, Youmen, Du, Xiangyun & Cherif, 2019)

Teacher's belief is a principle in determining of classroom activities and class management (Setyaningrum, 2018). The similar study resulted that the role of teacher's belief can influence teaching practice in classroom, teacher can enjoy to deliver the material in the classroom activity (Raikhapoor, 2019). Teacher's belief can support student in studying of English material (DIANA, 2020).

Shaping of teacher's belief is really important before teaching practicum especially in forming of self-confidence in presenting of material in front of student (Nurhabibah, Annisa, Maman, Suryaman & Utami, 2020). Strongly, Brown also

stated that between teachers' beliefs and teaching practices should be connected each other in a way, they are associated in the concept of assessment and assessment practice (Berger et al., 2018). From these statement, it can be seen that there is a strong linking between teacher's belief and teaching practicum in shaping of teaching professional skill.

As it has mentioned before, many researchers conducted toward teacher's belief and how to develop teacher's belief in the field of language. But, it is very little discussed to how their belief before and after teaching practicum. Specifically, focuses on pre-service English teachers (PSETs). It is very important to investigate among pre pre-service English teachers (PSETs) as they were candidates of English teachers.

To date, it has been noted that pre-service English teacher hold the variety of belief when they begin their teacher practicum in which this activity roles as the input during their practicum and difficult to change (Debreli, 2016).

Change of teacher belief is an important dimension which affects teacher professional lives. Genuine changes in teachers' practices can only happen through a change in their beliefs. Therefore, understanding teachers' beliefs is critical to improving teachers' classroom practices and student learning experience (Wang, 2016)

In Altan study, for example, at the beginning, students explained that their problem is dominantly about vocabulary and grammar learning in their practicum, This variety of belief is categorized in language aptitude (Altan, 2006)

Study about belief change also shown that teachers tend to have mixing of belief, it occurs between the concept of constructivism and behaviourism(Alkhateeb, 2019)

Thus, this present study investigates the changing belief of pre-service English teachers (whether their belief change and how they change) through their two-month teaching practicum in a specific school which had been pointed.

In conducting of this research, specifically to evaluate belief change and its nature, it adopted grand theory from Altan, Mattehoudakis and Wong. Through of this study, the writers expected that this result is useful for the readers in providing

a picture of pre-service teacher belief, promoting of learning experience and preparing of pre-service teacher for having the real experience and challenges in classroom.

RESEARCH METHOD

Research design refers to particular approaches to a research. In this study, it uses qualitative research. 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 of important qualitative research techniques are the narrative and the visual research which is still often neglected.

There were twenty pre-service English teachers of sixth semester students in Education and Training Faculty, one of Islamic State University in Indonesia. These students took the subject of teaching practicum, which spent for two months. They were put in twelve schools which were located in four towns in Banten Province, Indonesia; Serang, Pandeglang, Lebak and Cilegon. The twelve schools themselves were from both Islamic senior high schools and private or state senior high schools in Banten Province. Instruments for collecting data used in this study, consisted of two namely questionnaire and reflective journal. The questionnaire itself distributed before and after teaching practicum as well as their reflective journal (written during their teaching practicum for two months) were administrated to gain the process of teachers' belief changing. Reflective journal is suitable instrument in conducting of this research, because of belief is reflected during classroom action (Farrell, Thomas S.C & Yang, 2019). The questionnaire provides four alternatives by using Likert scale which is consist of strongly disagree (1), somewhat disagree (2), somewhat agree (3) and strongly agree (4). After data collection, the categorizing strategy (e.g. coding and thematic analysis) was adopted through theory of Maxwell (Maxwell, 1996)

FINDINGS AND DISCUSSION

The changing of teachers' belief of pre-service English teacher varied, and it was categorized into three different ways; 1) belief on learners 2) belief on learning and 3) teaching, as described in the followings.

1) Pre-service English teachers' belief on learners before and after teaching practicum

The instruments, questionnaire and journal, used before and after teaching practicum indicated that the pre-service English teachers held common beliefs about learners and it changes after teaching practicum ends.

Chart 1. Pre-service English teachers' belief on learners before teaching practicum

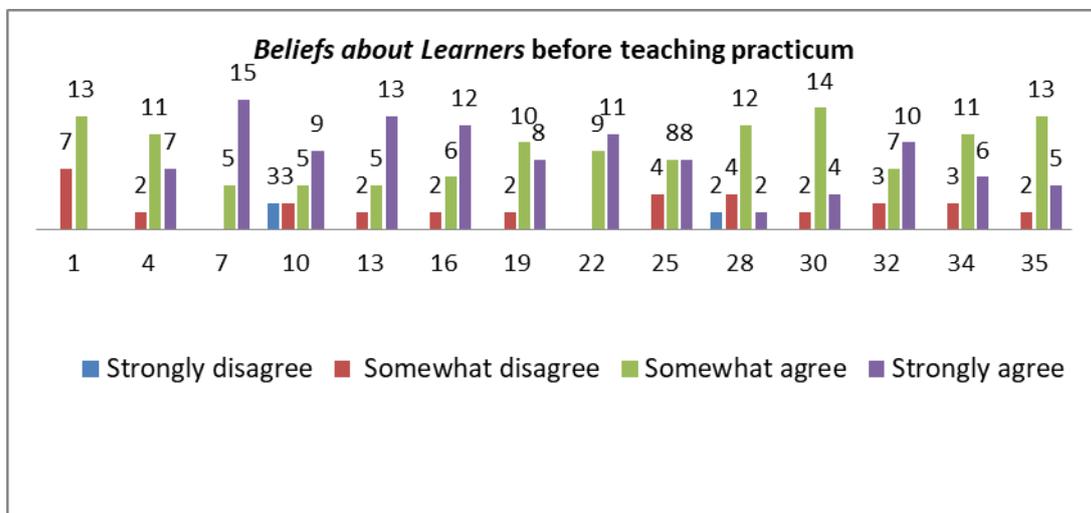
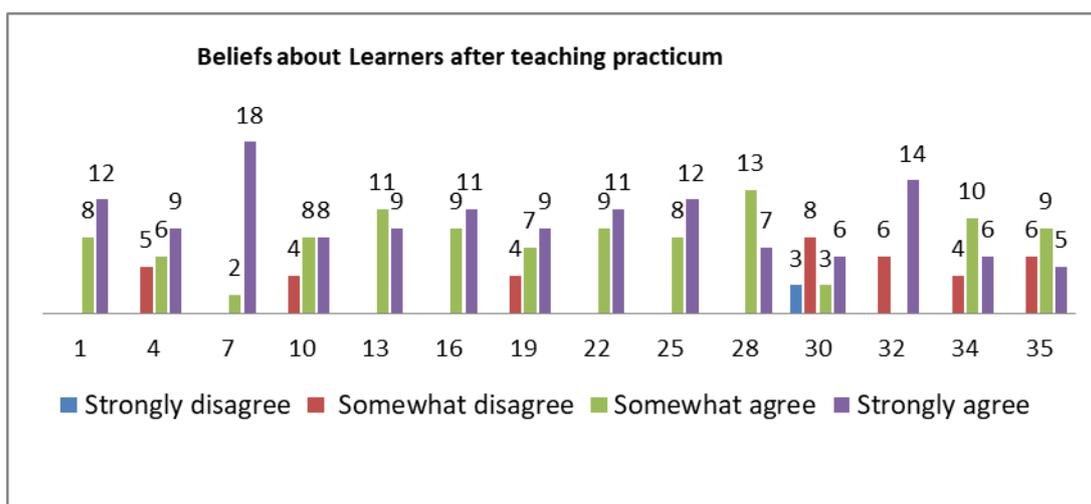


Chart 2. Belief about Learner after Teaching Practicum



Data from questionnaire shows that before teaching practicum, most pre-service teachers' belief changing relating to their belief on learners. Specifically

whenever they interact with their own students. It is supported by what they write on their reflective journal. The following table is some extract from it.

Table 1. Pre-service Teacher’s Reflection before and After Teaching Practicum

Before teaching practicum	After teaching practicum
<p><i>Sebelum PPLK, saya merasa gugup dan takut menghadapi murid-murid.(DAbef)</i> Before having teaching practicum, I feel nervous and scared to have students.</p>	<p><i>Setelah PPLK, saya bisa beradaptasi dengan guru dan tidak canggung berinteraksi dengan murid (DAaf)</i> After having teaching practicum, I am able to adapt with teachers and I am not nervous whenever do interaction with students</p>
<p><i>Saya merasa minder dan grogi karena saya belum pernah berdiri dalam waktu lama di depan murid.</i> I am not confident and nervous because I have not stood in front of students for long time.</p>	<p><i>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)</i> 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.</p>

2) Pre-service English teachers’ belief on learning before and after teaching practicum

The initial data from questionnaire before teaching practicum shows that pre-service English teacher carrying a kind of beliefs dealing to learning. It changes after they have their own EFL classroom.

Chart 3. Belief about learning before Teaching Practicum

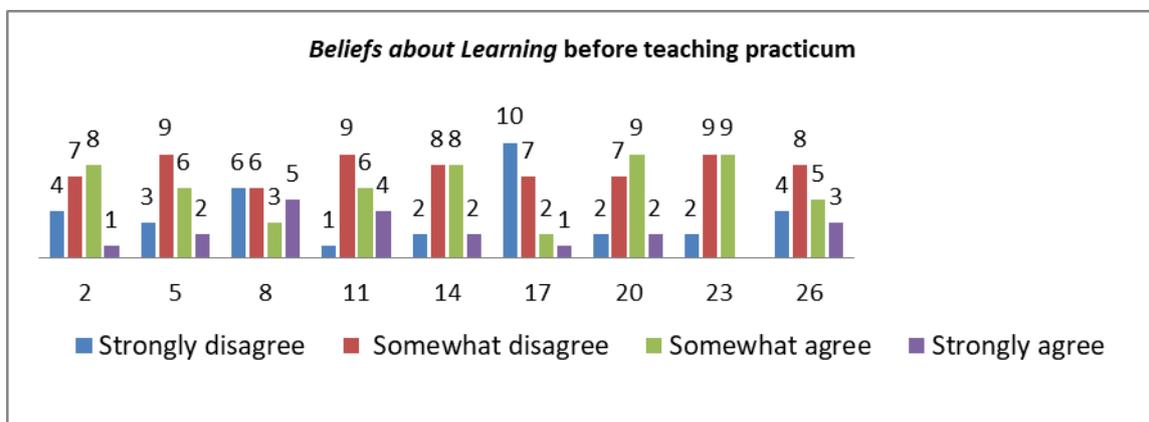
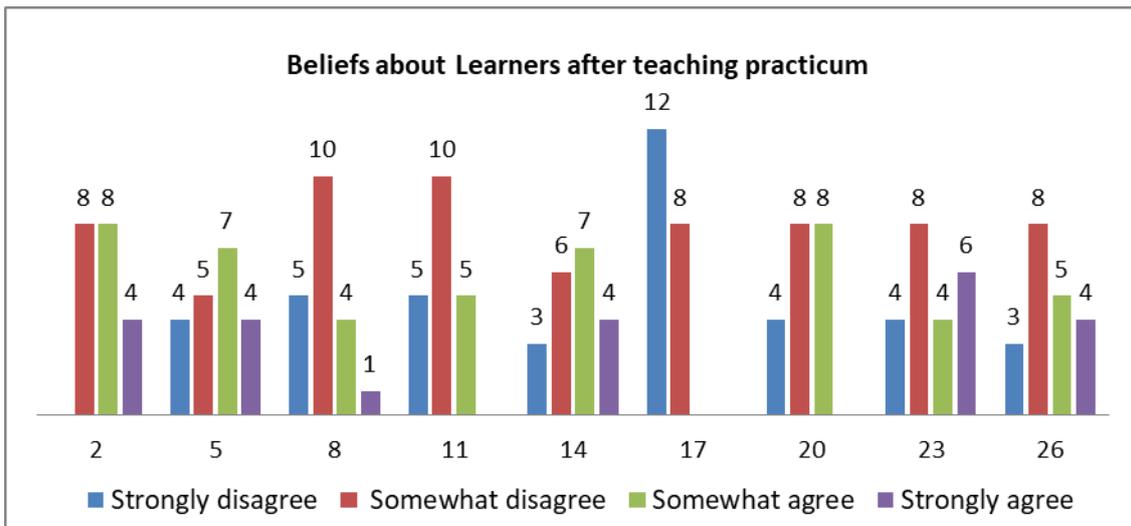


Chart 4. Beliefs about Learners after Teaching Practicum



Again, all data from questionnaire shows that there is significant changing before and after teaching practicum. Most pre-service teachers' belief change dealing with their belief on learning. Specifically, when they interact with mentor-teacher. They learn and discuss much from them. Although there is mis-match between what they learn at campus and the school where they have to teach. It is supported by what they write on journal. Here are some extract from it.

Table 2. Pre-service Teacher's Reflection before and After Teaching Practicum

Before teaching practicum	After teaching practicum
<p><i>Sebelum PPLK, saya mempelajari cara membuat RPP di kampus tapi tidak pernah ada evaluasi atau revisi terhadap RPP yang dibuat. (DAbef)</i></p> <p>Before having teaching practicum, I learn how to design lesson plan. However, there is no evaluation or feedback on lesson plat that I have designed.</p>	<p><i>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)</i></p> <p>Lesson plan that designed at school is different from lesson plat 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.</p>
<p><i>Sebelum PPLK, saya masih belum banyak mengetahui tentang metode dan media yang akan digunakan di kelas.(DAbef)</i></p> <p>Before having teaching practicum, I</p>	<p><i>Setelah PPLK, saya mengetahui banyak metode dan model pembelajaran. (DAaf)</i></p> <p>After teaching practicum, I have known many learning methods and models.</p>

have not known about method and media which are going to use at class.

3) **Pre-service English teachers' belief on teaching before and after teaching practicum**

Chart 5. Beliefs about Teaching before Teaching Practicum

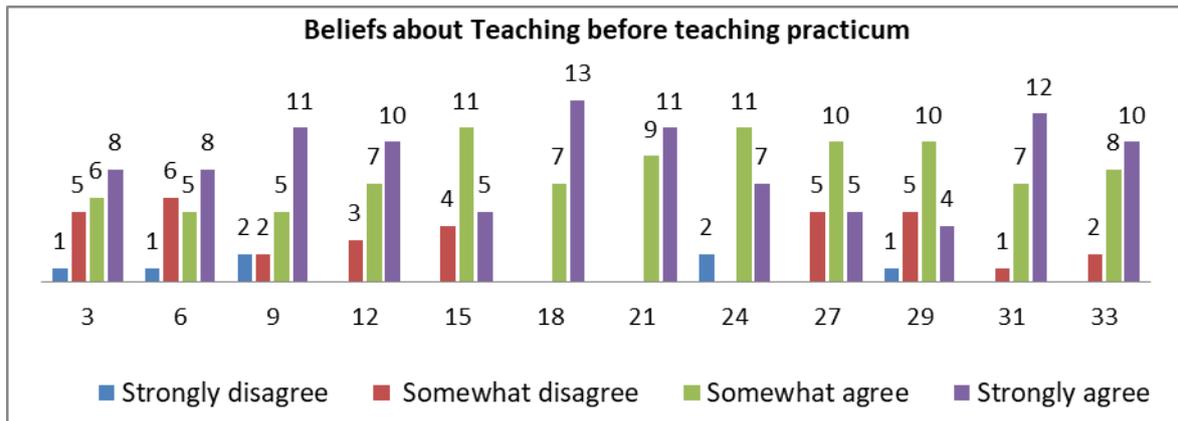
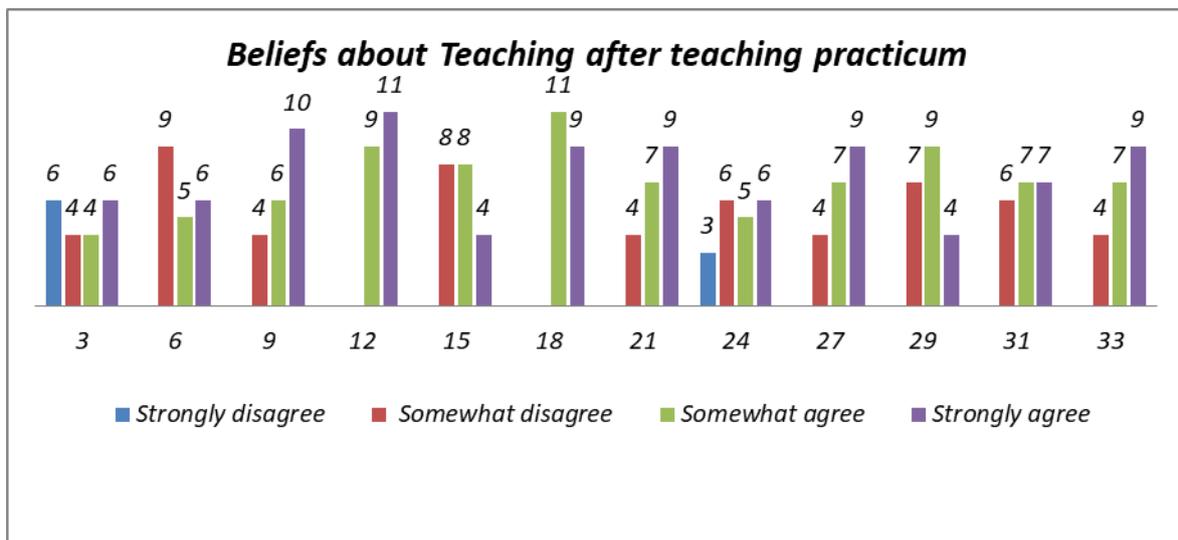


Chart 6. Beliefs about Teaching after Teaching Practicum



Moreover, data from questionnaire shows that there is also changing of teachers' belief before and after teaching practicum. Pre-service English teachers' belief changes based on their belief on teaching. Specifically, when they have their own EFL classroom. There is a chance to apply what they have understood dealing with teaching. Starting how to choose appropriate material with methods as well as with media. This finding is supported by what they write on journal. Here are some extracts from it.

Table 3. Pre-service Teacher’s Reflection before and After Teaching Practicum

Before teaching practicum	After teaching practicum
<p><i>Di perkuliahan hanya mengetahui teori cara mengajar tapi belum ada praktek secara langsung. (DAbef)</i> During lecturing I only know the theory of how to teach but I have not practiced yet directly</p>	<p>Setelah PPLK, saya merasa 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, I know how to teach well and I have spirit to be a teacher. Indeed, I get a job for teaching</p>
<p><i>Sebelum PPLK saya masih belum banyak mengetahui bagaimana metode dan media yang akan saya gunakan untuk mengajar</i> Before having teaching practicum, I do not know much how to apply method and media that I am going to use for teaching</p>	<p><i>Setelah melihat kondisi kelas secara langsung, saya lebih mudah menentukan metode dan strategi yang cocok untuk menyampaikan materi (DAaf).</i> After knowing the real class straightly, I am easier to decide what method and strategy which is appropriate to explain material.</p>

DISCUSSION

The data above indicated that pre-service teachers carried out a kind of beliefs related to learners (one who would become their students), learning (the way they learn much from mentor teacher and school where they had teaching practice) and teaching (practical knowledge that they have gained during teaching practicum).

1) Belief on learners.

This belief relates to pre-service English teachers’ emotion specifically to their confident. Altan (2016) states 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 that mainly described their emotion whenever interact with their own students.

The changing occurs in line with Borg (2016) states that Pre-service teachers’ beliefs were open to change during the practicum. In other words, those changes in pre-service teachers’ beliefs take place during this period. Moreover, this finding is quite similar to what reported by Sanger and Osguthorpe in Eloma that bring out three categories of pre-service teacher belief. It can be seen from psychological belief, moral belief and educational belief (Elooma, 2017). Thus, it is essential to promote

changes in the pre-service teachers' belief, since their belief are often based on personal learning experiences and can be too optimistic in their opinion such as belief do not promote effective teaching. Pre-service teachers should also have the opportunity to present and discuss their belief. The outcome being that pre-service teacher has a better understanding of him/her self.

2) Belief on learning

Dealing with the research findings that researchers have presented dealing with the data from questionnaire; pre-service English teachers' (PSET) belief about learning before teaching practicum and pre-service English teachers' (PSET) belief after teaching practicum. The result shown that 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 teacher 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. These factors often led to a disconnect or gap between what students were seeing and what they were learning in their courses (Allosopp, 2006).

Wang (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

3) Belief on teaching

Teaching is a lifelong process of learning and developing beliefs and practices which may undergo many challenges and dilemmas. It is uneasy process involving struggles and uncertainties condition. Indeed, 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 states that pre-service teachers seemed to have understandings of learning and teaching both from a theoretical and a practical perspective (Mattheoudakis, 2007). 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. The similar result also found in Karim etc. they found that there is a changing of belief during teaching and learning, related to their teaching method, resources of teaching material, effective teaching, how to become a good teacher and management class (Karim, Abdul, Reshmin, Liza., Kabilan, Muhammad Kamarun., Shahed, Hasan Fahim & Rahman, 2020). Therefore, researchers suggested that pre-service teachers need opportunities for reflection during the teaching practice.

CONCLUSION AND SUGGESTION

In sum, the result of this present study indicated that Pre-service English teachers' beliefs are open to change during the teaching practicum. In other words, teaching practicum in which there are many teaching practices would lead to belief changes due to the fact that pre-service teachers have not developed teaching routines. This result is in line with Borg's (2006) argument that changes in pre-service teachers' beliefs take place during teaching practicum. Based on this finding, it is recommended to teachers and lecturers to see what student's need from their belief toward method, strategy, media in English learning.

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