

CHAPTER I

INTRODUCTION

This chapter is designated to covering introductory sections of the intended research by presenting background of the research, formulation of the problems (comprising thesis statement and research questions), purposes of the research, significances of the research, and organizations of the research.

1.1. Background of the Research

The present research emphasizes the paramount topic of teacher professional development of a pre-service teacher which espouses notions of teaching ideologies. In this part, the research will firstly present introduction comprising three major points to highlight; the brief portrayal of ongoing dispute regarding the phenomenon of professional development of teacher, the underpinning justifications in which the reasons why the chosen topic is considered urgent to research lie, and the specified scope of the research study. Those three points will be elaborated below.

In recent years, much notable research has been conducted in the field of teacher professional development (see Ball & Cohen, 1999; Evans, 2002; O' Sullivan & Jiang, 2004). The research emphasizes relations between teachers and how they develop what to execute in classrooms and how they impose it, what attitudes they have in classrooms, and how they perform evaluations towards their own position as a teacher, which are all known as ideologies of teaching (i.e Calderhead & Shorrock, 2005; Olafson & Bendixen, 2002; Weber & Mitchell, 2003). Their ideology of teaching is elicited from reflective activities, for example narrative inquiry and classroom observation. Thus, the emphasis of the research in teacher professional development suggests that a teacher shall be described as an act of becoming, for a teacher, in pursuing professionalism, ought to continuously review, renew, and develop both commitments and beliefs they worship while teaching, from every

knowledgeable sources; self-reflection, others' evaluation, students' outcomes, norms in society, authorities from dominant power, culture evolvment and many more (Ball & Cohen, 1999; Brown, 2001; Evans, 2002; Phan, 2008, p.186-188). In summary, becoming a professional teacher manifests developmental process under which progress one always is (O'Sullivan & Jiang, 2004). Relevant also to that saying is a crystallization of why teacher professional development is urgent, professed by Deborah Loewenberg Ball and David K. Cohen (1999):

“. . . teachers are to help diverse learners become competent and skilled, understand what they are doing, and communicate effectively . . . instruction (for teachers) is not commonplace . . . nor could teachers change instruction in these ways simply by being told to do so. Teachers would need opportunities to reconsider their current practices and to examine others, as well as to learn more about the subject and students they teach.” (p.3)

In line with that excerpt, knowing how teachers develop actually sheds a light in pedagogical implications, which is relatively neglected and left unexplored due to overlapping attentions given more to students' developments (Ma & Ren, 2011; Suherdi, 2005, p. 213). Whereas, seen from the lens of literature, teacher professional development does disseminate information on improving performance for both teachers themselves, students, and school (Evans, 2002; Ma & Ren, 2011; McCormick, 2001). Teacher professional development elicits information about ideology of teaching, important to be taken into account when a course is designed (Calderhead & Shorrock, 2005; Ma & Ren, 2011). Moreover, teacher professional development allows identification of problems in ideological perspective a teacher has towards teaching, therefore betterment can be better achieved (Evans, 2002; O'Sullivan & Jiang, 2002). Thus, it can be summarized that, through teacher professional development, the way how a teacher perceives aspects of teaching through their ideology can be traced, analyzed if something is problematic, and rectified.

Albeit being sole, teacher professional development meets limitation in terms of feasibility to be empirically analyzed. This limitation stems from unmeasurable traits of subjective preference of teachers when interviewed (Ball & Cohen, 1999; Evans, 2002, p.128-132). Through words in narratives and interviews, the ideology of teaching

is rather unclear and equivocal, which could result in vagueness of ideology tracing because it is quite uneasy to differ ‘what I know I’ve changed’ from the changes that really take place in reality (Ball & Cohen, 1999; Evans, 2002, O’Sullivan & Jiang, 2004). In addition to that, some research (see Alsup, 2008; Weber & Mitchell, Olafson & Bendixen, 2002) professes that narratives and words have less likelihood to reveal solid representation of ideology, due to their stance of limited rooms to be interpreted. This goes hand in hand with what Clandinin (2006) theorizes. He professes that lexical analyses are expressed in the barrier for openness of interpretation to go beyond what is uttered, thus realization of meanings heavily depends on what the sayers remember. Therefore, ideologies of teaching to locate problems in teaching might not be sufficiently traced down.

Departing from that point, it is then crucial to contend that ideologies of teaching are to be congealed. Unlike using words to trace the ideologies, another means is needed. One means of knowing ideologies is a means of visual drawings. Drawings can visualize ideas ones possess—mostly subconsciously—which mirror beliefs to be visible in embodiments, because they offer sense-making which is not easily put into words: the ineffable, the elusive, and the not-yet-thought-through (Weber & Mitchell, in Olafson & Bendixen, 2002). Treated as visual images, drawings can signify message and meaning construction that stems from the author’s ideas or beliefs (Liu, 2013, p.1259-1263). Moreover, Kress and van Leeuwen (2006, p.14) also support the aforementioned statements by stating that visual drawings can emphasize articulation of ideological positions of complex and robust characteristics, that, in contrary, verbal lexemes cannot, due to strict choices of linguistic emanation.

As a conclusion, drawings can be a presentable access for eliciting ideologies of teaching which makes teacher professional development engineer more sufficiently.

Thus, the intention to analyze teacher professional development through teaching ideologies is attended by the research. Not only does the research intend to attain information regarding what ideologies a teacher has through visualization, but it also calls for depiction of classroom observation to bring about a juxtaposition between what the drawings inform and what happens in the classroom where the teacher is teaching. The findings are employed as suggestion planned to broaden EFL teachers' (especially pre-service teachers') point of view in learning from resourceful experiences of professional development of the observed teacher.

1.2. Formulation of the Problems

Similar to what has been uttered in aforementioned background of the study is the impetus of this research. The intention of the research lies in the urge to investigate pre-service teacher professional development by reading pre-service teacher's drawings (that indicate ideologies of teaching). By that investigation through drawings-reading, it is expected that the research is able to provide better information regarding ideologies lain in the development of the pre-service teacher.

Based on the thesis statement above, the research is keen on answering these two research questions:

- a. What ideologies of teaching are manifested in the pre-service teacher's teaching practices?
- b. How do circumstances in the pre-service teacher's teaching practices contribute to the formation of her teaching ideologies?

1.3. Purposes of the Research

After elaborating the background and scope of the research, as finely as the formulation of problems above, purposes of the research will be presented below.

There are two objectives of the conduct of the research. First, the research is aimed at gathering trustworthy information which is collected from the participant of

the research (a pre-service teacher enrolling teaching practicum program). More specifically, the information collected is in a form of a set of authentic drawings which enact categories of teaching ideologies of the participant.

Second, the information regarding ideologies above is further examined by contemplating the drawings with classroom observation and interview with the participant. The contemplation calls for a respective judgment in comprehending what happens in the professional development of the participant (what, why, and how it changes, and what factors contribute to it).

The two objectives above—once accomplished—will be functioned as a platform in informing how a professional development (of ideologies in teaching) is experienced by a pre-service teacher. The information is to give a substantially relevant contribution towards the field of teacher education by investigating more in Indonesian context. Furthermore, it is expected that the research can contribute to providing empirical solvency towards the underlying dispute of classroom problems, for the research is managed to serve actual findings in which motions of a pre-service teacher's teaching development will be unveiled.

1.4. Significances of the Research

The expertise of field in teacher education has been evident to emerge from previous research, pioneer to be dominated by western context. For example, research in teacher professional development are remarked in a work of Rae S. McCormick (2001) who investigated developmental professionalism of beginning teachers assisted by Californian government's program, namely The California Formative Assessment and Support System for Teachers (CFASST). The research collected information about teachers' professional development through reflective studies, where interviews were conducted personally with the teachers. Similar to that is the work of Jing Ma and Suzhen Ren (2011), in eastern context, whose research embarked on finding out Chinese college English teachers' professional development through narrative inquiry. The two aforementioned research contend that teacher

professional development was progressive, since teachers (either being interviewed or who narrated themselves) asserted that they were in consciousness when realizing how changes happened to them (Ma & Ren, 2011; McCornick, 2001).

Nevertheless, it is to be said that the two research above face shortcomings when seen from the perspectives of construct validity (Evans, 2002). The data and findings from the research were merely advocated by personal utterances of teachers—who, at the time, might have met political threats, thus decided to be manipulative and partially thorough in giving information, or simply might not have known what changed. That way, as Clandinin and Huber (in McGaw, Baker, & Peterson, 2006) ascertained, critical incidents mentioned by participants would summon invalid and unreliable data by which empirics could not be satisfied. This indicates how concrete assistance of findings is to appear besides mere narratives or personal answers elicited from interviews with the participants.

On the other hand, in Indonesia, one notable remark has been practiced in the work of Amirulloh et.al (2010), who have done a sufficient execution in analyzing development of students in terms of gender acquisition. Not only was the development simply credited from the interviews by the participants, but it was also judged from how the students drew their perspectives into a set of pictures, showing their ideas (or newly-developed ideologies) regarding the issue of gender. Taken also to consideration was a classroom observation to strengthen the findings from the drawings.

Clearly focused on students' development instead of teachers' is the example above, a more relevant work then needs to be discussed. One of the examples was a research practiced by Lori Olafson and Lisa D. Bendixen (2002). They researched on how teachers encountered changes of beliefs in actual observations of teaching, through drawings of the teachers. Regardless the profound and paramount theorizations and methodologies with which the systems of the research were accompanied, it is found that Olafson and Bendixen did not suffice it to satisfy the question of '*what actually happened to the teachers in a classroom?*', because their

work only embedded drawings of teachers to construe their ideologies, without sufficiently observing the encounters of the teachers in a genuine teaching experiences in classroom context.

Thus, the intended research expects to fill in the missing links and distant gaps that the aforementioned research could not seize. The research is managed to provide significant findings due to four reasons: first, it elaborates teacher professional development instead of focusing on students' outcomes; second, it regards developmental professionalism of teachers through specific identification (more precisely, their teaching ideologies); third, the way how the research judges the development is by employing both visual analysis of grammar to construe ideologies of the pre-service teacher embedded in drawings and conducting classroom observation and interviews; and fourth, the research manifests Indonesian context of pedagogy.

1.5. Organizations of the Research

The presentation of the research will be organized in five chapters. Each chapter has subtopics which specifically elaborate detail information regarding different focuses. How the chapters are organized is as follows.

First chapter will be introduction. This chapter consists of background of the study, formulation of problems (including thesis statements and research questions), purposes of the research, significances of the research, and organizations of the research.

Second chapter will compile theoretical frameworks. This chapter caters relevant theories, ideas and issues in which the principles and justifications of the research will be grounded. This part will enable the research to strongly build foundation for better understanding.

Third chapter is research methodology which describes approaches and procedures, research designs, participant, data collection and data analyses all manifested in the research.

Fourth chapter will be findings and discussions. This chapter reports the result of the research. Besides reporting the result, the chapter will also promote an idea of discussions where the collected findings are available to be interpreted.

Last chapter will compile conclusions and suggestions. This chapter presents conclusions drawn from the research findings. in addition, suggestions for future research will also be included in this chapter.

