CHAPTER I

INTRODUCTION

1.1 Background of the Study

The teachers should have pedagogical beliefs in how to teach well and how the students should learn in the classroom since pedagogical beliefs act as a guide and filter of the teacher’s decision and classroom instruction. To create active and meaningful learning experiences for the students, the focus of teaching-learning processes should be the students, while the teachers act as the facilitators and guides, and the students should participate in the teaching-learning processes actively. To reach this condition, Indonesian curriculum focuses the teaching-learning processes on the students. However, in reality, most of the time the teachers are authoritative in managing the whole teaching-learning process and the students merely follow the instruction and receive the knowledge passively.

Beliefs in teaching act as the filters and guide for the teachers in determining appropriate classroom instruction, making decision, making meaning of the knowledge, reflecting their teaching experiences, and interacting with the students (Abdi & Asadi, 2015; Feiman-Nemser, 2001; Nisbett & Ross, 1980; Shavelson, 1983; Shavelson & Stern, 1981). A previous study conducted by Xu (2012) showed that when the teachers did not take care and reflect their beliefs, they could not anticipate the possible consequences emerged in the classroom and they also became less attentive to the students as well as misunderstood their students’ behavior in the classroom. On the contrary, when the teachers took care of their beliefs, Xu found that they would evaluate their beliefs and revise the beliefs which did not contribute to the development of themselves, the students, and their institutions.

The teachers’ beliefs in teaching-learning context, which is well known as pedagogical beliefs (Borg, 1998), is related to teaching and learning, the processes themselves and the relationship between the two, and also refer to the teachers’
favorite ways of teaching (Chai, 2010). The other definition comes from Seifried (2012, p. 492) who defines the pedagogical beliefs as the perception of teaching and learning. There are five items concerned in the teachers’ beliefs, namely the teachers’ beliefs in learner and learning, teaching, subject matter, learning to teach, and self and teaching role (Calderhead, 1996). Hence, studying the teachers’ beliefs is crucial since it covers essential elements of teaching and learning.

Since the pedagogical beliefs also refer to the teachers’ favorite ways of teaching (Chai, 2010), indirectly the beliefs affect the teaching style. The teaching style refers to the teacher’s personal behaviors and quality, as well as the kinds of media which are chosen by the teachers to conduct the teaching-learning processes in the classroom (Conti, 1989, Fischer & Fischer, 1979; Grasha, 1996; Kaplan & Kies, 1995, p. 29) which are derived the teachers’ beliefs in the best implementation of teaching-learning (Conti, 2004; Heimlich & Norland, 2002). Some teachers might regard and believe that teacher-centered teaching style, which makes the teachers as the controller of teaching-learning process, is the best teaching style, while the others choose the learner-centered style (Alhussain, 2012). Each teaching style has its strengths and weaknesses. Thus, the teachers should reflect and evaluate which teaching style fits the needs of their teaching-learning contexts (Alhussain, 2012). This activity indirectly leads to the process of evaluating the teachers’ beliefs which contribute to the development of their professionalism (Grasha, 1996).

Many studies were conducted on the teachers’ pedagogical beliefs and teachers’ teaching style. However, most of the studies of the teachers’ pedagogical beliefs were related to teaching practice, such as the studies by Kuzborska (2011), Khader (2012), and Uddin (2015), while the studies of the teaching style were related to learning style, for instance the studies by Sabeh (2011), and Arora, Savanah, and Raisanghani (2011). Then, the study of the teacher’s beliefs in the teaching and learning of English was conducted by Larenas, Hernandez, and Naverrete (2015). However, it is still difficult to find the study that discusses the
pedagogical beliefs and teaching styles in the teaching of English in one study. Therefore, this present study was directed to find out the teachers’ pedagogical beliefs and teachers’ teaching styles of teaching English at the university level.

1.2 Research Questions

Based on the background above, this study was conducted to answer the following research questions:

1. What do the teachers’ pedagogical beliefs in their study refer to?
2. What do the teachers’ teaching styles in their study refer to?
3. To what extent do the teachers’ pedagogical beliefs are reflected in the teacher’s teaching styles?

1.3 Objective of the Study

Since the teachers’ pedagogical beliefs affect the teachers’ decision making, teaching media, teaching performance in the classroom (Clark & Peterson, 1986; Pajares, 1992) and refer to the teachers’ favorite ways of teaching (Chai, 2010), the present study is aimed to find out the teacher’s pedagogical beliefs and teacher’s teaching styles in the teaching-learning process. Further, the teachers’ pedagogical beliefs also influence the teachers’ intention and reasons for their actions in the classroom (Almarza, 1996; Dirix & Spurgen, 1992; Hollingsworth, 1989; Nespor, 1987; Taylor, Tisdell, & Gusic, 2007; Yost, Sentner, & Forlenza-Bailey, 2000). Thus, this study is also conducted to find out to what extent the teacher’s pedagogical beliefs are reflected in the teacher’s teaching styles in the teaching of English at university level.

1.4 Significance of the Study

The results of this study are expected to be beneficial for both theoretical and practical. Theoretically, this study can be used as a source of information and literature review of the teachers’ pedagogical beliefs and teachers’ teaching style...
at university level for the further research. Then, since the teacher’s beliefs influence the outcomes of the learning (Desimone, 2009; Long & Cokren, 2006; Schoenfeld, 2002; Swan, 2000) and teaching styles affect the quality of learning (Kulinna & Cothran, 2003), it is hoped to be a reflection and input for the readers and teachers about the teachers’ pedagogical beliefs and teachers’ teaching styles in order to improve the teachers’ professionalism and produces effective teaching. Moreover, this reflection also can be information for the teachers to identify the teachers’ teaching styles that are appropriate to the teaching-learning context (Alhussain, 2012).

1.5 Scope of the Study

This study focuses on the teachers’ pedagogical beliefs in teaching, learning, and teachers’ role in the teaching of English in the classroom, the teachers’ teaching styles in teaching English, and the reflection of teachers’ pedagogical beliefs in the teacher’s teaching style.

1.6 Definition of Key Terms

The key terms of this study are presented below to get the general understanding.

Teacher’s Pedagogical Beliefs

The pedagogical beliefs are the teachers’ beliefs in learning and teaching, the processes themselves and the relationship between the two; and the teachers’ favorite ways of teaching (Chai, 2010), while Seifried (2012, p. 492) defines the pedagogical beliefs as the perception of teaching and learning. In this present study, the teachers’ pedagogical beliefs refer to the teachers’ beliefs in how to teach English, how the students should learn English in the classroom, and how the teachers’ role in teaching-learning process.
Teaching Style

The teaching style is the teachers’ behaviors in the classroom (Galbraith & Sanders, 1987) and the teachers’ complex pedagogical strategies that form a method or the way to achieve the learning goals (Digelidis, 2007), such as presenting information, planning subject matter, and conducting learning activities (Vaughn & Baker, 2001); and “media used to transmit data to or receive it from the learner” (Kaplan & Kies, 1995, p. 29). Teacher’s teaching styles in this present study refer to the teachers’ behavior and the teaching media.

1.7 Organization of the Thesis

The organization of the present study is arranged as follows:

Chapter I Introduction elaborates background of study, research question, objective of study, significance of study, scope of study, and definition of key terms.

Chapter II Literature Review elaborates the theories of the research variables, namely the teachers’ pedagogical beliefs and the teachers’ teaching style, and also provides the previous studies.

Chapter III Research Methodology elaborates the research method, namely research design, participants and research site, data collection, and data analysis.

Chapter IV Finding and Discussion elaborates the research finding and discussion, namely the teachers’ pedagogical beliefs in teaching English, the teachers’ pedagogical beliefs in how the students learn English, the teachers’ pedagogical beliefs in the teachers’ role in teaching English, teachers’ teaching styles in teaching English, and the reflection of teachers’ pedagogical beliefs in teachers’ teaching style.

Chapter V Conclusion and Recommendation elaborate the conclusion of the research finding and the recommendation for the next research.