

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Teacher Beliefs**

Pajares (2015) defined belief as an individual judgment that can only be established through a great deal of understanding of what human beings say, aim, and do. Moreover, belief is a simple inferred part of what people agree or do, which is preceded by the phrase, 'I believe that' (Larenas., Hernandez, and Navarrete. 2015). Furthermore, Borg (2001) defined teachers' beliefs as a teacher's pedagogic belief, or beliefs that related to an individual's teaching. Later on she defined teacher's belief as “what the teachers think, know, and believe”. It means, teachers' beliefs in teaching learning context are what teachers hold to be true in teaching learning process and it affects any decisions made by the teachers in real classroom practices.

Breen (2012) as cited in Deliyanti (2020) conveys the importance of study on teachers' beliefs namely: (1) determine the guiding principles that teachers reflect exclusively in the classroom practice, (2) the teachers' beliefs will help the teachers to see how the teachers understand teachers' pedagogical knowledge and (3) represent the teachers' perspectives and how the beliefs reflected in the practices. Some initial theorists affirmed the importance of teacher belief. Chu (2014) claims that no doubt that teachers' beliefs played an important role in the entire teaching process and decision making in the classroom. Kleinsasser, Richards, and Lockhart, (1995) stated teachers need to examine personal beliefs and ideas about teaching, which can help them to understand how to manage teaching tasks and reflect personal beliefs clearly. Therefore, the teacher's belief is very important to know the teacher's ideas and

perceptions about managing the class well, which is very influential in education.

Preservice teachers' experiences and beliefs which they held prior to entering preservice teacher education greatly influenced their teacher learning and instructional practices, the pre-existing beliefs that student teachers bring with them prior to formal teacher education come mostly from their previous learning experiences especially in language classrooms (Othman and Kiely, 2016). They observe what the teachers do and say. Through their years of language classroom experience, they internalized many of the values, beliefs and practices of their teachers (Lortie, 1975) cited in Othman and Kiely (2016). Apart from formal schooling experience, students teachers' personal experiences are also known to have an impact on their construction of beliefs and assumptions about teaching and learning (Othman and Kiely, 2016). These personal experiences include informal learning experiences and life experiences. According to Johnson (1994) as cited in Othman and Kiely (2016) explained that study examines the inter-relationship between preservice teachers' beliefs about second language teachers and teaching, and their perceptions of instructional practice during the practicum. She found that preservice teachers' instructional practices during their teaching practicum were based on their previous L2 learning experience with teachers, instructional activities and classroom organization.

### 2.1.2 Teacher Talk

Many definitions of teacher talk (TT) have been given from different perspectives by some experts. Richards and Ng (1991) as cited in Delliyaanti (2020) define TT as a variety of language sometimes used by teachers in the teaching process. Moreover, Nurhabibah, Suryaman, and Utami, (2020) explained teacher talk as a language used by teachers to give instruction in the classroom. This includes the teacher's explanations, responses to questions, instructions, praises, corrections,

etc. Ellis (2008) in Huriyah, and Agustiani, (2018) formulates his own view about teacher talk: “Teacher talk is a special language used by teachers in addressing L2 learners in the classroom.” In other words, Ellis (2008) also states TT means that teachers address classroom language learners differently from the way that they address other kinds of classroom learners (p.69). Therefore, teacher talk is very important for both classroom teaching organization and students’ language learning in the process of foreign language learning and the second language acquisition, because teacher talk is an instrument of implementing a teaching plan. Teacher talk is also defined as the kind of modifications that may lead into a special type of discourse (Kleinsasser, Richards, and Lockhart, 1995). Kleinsasser, Richards, & Lockhart also explain that when teachers use teacher talk, they try to make themselves as easy as possible to understand. Further, the effective teacher talk can provide essential support for promoting students’ language understanding and production.

Nurhabibah, Suryaman, and Utami (2020) explained Flanders (1970) in his Flanders Interaction Analysis Category System (FIACS) classifies teacher talk in seven categories: direct influence and indirect influence. These types of direct impact are as follows: (1) Lecture: the teacher gives information or views on the material or process of their own thoughts, gives their own explanation or makes appeals to different sources to the student. (2) Giving directions: the teacher provides guidance, directions or directives that the student is supposed to comply with. (3) Criticizing or demonstrating authority: this is intended to change the behavior of students from an unacceptable to an acceptable pattern. When a teacher tells students not to ask pointless questions, this action falls into this category. The teacher's 'what' 'how' and 'why' are also in this classification. At the same time, the forms of indirect control are as follows. (4) Accepting feelings: the teacher acknowledges the

feelings of the students in a non-threatening way, and the teacher feels like they should not be disciplined for expressing their feelings. Feelings may be optimistic or negative; expectations and memory of feelings should also be considered. (5) Praise or encouragement: the teacher praises or supports the activity or actions of the students. For example, when a student responds to the teacher's question, the teacher will provide constructive reinforcement by saying 'good,' 'very good,' 'better,' 'correct,' 'excellent,' 'carry on,' etc. In addition, jokes that relieve anxiety, not at the detriment of another person, are nodding heads or the word 'uh huh?' 'Or 'go on'. (6) Accepting or using students' thoughts: students' thoughts are acknowledged only and not their feelings. When a student has any ideas, the teacher can repeat them in a few sentences in his own style or language. The teacher can explain, create or develop ideas or suggestions made by the student. (7) Asking questions: the teacher raises questions about material or activities based on their opinions and wants the students to respond. Often the teacher raises a question, but they do not provide any answers to their lesson, so these questions are not included in this section.

### 2.1.3 Preservice Teacher

Preservice teachers are also known as teacher candidates who attended undergraduate teacher education. Hapsari and Ena (2019) cited in Maolida, Fauziyah, Meylani & Sulastri (2020) stated that as teacher candidates, preservice teachers must shape their professional identities as preservice teachers. These identities are formed during their studying period, especially through courses related to teaching and pedagogy. Maolida, Fauziyah, Meilani, & Sulastri (2020) also stated student-teachers or preservice teachers involve another population in a context of education which is fascinating to research for they have double roles; they are teachers and students at the same time. Their achievement in the role as student may show similar achievement in the program of teacher

education. Their experience and role as teachers in the program of pre-service shows their prospect to be future teachers (Lipka and Brinthaup; Rachmawati, Emilia, and Lukmana, 2017 cited in Maolida, Fauziyah, Meilni, and Sulastri, 2020).

## **2.2 Study of the Relevant Research**

The first previous study is from Nurhabibah, Suryaman, and Utami (2020) entitled “An Analysis of Teachers’ Beliefs on Teacher Talk in an EFL Classroom”. Based on the discussion, this research tries to find out how the teachers’ beliefs about teachers talk in an EFL classroom. Further, it explained using Flanders Interaction Analysis Category System (FIACS), there are direct influences and indirect influences. These types of direct impact are as follows: lecture, giving directions, criticizing or justifying authority. In the meanwhile, the forms of indirect control are as follows: accepting feelings, praise or encouragement, accepting or using students’ thoughts, and asking questions.

The second previous study is from Shinde and Karekatti (2011), the study discusses the teachers’ beliefs about the amount of teacher talk, the use of mother tongue, and some teacher talk features such as questioning, paraphrasing, repetition, and feedback. Furthermore, this study explained that teacher’s beliefs about teacher talk in the classroom are equally important. It shall be greatly useful if teachers are aware about the importance of teacher talk, the various features of teacher talk, encourage student talk, how to reduce teacher talk time and amount, and how to develop or use them effectively.

The third previous study is from Fauziyah and Meilani (2021), entitled “Pre-Service Teachers’ Talk in Vocational High School”. The study conducted to find out the types of pre-service teacher’s talk in three vocational high school classroom interactions, by exploring the types of teacher talk that frequently occurs based on FIAC (Flanders Analysis Category System) theory. The study found that teacher talk has significant role as a key holder of classroom interaction. With teacher talk, information and knowledge about the materials

can be delivered and explained well, the students' motivation in participating the learning process can be stimulated, and students' behavior in the classroom can be controlled.

The fourth previous study conducted by Putri (2015), in which discusses the analysis of teacher talk and the characteristic of classroom interaction in English as a foreign language classroom. Findings that teacher indirectly influences the students in teaching and learning process by relying hard on asking questions. Besides asking questions to students, teacher also made use of accepting students' feeling, praising or encouraging students, and accepting or even using students' ideas.