CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents review of some literature which is related to this research including literature of teachers' beliefs, teachers' practices, and some previous studies.

2.1 Teachers' Beliefs

Gabillon (2014) in her article says, "Researching teacher beliefs is proved crucial in comprehending schemes teachers' use when implementing their teaching." She refers to many studies conducted to study L2 teachers' beliefs and their relation to teaching practices done by the teachers. However, not only in the field of L2, a lot of studies concerning teachers' beliefs have been done including in math, science, health, and so on. This kind of research has been indeed increased and developed rapidly in the past decades.

Years 1990s up to 2000s are considered as the years when views of teacher teaching and thinking processes changed to be claimed as highly context dependent (Freeman in Gabillon 2014). This suggests that teachers' way of thinking was considered to be the function of their backgrounds, experiences and their social contexts (Freeman 2002; Hall 2005; Flores & Day 2006,) and thus, it can be assumed that every teacher's understanding and perception about his/her classrooms realities diverse from others (Gabillon, 2014).

The term teacher belief itself in general refers to the thinking processes, views, and perceptions that influence teacher in their teaching styles and methods. Nevertheless, many experts and researchers have varying definitions of the term. Here the researcher cited some definition of teacher belief which were discussed and had been concluded by Ertmer (2005) in her article. Ertmer (2005) states that defining teacher beliefs is rather difficult in the part of determining if, and how, they differ from knowledge. But then she accepts what Calderhead (1996) states that beliefs generally refer to "suppositions, commitments, and ideologies," while knowledge refers to "factual propositions and understandings". Therefore, she continues, after gaining knowledge of a proposition, one is still free to accept it as

being either true or false (i.e., believe it or not). Further, Nespor (1987) and Pajares (1992) say that teachers' beliefs refer to internal constructs which assist teachers to interpret experiences and which guide specific teaching practices (Park and Ertmer, 2007).

2.1.2 Teachers' Beliefs about Technology

According to Miller et. al. (2003), teachers' beliefs about technology include three independent components which are related each other. They are pedagogical beliefs about teaching and learning, self-efficacy beliefs about technology use, and beliefs about the perceived value of computers for student learning or it can be generally called as value belief (Park & Ertmer, 2007).

2.1.2.1 Pedagogical Beliefs

Chai (2010) says, "Pedagogical beliefs refer to preferred ways of teaching by teachers." Ways of teaching he means are the methods or approaches teachers adapt when teaching. Chai also noted that generally, these beliefs are grouped into the view of knowledge transmission view or the knowledge construction (Teo et al., 2008; Wong et al., 2009). The knowledge transmission view refers to teacher-centred and content-oriented approach, in which students act as passive recipient of information as the teacher is the sole source of knowledge. Therefore, the activity in the classroom with teachers who hold such belief tends to be monotonous, and technology integration is rarely done and developed well. By contrast, the constructivist view which refers to students-centred approach, provide classroom with more student-centred activities that facilitate students' knowledge construction through active self-reflection, peer interaction, and meaning-making process (Wong et al.; Chan & Elliott in Chai 2010). Here, the teacher acts not anymore as the sole informer, but more as guider and supervisor for students activities. These varying activities are what make technology integration more likely exist and develop well in such a classroom.

2.1.2.2 Self-efficacy Beliefs

Self-efficacy beliefs are personal beliefs concerning one's capability to get knowledge or perform actions at determined stages (Bandura in Park and Ertmer, 2007). In case of teachers' belief of technology, these beliefs are teachers' beliefs of what they are able to do with technology to improve their teaching activity.

These beliefs are significant in technology integration along with the knowledge of technology itself, since teachers must feel confident in using that knowledge so they can serve students learning well. Moreover, researchers (Albion, 1999; Marcinkiewicz, 1994; Sheingold & Hadley, 1990) have proved that self-efficacy beliefs in the use of technology act as an important predictor of technology utilization in the classroom by teachers (Park and Ertmer, 2007).

2.1.2.3 Value Beliefs

Value beliefs generally refer to beliefs about the value of something. According to Watson (2006), teachers' value beliefs concerning technology lie on whether or not they consider that technology will help them reach the instructional goals they perceive to be most important (Ottenbreit-Leftwich, et al., 2010). This implies that teachers create value judgments whenever they are introduced into a new approach or tool. That is, whether that approach or tool is relevant and efficient or not to their teaching activity and to achieve their goals.

Ottenbreit-Leftwich et al. (2010) concludes that the more valuable teachers judge an approach or tool to be, the more likely they are to use it. This indicates, in order to see best and consistent technology integration in the classroom, teachers should be introduced more to the benefits and effectiveness of the technology itself. Thus, it will grow their interest and good perception of the technology and they will tend to use it when teaching.

2.2 Teaching Practices

Teachers' practices when teaching become significant things to discuss. That is, because the practices are what are directly felt and give impact to students. They are from which students get knowledge or it can be said where the learning activities occur. Isac et al. (2015) in their article cites Coleman et al. (1968) who state, "The idea that teachers and the teaching practices they implement are important for students' educational outcomes has been steadily gaining ground since the publication of the Coleman report in the sixties."

Teaching practices are the specific actions and discourse that take place within a lesson and that physically enact the approach and strategy (Westbrook and his colleague, 2013 p. 7). According to Alexander (2001) teaching practices comprise:

- teacher spoken discourse (including instruction, explanation, metaphor, questioning, responding, elaboration and management talk);
- visual representation (using a chalkboard, writing, diagrams, pictures, textbook, learning aids such as stones, experiments, drama);
- the act of setting or providing tasks for learners (experimentation, reading, writing, drawing, mapping, rehearsing, problem solving, practising);
- a variety of social interactions (pairs, groups, individually or whole-class);
- teachers' monitoring, use of feedback, intervention, remediation and formative and summative assessment of the students or assessment by the students themselves. (Westbrook et al., 2013)

Nevertheless, teaching practices the researcher referred to are the instructional practices teachers use in the classroom. As what Isac et al. (2015) say, instructional practices refer to the activities teachers carry out in the classroom. In this research, the instructional practices were limited in the practices of using YouTube as supplementary material and/or teaching media.

2.2.1 Teaching Practices of EFL

Teaching practices of English as Foreign Language in the classroom cover teachers' instructions of four skills (reading, writing, speaking, listening) and three language aspects (grammar, vocabulary, pronunciation) in the classroom.

Harmer in his book 'How to Teach English' (2001) and 'The Practice of Language Teaching' (2002) writes some principles in teaching the four skills. In teaching reading, for instance, he notes six principles for teachers: reading is not a passive skill, students need to be engaged while they are reading, students need to be engaged with the context of a text, not just its language, prediction is a major factor in reading, the task needs to be matched to the topic, and good teachers exploit reading texts to the full. In teaching writing, he points out that generally, teachers should get students writing in a number of common everyday styles such as writing postcards, letters of various kinds, filling in forms, or sometimes writing dialogues, advertisements, and others which will motivate them. He emphasizes that there is no limit to the kinds of text teachers ask students to write. It will be based on how much language the students know, what their interest are and what teachers think will not only be useful for them but also motivate them.

In teaching speaking, Harmer states three basic reasons to give students speaking tasks are for rehearsal, feedback, and engagement. The important thing is that it should be an activate exercise where students are using any and all the language at their command to perform some kind of oral tasks and they should want to complete it. While in teaching listening, six principles he states comprise: the tape recorder is just as important as the tape, preparation is vital, once will not be enough, students should be encouraged to respond to the context of the listening, not just the language, different listening stage demand different listening tasks, good teachers exploit listening texts to the full.

In the other hand, for teaching the three aspects, the researcher cited the statements from some other researchers. For the teaching of grammar, Larsen-Freeman (2003) notes that patterns and reasons are more important than rules to be understood by students. While rules provide some security for learners, reasons give them a deeper understanding of the logic of English and help them make it their own. In teaching vocabulary, Pikulski and Templeton (2004) note instructions that will ensure the development of large, useful vocabularies are: wide reading plays a critical role in developing knowledge, and teachers facilitate this process by teaching strategies for learning words independently, including teaching morphological units, the use of dictionaries and other reference works, and exploring the link between spelling and learning words. Teachers should also directly teach important specific words, and they should develop and sustain students' interest in and curiosity about words (Pikulski and Templeton, 2004). While concerning teaching pronunciation, Harmer (2001) points out that the key to successful pronunciation teaching, however, is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken—either on audio or videotape or from the teachers themselves.

2.2.2 Teaching Practices of EFL Using ICT

Information and Communication Technology (ICT) nowadays has become a must in teaching-learning process, not to mention in teaching the skills and aspects of English as Foreign Language as explained before. "The use of technology in teaching becomes more important in present times, because

teachers also have to be able to keep up with the technological knowledge of their students" (Richards, 2014) in order to meet the expectations of today's 'digital natives', who are quite competent, and in a way, dependent to computers and other online instruments (Prensky in Merc, 2015).

In line with this, Subramaniam, Abdullah, and Raja Harun (2013) say that integrating and adopting multimedia and web technologies can motivate and engage the new generation learners. They continue, taking cue of Taylor (1995), "The new technologies today provide a lot of opportunities to enhance the quality of teaching and learning such as the use of internet and the development of web 2.0 which emphasizes the social networking which allows online conversation to occur and the use of extensive online materials. This will indirectly improve the quality of the student's individual interaction with learning materials."

In the teaching of English as Foreign Language, the use of ICT sometimes even become more helpful compared to other subjects, since a foreign language class need to provide more interactive circumstances for students in order to make them closely but freely engaged with the target language. One of ICTs which is easy to apply but effective to be used in teaching EFL is internet. Merc (2015) takes cue of Chong (2001) states that the advantages of using the Internet in the EFL classroom were listed as providing authentic materials for learners, making students meet native friends online, and assisting teacher-student communication. Thus, using and integrating internet when teaching is considered significant for English Teachers to improve and develop their teaching activities.

2.2.3 Teaching Practices of EFL Using YouTube

YouTube is a video-sharing website that allows users to upload, share and view videos (Dean; Weinberg in Alwehaibi, 2015). YouTube has been gaining more and more popularity in ELT. Many researches in different countries have found that YouTube has been used by English teachers to improve their teaching activities. Terantino (2011) says, "YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe. It provides an outlet for student and teacher-created videos, and most importantly, YouTube videos provide students with an opportunity to engage meaningfully in the target language."

In line with this, Subramaniam, Abdullah, and Raja Harun (2013) state in their article, citing Giffords (2009), that students need to be engaged actively in processing information, to transmit it from short-term memory to long-term memory, and recall of information is often facilitated when the material is encoded in some ways. They continue that utilizing YouTube could be a good way to start communication between students and the content which is facilitated by the encoding process, to make sure that the materials used in the classroom are meaningful.

Within the context of English language learning, YouTube is arguably even more useful than in other educational contexts (Alwehaibi, 2015). Alwehaibi says that YouTube has an enormous potential to enhance the process of language learning with the manifold ways it can assist and improve listening skills for students. It also plays significant role in relation to reading comprehension and the use of YouTube texts, in particular, has proven to be particularly conducive to starting discussions and writing tasks (Rennie, 2012; Nejati, 2010). Alwehaibi also states, citing Ghasemi (2011) and Derewianka (2008), that YouTube therefore is not only able to help by providing authentic texts and written material, but in relation to spoken English, is able to offer unique cultural dimensions to the spoken word, by highlighting not only academic English but also its application in real-life contexts, incorporating accents, slang and much else besides. Further, in his quasi-experimental study about the impact of using YouTube in EFL classroom on enhancing EFL students' content learning, the result shows obviously that students in the experimental group were highly motivated to watch, read, write, discuss, interact and take part in the various activities throughout the learning process (Alweihaibi, 2015).

The statement is in line with what Watkins and Wilkins's (2011) say that YouTube is potential to be applied in teaching four skills. Because YouTube videos are most immediately observed through sight and sound, creative teachers can easily find new ways to use them in listening and speaking such as conversation analysis, vlogging, movie trailer voiceovers, etc. While in reading and writing activities, teachers can utilize YouTube to instructions such as note-taking and summarizing, and "How-to" writing (Watkins and Wilkins, 2011).

YouTube is also beneficial to help teaching vocabulary and pronunciation. In teaching vocabulary, Widiastuti (2011) in her study proves that the learners who saw video pictures in YouTube were able to produce a higher percentage of acceptable vocabularies than the learners who read only the lists of vocabulary given. In term of pronunciation, Widiastuti cites Irina (2010) who states that there are some advantages of using video including students can improve their pronunciation by listening to the language of native speakers and imitating it.

In the other hand, YouTube can also be utilized to teach grammar, considering there are many YouTube channels which provide grammar learning. Learning grammar in textual manner or solely from the teacher explanation is often considered boring and confusing for foreign language students. This can be solved by accessing YouTube in its grammar-learning channels which provide learning with fun and creative ways, back sound, or even through songs. There will be also examples provided which are authentic and actual, so students will more understand about the concept being learnt.

2.3 Previous Studies

Many researches related to teachers beliefs or teachers' technology use in learning process had been done by various researchers. A survey study done by Sevik (2011) was done to explore the views of Turkish state primary school EFL teachers about songs and using songs in teaching English to young learners. The research took teachers in 24 different Turkish state primary schools in the southern cities of Burdur and Isparta as the subjects. Its finding showed that teachers had difficulty in accessing to appropriate songs to use in their classes and in measuring student success when they use songs. Therefore it was suggested in the study that teachers be provided with song materials to use in their classes. Like this current research, the study employed survey design and used descriptive analysis method to present the data. What makes it different is the variable, in which in this current research is YouTube video, while in the study is classroom songs. The current research deals with high school teachers' beliefs while the study deals with elementary school teachers' beliefs. In addition, this current research also deals with teachers' practice.

In a study done by Leftwich et. al (2010), it looked into teachers' value beliefs associated with using technology. The primary aim of the study was to examine how and why teachers used technology to enhance teaching and learning in order to understand teachers' value beliefs related to technology use, specifically the teaching and learning goals teachers addressed through classroom technology use. The research took eight teachers who were selected from a list of recipients of an award program for one U.S. state as the subjects. The result indicated that teachers used technology to address professional (e.g., creating customized classroom materials, improving classroom management by engaging students) and student needs (e.g., enhancing student comprehension, equipping students with technology skills), all of which related to the underlying value belief of promoting student learning. Although the study was also done to examine teachers' beliefs, unlike this current research which employed survey design, the study employed case study design. It also gave more focus on the reason of why the teachers used the technology, not limited merely on what or how are their beliefs as in this current research.

In a different study, Merc (2015) studied the use of technology in the classroom by Turkish pre-service EFL teachers. The primary aim of the research was to investigate the student teachers' use of technology in their classrooms during practice teaching experience. The research took 86 student teachers completing their teaching practicum at Anadolu University English Language Teaching Program as the subjects. The findings of the study revealed a mismatch between teacher training programs and real-world classrooms in terms of technology integration in EFL instruction. Pedagogical implications of the study consist of the need for better integration of technology in EFL teacher training and a stronger link between the placement schools and the university. This study employed both quantitative and qualitative data collection tools with questionnaire and interview as the instruments. As in this current research, the study was in form of survey design. It also investigated teachers' practice of technology use in the classroom. However, the subject of the study was student teacher, and it did not concern in their beliefs at all.

Reviewing those three previous studies done in various aims of teachers' beliefs or technology use above, this research was proposed in a similar but different aims and objectives. This current research offers a new area of teachers' beliefs study, that is English teachers' beliefs' and their practices of using YouTube in EFL context in Muhammadiyah Senior High Schools of Surabaya.