

CHAPTER II

REVIEW OF RELATED LITERATURE

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

2.1 Teacher's Beliefs

Teacher's belief is a representative from teacher behaviour in teaching. Teacher's beliefs will be related to their actions in teaching. What teachers do in class such as the instruction to the student, the material or teaching process depends on what they beliefs and it can affect a student in the learning process. Teacher's goal, procedures, materials, classroom interaction patterns, their roles, their student and schools they work in was influenced by teacher's beliefs (Kuzborska, 2011). In learning English what teachers do in class will influence their teaching process in class that is can also influence a student in learning English. Teaching English especially in teaching reading needs more attention from the teacher because this skill not only focuses how student read the text and translate it but the student must know what the real meaning from the text. Not only that, student has to get the point from what have they learned and they can implement to others especially in society and the environment. In this case, the teacher's role was very important to guide the student in the class. What the teacher guide to the student was influenced by the teacher's belief.

In the 21st century the research about teacher's belief and its implementation has become an important issue because the relation of that two things was much closed and it must have known by people in the education field. It suitable for the statement from Gabillon (2013) examining teacher's beliefs is proved crucial in conceiving schemes teachers use when implementing their teaching. Teachers' beliefs and their impact on teaching and learning have been important problem for educational investigation for a quarter of a century. The word belief is formed by personal

education and experience. Calderhead (1996) cited in (Gilakjani & Sabouri, 2017) states belief about learning and teaching are formed when students complete education. There are five main categories of teacher's beliefs – beliefs about students and learning, teaching, curriculum, learning to teach and about the self and the nature of teaching. These five categories are well connected with each other.

According to Roseman (1994) cited in Wiratmo (2017), there are five components of belief to provide a broader perspective of a belief structure. These components are evaluative, behavioral, identification, normative and explanatory. He explains, the evaluative component would explain alternative results that were different in terms of desire. It provides motivates for handle the belief strongly. The behavioural component is a means for controlling the results. Each part of the activities and results connect to other certain groups or individual who has particular features and identification component denotes this activity. The identification component serves to find out whether the new result can influence the other groups/individuals or not. To determine whether the results effectively works or not, the normative component then works. The normative component gives confidence that the new result will be the winner in the different environment of from morality and legitimacy. The explanatory component will explain how the proposed activity can create the expected results.

Beliefs were a personal concept that can give an understanding of the teacher's practice. Beliefs are judgment and evaluations that we make about ourselves, others and the world around us. They are personal ideas based on observation or rational thinking (Khader, 2012). It means that beliefs of teacher related to a teacher's personal and it from themselves. Not only that the people and environment around the teacher also become a factor that influences them. Actually, teachers has a nature belief from themselves and it's like an internal factor that has come up from themselves. In another word Kagan (1992) cited in (Gilakjani & Sabouri, 2017) says that a lot of teachers' professional knowledge is appropriately considered as belief. As teachers' experiences of the profession enhance, this knowledge also develops more and forms a highly

personalized belief system that limits the teachers' understanding, assessment and behavior. From that statement can be concluded that teacher's experience affected teacher's beliefs in the teaching and learning process. The teacher that has a lot of experience will be generating their own beliefs in teaching in the class.

2.2 Teaching Practice

Teaching practice is a representative from the teacher's action in class. Teachers as an important part of education especially in school officiates to transfer their knowledge to the student. In the process of transfer knowledge teacher involve instruction and action between teacher and student. Teaching practice needs to discuss because it was directly related and give impact to the student that cover the learning activities and student's knowledge result. Coleman et al, (1968) in Isac (2015) states that the idea of teacher and teaching practices they applied is necessary for students' educational outcome which has steadily gaining ground since the publication of the Coleman Report in the sixties. The statement shows that students' socioeconomic background was the main determinant of educational outcome and the teachers' influence of student was minimal.

Harmer (2007) says that teaching is figuratively to describe what teachers do. Teaching practice is a form of teacher action in class to the student. Teacher as the facilitator or it can be the controller of student in learning process in class have to have skills to lead the class. In other ideas harmer (2007) states when teachers act as controllers, they are in charge of the class and of the activity that occur and often 'leading from the front'. The Controllers take the register, notify students' things, organize training, read aloud and in various other ways exemplifies classroom qualities in front of teacher.

Teachers need to upgrade their practice in class because in the 21st century and modern era any technology improved and it becomes a threat for a teacher. Student prefers to use technology than a teacher anymore. Student is bored if the teacher still uses the traditional ways to teach so it necessary for a teacher to always upgrade their

strategy to teach and to construct their classroom role because it influences the student outcomes. According to Hammond & Laughlin (1995) cited in (Vescio, Ross, & Adams, 2008) the concept of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to develop new classroom roles and expectations about student result, and to teach in ways they have never taught before. They also state that helping teachers rethink practice needs professional development that involves teachers in the dual capacities of teaching and learning and creates new perceptions of what, when and how teachers should learn. Some theories above show that in teaching-learning practice teachers must upgrade and develop their own strategies and ways to teach because the influence from technology will influence student's perspectives to learn so teachers also has to develop themselves by any other strategy, model and method in teaching.

2.2.1 Teaching Reading

Teaching reading becomes one of four skills that must be mastered by the teacher. Mastered here means that the teacher should know the best ways or the best trick to teach reading. Reading is a receptive skill that must be mastered by a student as an output of the knowledge. According to Kuzborska (2011) reading can be observed from a number of different perspective, including socio-cultural, physiological, affective, philosophical, educational and cognitive. However, most researchers' efforts to describe the nature of reading abilities and their development have focused on the cognitive aspects of reading- the mental processes readers actually use in comprehending text when engaging in different types of real life reading. From the theory, reading has many perspectives that is the part of reading itself. Reading not only how students read and how they translate it, but student needs more thinking to learn the real meaning and the implementation from what have they read. From the theory, the mental process of the student also is an important part of reading because it will influence the student's ability to understand the text.

There are two groups of processes are distinguished in the reading literature: the process of decoding words and the process of comprehending a text that's called lower level and higher level processes (Grabe & Stoller, 2002) cited in Kuzborska (2011). They also state lower level processes represent the more automatic linguistic processes and are typically viewed as more skill-oriented. These processes involve rapid and automatic word recognition, rapid syntactic parsing and semantic proposition formation. While higher level processes generally represent comprehension processes and are typically viewed as involving specific component abilities controlled by a reader and carried out under some degree of attention, in contrast to the automatic lower level processes. These component abilities include a reader's ability to establish purposes for reading, to monitor comprehension, to use reading strategies, to make inferences of many types, to draw on background knowledge, to recognize and process discourse structure and discourse signalling texts, and to critically evaluate the information being read.

Around past 10 years, the issue about teaching reading becomes an interesting issue to discuss because reading comprehension has a coherent relationship with how high-level process. The coherent synthesis about how high-level process contributes to comprehension has researched and built over 10 past years because there is far more research being carried out on higher-level processes now than 15 years ago (Gernsbacher, 1997) cited in Grabe (2009). High level process and the teaching reading has a coherent relationship. It becomes a new task for a teacher to teach reading in class. The teachers must realize to upgrade their method to teach reading in class. Grabe (2009) states that higher-level process generally assume that the reader can direct attentional resource to these component skills. Such a requirement is a key feature of higher-level processing. At the same time, many aspect of these higher-level component abilities. The main component abilities of higher-level comprehension processing include; a text model of reader comprehension, a situation model of reader interpretation and a set of reading skills and resources under the command of the

executive control mechanism in working memory (strategies, goal, inferences, background knowledge, comprehension monitoring)

According to Grabe (2009) citizens of modern societies must be good readers to be successful. Reading skills do not guarantee success for anyone, but success is much harder to come by without being a skilled reader. In the modern era Indonesian society especially student, the liking to read was decreasing especially read book academically. They prefer to read the caption in social media and more activity in social media. As the theory above the student must be a good reader if they want to be a success because in other countries people have developed to be “creator” not only stuck in “reader”. Why the people other countries have upgraded themselves to be “creator” because they start early to be “reader”. In the second language context, learn to be a “reader” is not an easy thing. That why in this context how teachers to teach reading must be a concern.

Reading is practiced through translation, summary in English and answering reading comprehension questions both in English and in the target language. Students reads both for detail and for general understanding (Valijarvi & tarsoly, 2015). Teaching reading actually gives the knowledge for student how to understand the text that does not use student’s first language. It means it applies for any language not only in English. The teacher’s role in this case, to make a student understand in the target language by general understanding and detail understanding. Detail understanding here means students should know about the implied meaning from text and how the implementation of their society and their environment. It suitable for the theory from Grabe & Stoller (2002) cited in Valijarvi & Tarsoly (2015) reading is a way to draw information from a text and to form an interpretation of that information. From that can be concluded that student not only learns reading as know the translation from the text but how they interpret the text that has they read and learned and how they practice it.

2.3 Project-Based Learning

Teacher in the around 21st century has a task and role harder than before because in this century the educational field growing rapidly including in teaching-learning process. There are so many teaching models that have developed by the educational expert in teaching-learning process that develop around 21st century. The one of teaching models that develop and most using is project-based learning. The innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century was called project-based learning (Bell, 2010). The theory from Bell explained that project-based learning becomes an innovative approach to learning. It means that these teaching models is the ways that more effective to teach. Based on the rules from *Kementrian Pendidikan dan Kebudayaan* number 22, years 2016 said that project-based learning is one of teaching models that become a standard of the educational process in elementary and intermediate. The teacher expected to change the old ways to project-based learning when they teaching.

According to wong et, al (2006) cited in Tan & Chapman (2016) project-based learning is an instructional strategy that gets involve students in authentic learning through project work. This approach varies markedly from the conventional teacher-centred classroom and prepares students with an “interdisciplinary, student centred” activity that is “integrated with real world issues and practices”, and is usually stretched over an extended period of time. The teacher that uses project-based learning hopeful students can be more realize to the environment of society because student faced with the real world. Project-based learning also focuses on students’ centre that has been appropriate with the K-13 curriculum. The use of project-based learning makes a student more creative and critical because student learns by a project that needs an idea to make it. Students more active and get involved activity in class or out of class.

The originating instructional approach from Dewey (1938) that is called project-based learning who stressed the importance of practical experience in learning. In project-based learning students work in small groups on academic tasks. The task

can be in the form of investigation or research on a particular topic (Lam, et al, 2010). Education gives students about what didn't they know. In the school student learn about not only the lesson and material but they also learn about how they live and prepare their life in the future. The teacher teaches a student not only the theory but the practice more important to do. Why the practice should be done because in the real-life student will practice what has been they learn in school. It the one of the reason why project-based learning supposed to use in teaching-learning process. Project based learning teaches to practice as an experience in learning.

Bell (2010) was also states that project based learning is an approach to instruction that teaches curriculum concepts through a project. The project is guided by an inquiry question that drives the research and follows student to apply their acquired knowledge. The use of project-based learning as the models of teaching needs the analysis and apply student knowledge. The student has to know first about the material and the student can apply the material with their ideas and creativity. Other statement from Dopplet (2003) project-based learning is a well method for importing thinking competencies and creating flexible learning environment. Based on the theories above the use of project-based learning can be improve thinking competencies and students can learn in any learning environment and situation. The use of project-based learning in teaching has the relation with high order thinking skills of student because the student has to more creative and critical in the learning process. The role of the teacher here gives the student guidance and explain the material and what will they raise in the leaning process by using project-based learning.

2.3.1 Models of Project-Based Learning

Morgan (1983) cited in Kurnely (2018) represent three general models of project work for educational purpose. Firstly is about project Exercise, the purpose of this type of project is that students should implement the knowledge and the technique they have obtained to academic problems in the field area of study that already familiar to them. This is the most traditional type of project-based learning. Secondly project

component, in this type of project, this goal is wider and the scope is greater. The project more interdisciplinary in nature and often related with real-life issues. The purpose includes developing problem-solving abilities and capacity for independent work. Often, the course taught traditionally learned in parallel with the project. The last is project orientation, this term shows the whole curriculum philosophy of a program of study. The project that students settle forms the whole basis of their school education, while instructional teaching is served only to supplement the reservation of the project topic. The subject material studied is established by the demands of the project topics.

Project exercise is usually part of teacher-centred project pedagogy. Project exercise is a “capstone” event designed to combine subject material during a particular course. On the other hand, project components and project orientation incline to leave more scope for students’ concern. However, the project component and project orientation can also be work-based, which provides to introduce additional elements into control in the learning process. Ideally, this results in a three ways partnership between clients, students, and teachers. Based on the discussion above can be concluded that there are three models of project-based learning for educational purpose. Each of the models has purpose, therefore, every model of project-based learning should be appropriated with the level of the learners.

2.3.2 Stage in Project-Based Learning

Kriwas (1999) cited in Fragoulis (2009) states the following general stages can be used for successful project implementation. They constitute a practical guide for the sequencing of project activities for teachers who want to implement a project in their classroom.

1. Speculation, this stage cover selection of the project topic and sensitisation about it, that aim to interest and develop a climate conducive to speculation and investigation which will lead smoothly to the research process. Topic was chosen after a dialogue between all group members and teacher. The first

stimulus may from the curriculum or after a discussion about a contemporary local or wider topic and interest from reading newspaper or magazine article (Brinia, 2006) cited in Fragoulis (2009).

2. Designing the project activities, in this stage include forming groups, assignments, making decision, source of information and activities that will take place (Fragoulis, 2008).
3. Conducting project activities, in this stage the group implements previously designed activities, students collect information and categorize it. The next phase is the synthesis and processing of information collected. The final product is displayed at school or in society. The project will connect schools with the real life in society (Fragoulis, 2008).
4. Evaluation, Brinia (2006) cited in Fragoulis (2009) says that evaluation refers to assessment of the participant's activities and discussion about whether the initial objective have been achieved, implementation of final process and product. Evaluation also covers assessing individual and group experiences, identifying errors and problems. Evaluation includes evaluation from others and self-evaluation.

2.3.3 High Order Thinking Skill

High order thinking was the one of aspect skill that supported by project based learning. The component of project based learning related to the aspect of high order thinking. The definition of high order thinking skill broadly as a challenge and expanded use the mind, while lower-order thinking represents routine, mechanistic application and limited use the mind. Challenge or expanded use of mind occurs when a person must interpret, analyse or manipulate information because a question to be answered or a problem to be solved cannot be resolved through the routine application of previously learned knowledge (Newmann, 2012). The daily routine that often does by the teacher in class such as listing information, memorizing, inserting numbers, etc is part of lower-order thinking. To generate and apply high order thinking teacher and

student must understand the concept of high order thinking because to achieve it need more knowing, understanding and also practicing. In addition, Newman (2012) says student must apply the component of high order thinking such as interpret, analyse, manipulate information to solve problem because a question to be answered or a problem to be solved cannot be resolved through the routine application of previously learned knowledge. Therefore student hoped be able to hold and qualified in high order thinking skill.

High order thinking skills (HOTS) is one way to increase critical and creative thinking and to give children experiences in thinking critically and creatively. High order thinker skill is the developing from learning domain that was created by Benjamin Bloom. There are three domains of high order thinking skill these are cognitive, effective and psychomotor (Aisyah & Setiawan, 2009). Other theory from Hobri, et al (2018) high order thinking skill is an important component of 21st century. It is an ability of thinking critically, creatively and the ability of arguing, discussing, making decision and solving problem. In the range of cognitive skill, high order thinking skill includes analysing (C4), evaluating (C5) and creating (C6). From the statements above the expertise claim that high order thinking skill an important component in 21st century that can improve student's critical, creative and the ability of solving problem. These ability was very needed to face the real life in future. Student need these ability because that will they face not only in the society but also the technological development.

In other word, Resnick (1987) cited in Miri; et al (2007) states high order thinking can be conceptualised as a non-algorithmic, complex mode of thinking that often generates multiple solution. Such thinking involves uncertainty, application of multiple criteria, reflection and self regulation. The statement above show that high order thinking needed by student in this era with global defiance and the development of technology. That's why the student expected to able and possess high order thinking skill. Teacher should promote student engagement with learning task which exceed the

second level “comprehension” in order to encourage application, analysis, synthesis and evaluation activities in processing information to increase students’ high order thinking (Zohar, 1999) cited in (Yen & Halili, 2015). The role of teacher appropriate to these theory is to train and establish student so that they be able to achieve high order thinking and able implement it in learning process.

The development that most obtrusive from higher order thinking skill is to facilitate the transition of students’ knowledge and skills into responsible action, regardless of their particular future role in society (Zoller, 2001) cited in (Miri; et al, 2007). Therefore, the aims of students’ high order thinking is to switchover students from their close minded into open minded. Students open to any other problem and be able to solve it because it related to their role in future society. After students graduate from school especially high school they will be mature human that prepared to face any problem in environment and society, if students has the skill of higher thinking it means they have the ammunition to face any problem in society.

2.5 Previous Study

There are many research related to teacher’s beliefs and practice in teaching reading, the applying of project based learning in teaching reading and to achieve high order thinking through teaching reading. A study done by Wiratmo (2017) explore the teacher’s beliefs and practice on teaching reading. The research took two English teachers consisting of two female teachers at SMP Muhammadiyah 10 Surakarta as the subject of the research. The source of data that use in this study are classroom observation, open ended question, transcript of interview and document. From the study found that most of teacher’s beliefs on teaching reading were consistent with their practices namely beliefs about learning objective, teachers’ role, students’ role, the role of authentic material and component of reading skill although the researcher still found one discrepancy namely teachers’ beliefs about classroom technique. The factor contributing to shape teachers’ beliefs were experience as language learners, experience from teaching and training.

In other study done by Jannah (2018), it looked into teacher's beliefs and practices on teaching reading to achieve higher order thinking skills. The researcher took SMA ABBS Surakarta as the subject of the research was conduct of three teachers. This research was a qualitative case study research design. The data sources used in this study were classroom observation, open ended questionnaire, transcript of interview and document. Based on the research showed that, first all components of the teachers' beliefs on teaching reading to achieve HOTS were consistent with the classroom practice. Second, the discrepancies between the teacher's beliefs and the theory on learning objectives and teachers role to achieve HOTS and the last factors that contributed to the teacher's beliefs were teaching experience, training and peer discussion. In conclusion, considering teachers' beliefs to achieve HOTS based on the concept is strongly essentials as it will train the students in order to maximize achieving HOTS.

In a different study, Kurnely (2018) study the use of project based learning in teaching reading in junior high school. The aims of the study is to explore the application, difficulties and teacher's problem using project based learning on teaching reading. The researcher took two junior high schools, those are SMPN 2 Gunungsindur, Bogor and SMP Madania, Bogor. The research method used in this study is qualitative descriptive and the instrument used were observation, interview, questionnaire and documentation (lesson pan, syllabus, video recorder, etc.). It finding the result that students were more interest and more active collaboratively when the teacher applied project based learning in their teaching, some difficulties occur when applying project based learning were some students just rely on their friends to complete the task and the timing of the collecting task was overtime, it necessary to divide the groups according to their ability, students need to reminded of the time limit and always monitor students work. The conclusion is project based learning was found to improve the students creativity, self directed learning, confidence and collaborative learning skills. The result of this research suggested to English teachers and other researchers

are expected to dig up more information about project based learning and select the materials that were suitable with this method.

Based on three previous studies, there are some goal that has similarity with this study that is about teacher's belief and practice in teaching reading and the use of project based learning. However in this study the researcher combine those topics to generate new topic that can be a new research in education field with the different theory, subject and instrument. This research propose to explore teacher's beliefs and practice using project based learning in teaching reading to achieve high order thinking skill and to describe how teacher's belief influence teacher's practice in teaching reading using project based learning to achieve high order thinking skill.