

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, formulations of the problem, the objective of the research, the significance of the research, scope, and limitation of the research, and the operational definition of terms.

A. Background of the Research

A teacher is a profession that has a responsibility as an educator for his students at school, both in the form of student personality and student intelligence. According to Imran (2010) teacher is a profession where a teacher is responsible for everything for his students, starting from educating, giving direction, teaching, informing, relating to student education from early childhood, up to middle level or above. The teacher cannot be separated from the role of a teacher. In this case, the teacher acts as a teacher who has to teach each student from subjects that are tailored to the teacher. The teacher can teach several subjects depending on what they are engaged in, one of which is teaching English. In teaching English, four aspects are taught, namely speaking, listening, reading, and writing. According to Arifin (1978), teaching is activities of how the teacher delivers and explains lessons to students. This case also applies in teaching English, especially speaking. Speaking is one of the most important student goals when the student wants to learn a foreign language, said Grauberg (1997), therefore speaking can be said to be important in teaching. Teaching speaking means that the teacher teaches speaking and the teacher should teach speaking related to sounds words, phrases, and sentences in English, which means that in fact, English is not the original Indonesian language. In teaching

speaking, the use of media is necessary, so that students are more enthusiastic in learning, the media that can be used in teaching speaking is video.

According to Sukiman (2012) video is how the picture and sound can be simultaneously displayed. Video is very suitable for teaching speaking because in speaking students are also needed to be able to practice with what they have seen and heard. Sand (1956) says that students can learn faster and easier using audiovisual processes. By using the video, students can easily find out how to speak well and correctly. The teacher is sure that the teacher using video, teacher will be able to teach speaking. The teacher must have aspects that are needed when teaching students because this means that the teacher is ready for what is being taught to students, one of the things a teacher must have in teaching is belief. In this case, the teacher when teaching speaking using video, the teacher must be sure of it, because this reflects that the teacher believes in what the teacher teaches, in this context is about the teacher's belief.

Teacher's belief According to Michaela Borg (2001) belief is belief anything to do with teaching. This means that believe in whatever the teacher will do by teaching, because teachers have full rights to be able to make lessons according to what they want, and if teachers belief about what they will teach from various aspects of education, the lesson will go as desired. Because the teacher believes that this will make their students understand what they are going to learn. Based on Richardson (1996) that belief is an essential thing in the teaching-learning process. With the teacher's belief that is very important, every teacher must have this belief, so that later they can be sure that what the teacher has taught is in accordance with what they believe. A teacher's belief is also related to the professionalism of the teacher at the time of teaching, with high the

teacher confidence it will also make the professionalism of the teacher can teaching better and can have a positive impact in teaching learning process, because the teacher is sure and confidence of what is being taught (Nilsson, 2008; Porlan and Martín, 2004). In this case, the teacher's belief in teaching speaking means that the teacher believes in the truth when teaching speaking. The teacher must have belief in teaching speaking, both in terms of media, methods, and activities during learning, so that if the teacher is belief, the lesson will go according to what the teacher and student want. Teachers' belief that using video in online learning to teach speaking is one of the reasons that teachers do in teaching because it is in accordance with the current conditions, namely the COVID-19 pandemic.

The covid-19 pandemic, which has hit the world for more than a year, has forced students to study at home or online. According to Dabbagh dan Ritland (2005), online learning is learning carried out with the help of technology as a tool to help the teaching and learning process. And using video, it is believed that the teacher can be used to teach English speaking because by using video, students can immediately know how to speak properly, because the video is an audiovisual, which displays images and sound together, and using video can make students easy to understand and imitate, because by presenting the video it is also more interesting for students to learn. According to Thomson, Bridgstock, & Willems (2014) online teaching using video has a high level of effectiveness and is suitable for teachers when the teacher does not meet their students face-to-face. In addition, the teacher believes that using video is very suitable in these conditions, namely by online learning, the teacher can still use video to teach speaking in English. Because by studying at home, teachers are

required to be able to make student lessons as interesting as possible, even though they cannot meet or meet face to face, because indeed the covid-19 conditions like this are not yet over. With the existence of covid-19, a student's learning style has changed, who used to study in class and meet with friends and teachers, but for now, students have to learn from home, not meeting friends and not meeting teachers. However, this does not reduce how the teacher can make or design how learning can be interesting even in these conditions, therefore for now the teacher's belief is very important because if the teacher believes and believes that this is true, then learning will be very fun even if it is done anywhere. With the teacher confident that learning can run according to what the teacher wants or believes. So that it does not reduce teachers and students to learn according to their goals even though the learning is done online. So the teacher is required to be able to make the lesson as interesting as possible, and this is believed by the teacher by using video. Even though students with learning at home have to change their habits, by using videos, the teacher believes that they can attract students' attention to learn speaking according to what was previously planned. This research leads to exploring teacher belief in using video to teach English speaking in online learning, which means that the teacher believes that using video will make students more enthusiastic in learning speaking. From previous research related to teacher belief in using video to teach English speaking, it is stated that teachers believe that using video in teaching speaking is in accordance with what has been practiced.

One of the teachers who implemented it is using video in rooting speaking in English, namely teachers at SMPK Santo Yusup Pacet. In this study, the researcher will examine how the teachers' beliefs in using video to teach

speaking in English. Teachers' confidence means that the teachers believe in using video to teach speaking in English. Because teacher belief is very necessary or very important in a teacher who teaches, because, with certainty, anything can be true, then it is the same as teaching, if the teacher believes in what is being taught, it will be following what we have wanted or teachers believe. Teachers believe and believe anything related to education and adjusted to the predetermined curriculum. Because the teacher's belief comes from how the teacher's experience about education or something else. So the teacher after the teacher's experience is sure about how it is believed to be true. According to Pajares (1992), the teacher's belief in teaching is how the teacher has gained from previous experience. because this experience will create how the teacher's beliefs about something related to education, with this experience the teacher will be sure about the teaching and learning process.

The teacher explained that by using video to teach speaking, students could be more enthusiastic or active, and also even though in these conditions students were more enthusiastic because students could immediately imitate or be able to know how to speak properly and correctly. Previously the teacher only used the material in the book without using any media, it was more difficult for students because students could not see or listen directly, but after using video to teach speaking, students could be more active and more enthusiastic in learning speaking, so this is the teacher. believe that using video used in teaching speaking has a good impact on students and teachers themselves.

Thus from the explanation above, the researcher wants to examine how teachers believe in using video in teaching English speaking.

B. Formulation of Problem

Based on the explanation above, the formulation of the problems identified as follows:

1. What are teachers' belief on using video to teach English speaking?
2. How are the teachers' belief of using video to teach speaking applied in online learning?
3. What are the factors contributing to shaping the teachers' belief?

C. Objectives of the Research

Based on the research above, the objectives of the study are formulated as follows :

1. To describe of teachers' belief towards the use of video in teaching English speaking.
2. To describe of teachers' implementation of teachers' belief in teaching speaking through online learning.
2. To find out the factors that are contributing to shaping the teacher's belief.

D. Significances of the Research

1. Theoretically

Hopefully, this research can be the basis for a teacher, especially an English teacher, so that the teacher is belief in using video to teach speaking.

2. Partically

A. For the teacher

Hopefully, this research can add information and experiences about using video to teach English speaking.

B. For Researcher

Hopefully, this research can add knowledge for the researcher about how teachers belief's in using video to teach English Speaking.

C. For Further Researcher

This research can later help those who will carry out further researcher related to this research.

E. Scope and Limitation of the Research

To prevent misunderstandings in this study, the researcher will provide scope and limitations. The scope of this study covers teacher belief in using video to teach English speaking and the limitations of this study focus on:

1. Teacher belief using video in teaching speaking.
2. Teacher belief using video applied in online learning.
3. Factors shaping teacher belief.

F. Operational Definition of the Terms

1. Teacher Belief

Teacher belief is a teacher's belief in one of several aspects of learning such as media, processes, methods, or others, in part, comes from several factors to form

beliefs that can be believed to be true in teaching activities or the learning process.

2. Teaching Speaking

Teaching speaking is a process where the teacher provides information related to speaking material in English related to sounds words, phrases, and sentences.

3. Teacher's belief in using video

Teacher's belief in using video is teacher belief and focus how the video has a significant effect that used in teaching.

4. Online Learning

Online learning is carried out with the help of technology and the internet where students and teachers do not meet directly but through technology.