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ACHIEVING INTERNATIONAL STANDARDS IN TEACHER EDUCATION

PROCEEDING

Editors:
Manneke Budiman
Marti Fauziah

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Pre-service EFL student teachers' attitudes toward research

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The aim of the study was to explore the attitudes of undergraduate pre-service EFL student teachers toward research and the provision of research education. A survey questionnaire was completed by the pre-service EFL student teachers. This study was conducted in PGRI University Palembang. Total 127 pre-service EFL student teachers participated in this study. They were enrolled in the seventh semester (N=127; F= 115, M=12) of undergarduate teacher education program at PGRI University for those who wish to teach English. The participants appeared to be positive toward the overall concept of research in English Language Teaching.

Keywords: EFL students, attitude, research

Background

As students of English education program, the students are expected to become a competent and qualified English professionals. To support this aim, they cannot just absorb the lessons in the classroom but also in critical response to implications of local and overseas findings.

In order to meet the needs of contemporary working life, teacher education must constantly improved, continue to learn from others, and to reflect on best practices and research findings.

> Crook and Chandler (1999) cited in Tercanlioglu, L (2006) state that:
> "One problem with term FL teacher preparation programs is that, like teacher preparation programs generally, they do not prepare the teacher to engage in a process of life-ong learning, do not help teachers to use published research, and do not provide them with a problem solving orientation to their own classroom teaching".

Their statement is also supported by the phenomenon described on: http://serc.carleton.edu/NAGTworkshops/careerprep/teaching/learning.html:

> "Unfortunately, when we become teachers we usually imitate our teachers, who were imitating their teachers ... who didn't necessarily know this. So, instead of imitating exemplary teaching practices, we may be imitating educational practices that are not very effective".

It is the responsibility of pre-service student-teachers' education to give trainees the best tools with which to improve and develop the profession. Research must be seen as a central component of their experience.

This study will quantitatively describe the investigation of pre-service student teachers' current attitudes toward research. Clemente (2001) cited in Tercanlioglu, L (2006) gives his opinion that the concept of attitude is regarded as one of the most important elements of the belief system of the teacher, hence, an essential element to be considered within a language teacher education scheme.

Problem

Based on the background above, then the problem of the study is: "Do pre-service EFL student teachers have positive attitude toward research?"

Objective

The objective of the study is to find out about the pre-service EFL student teachers' attitude toward research.

Significance of the Study

By conducting the study, the writers hope that the results of the study will give contribution to lecturers to begin discussions about the importance of learning research and its importance on making academic and professional career choices. Besides, the writers also hope that this research findings will be useful to Pre-service EFL student teachers in order to show them that research subject is also important to gain many informations to support their profession. Finally, the writers expect that the result of this study will improve their knowledge related to research.

Literature Review

Research

The work, stimulated by theoretical or practical questions, is conducted in the context of existing knowledge and paradigms. A paradigm is a guiding concept or model, based on accumulated knowledge, which is generally accepted as valid and useful.

Typically, research is designed to answer specific questions to fill gaps within the existing body of knowledge or to test the paradigm itself. Work which is intended to confirm or refine an existing paradigm may, in fact, contradict it, thus opening the way for a scientific revolution.

Attitude Toward Research

Students at the undergraduate level usually tend to view research methods courses negatively. These negative attitudes have been found to be associated with poor performance in such courses (Elmore, & Lewis, 1991; Woelke, 1991; Zeidner, 1991 cited in Papanastasiou, Elena C : 2004). While in fact, the purpose of pre-service student teachers is to produce a capable English teachers, then it has become a global phenomenon that their attitudes in teaching which is used English as a medium of instruction plays a significant role in determining the success of their students' English achievement. Causal models, however, suggest that attitudes are actually mediators between past performance and future achievement (Meece, Wigfield, & Eccles, 1990).

According to Hewitt, Paul G cited in Vizconde, Camilla (2006):
"The success of science has more to do with an attitude common to scientists than with a particular method. This attitude is one of inquiry, experimentation, and humality before the facts".
There are some examples of scientific attitude which are:

1. Respect for the view of others
2. Being open-minded
3. Belief in cause and effect
4. Curiousity and imagination
5. Ruthless self-criticism

In teaching, research plays many roles. Research can ensure that certain instructional approaches are effective. Research can help teachers understand what is the appropriate way to organize their classroom, how to create a classroom management plan, or how to present material to different students.

It is stated on Papanastasiou (2004) that what is largely missing from the literature is a sense of how pre-service teachers think about research. Their findings indicate that it may be helpful to investigate with pre-service EFL student teachers "what is research", to provide student teaching placements that support research as a form of inquiry, and to utilize action research as a bridge to more traditional forms of research. Newell and Cunliffe (2003) argue that some of the most profound changes in attitude and viewpoint take place during a student's undergraduate years. They state that a profession's attitudes are as much formed by influences during undergraduate study as they are by subsequent professional experience.

Method

This is a quantitative study by using questionnaire to see the pre-service EFL student teachers' attitude toward research.

Population and Sample

Population

The population of this study was the 7th semester of student teachers of PGRI University, majoring English Education Program. There are 528 students for 12 classes, who have taken research subject when they were on the 6th semester.

Sample

From 150 students chosen randomly by the writers as the sample, only 127 students who responded to the questionnaire distributed.

Instruments

The data for this study were collected from students who had completed a compulsory and introductory undergraduate course in 'Methodology of Educational Research' at the University of PGRI.

The data was collected through questionnaire. The questionnaire used was the Attitudes Toward Research (ATR) scale that was created by Papanastasiou (2004). It consists of 32 items listed on a 7-point Likert Scale. The score 1 represents the option "strongly disagree" while option 7 on the scale represents the category "strongly agree."

Results

The result shows that the students have positive attitudes toward research. The results of the factor analysis have produced a five factors and solution. The first factor consisted of 9 items, while the two items with the highest mean on this factor were those of 'research is useful for every professional' and 'research is connected to my field of study'. This factor therefore was named 'research usefulness in profession'. This usefulness is interpreted as the perception that students have in terms of how research will be useful and help them in their proffesional lives.

The second factor included items describing tension, stress, fear, difficulties in understanding research, and was called 'research anxiety'. This factor consisted of eight items. The third factor which was composed of eight items labeled as 'positive attitudes toward research'. The fourth factor consisted of four items referring to the use of research in a student's personal life, and was therefor called 'relevance to life'. The last factor,'research difficulty' consisted of only three items included items related to 'having trouble with arithmetic' and 'finding it difficult to understand the concepts of research'.

After the factor analysis was conducted a score was calculated for each student on each factor by obtaining the mean for all items comprising each factor. The mean score of the students on the research usefulness for the profession factor was F1= 5.17; for the research anxiety factor the mean was 4.74; the mean of the positive attitude toward research factor was 5.08; for the relevance to life factor the mean score was 4.26; while the mean score of the research difficulty factor was 4.64. The result are summarized in table 1.

Thus, as a group, students consider research is useful for their professions and they have positive perceptions about research. However, the students tended to have quite negative attitude toward research as well as in their personal live (relevance to life), although they responded that they did not have a lot of difficulty in understanding this subject.

The factor that deviated the most from the median was research usefulness, indicating that the students truly understood and appreciated the usefulness of research and they also have positive attitudes toward research. The next highest factor was research anxiety. The factor that deviated the least from the median was that of relevancy of research in the student's personal lives.

This indicated that although the students had some negatives attitudes toward this subject, they did not deviate a lot from the median indicating that their responses were actually quite neutral in terms of attitudes. The overall students' attitudes toward research, when taking into account all seven dimensions is 4.84 which is positive although it is actually closer to the median of the seven point Likert scale.

Table 1. Cell means of students attitudes

Factors	X
F1 research usefulness	5.17
F2 research anxiety	4.74
F3 positive attitude	5.08
F4 relevance to life	4.26
F5 difficulty of research	4.64

Correlation coefficients between the Attitudes Toward Research sub-scales were also calculated. As presented in table 2, the intercorrelation of the Attitudes Toward Research factors suggested the following patterns of interrelationships. The research usefulness factor was most highly correlated with the factors of positive attitudes (r= 0.56) and vice versa the positive attitudes factor was also correlated with the factors of usefulness (r=0.564).

There was most highly inter-correlated also between difficulty of research sub-scale and the positive attitudes factors (r=0.483). Finally, research usefulness factor was most highly correlated with the research anxiety factor (0.415).

Table 2. Inter-correlations between the five factors

	Research usefulness for profession	Research anxiety	Positive attitudes toward research	Difficulty of research
Research usefulness		0.415 (**)	0.564 (**)	0.346 (**)
Research anxiety	0.415 (**)			0.277 (**)
Positive attitudes	0.564 (**)			0.483 (**)
Difficulty of Research	0.346 (**)	0.277 (**)	0.483 (**)	

Conclusions

The major objective of this study was to see pre-service EFL student teachers' attitudes toward research. The majority of the instruments designed to measure attitudes, have been focused on statistics, and have produced a configuration of attitudes toward research which was created by Attiudes Toward Research (ATR) measure.

More specifically, an explanatory factor analysis using pre-service EFL student teachers indicated that the ATR measure consists of five meaningful factors. The first factor is that of the usefulness of research in the students' professional life. The second factor is that of research anxiety. The third factor is that of positive attitudes toward research. The fourth factor is that of relevancy to the student's non-academic and non-professional lives, which is comprised of attitudes about the use of research in the student's life, while the fifth factor is that of the difficulty of research.

This study has also examined the relationships that existed between the five factors that were produced in the study. Overall, the strongest relationship existed between the usefulness factor and the positive attitude toward research factors. This confirms a common observation about human attitude: people feel favorably toward activities, or objects that are useful in their lives.

More specifically, although the usefulness of research for the profession and in daily life is highly correlated with the positive attitudes factor, this is not the case with the factors of research difficulty and anxiety. This indicates that students who can see the usefulness of research also tend to have more positive attitudes toward the subject.

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60th TEFLIN International Conference

ACHIEVING INTERNATIONAL STANDARDS IN TEACHER EDUCATION

27 - 29 August 2013

Certificate of Attendance

This certificate is awarded to

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Sehubungan dengan surat permohonan Saudara Dra. Sri Endah Kusmartini, M.Pd tanggal 21 Agustus 2013 perihal permohonan mengikuti seminar, maka dengan ini Direktur Politeknik Negeri Sriwijaya menugaskan :

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Untuk mengikuti kegiatan 60th TEFLIN International Conference yang dilaksanakan pada tanggal 27 s/d 29 Agustus 2013 di Fakultas Ilmu Pengetahuan Budaya, Universitas Indonesia, Depok.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan sebagaimana mestinya.

Palembang, 22 Agustus 2013
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Dengan Hormat,

Sehubungan dengan akan diadakannya 60th TEFLIN international Conference di UI Depok, maka bersama surat ini kami memohon izin untuk mengikuti seminar tersebut.

TEFLIN adalah organisasi profesi yang menaungi para pengajar Bahasa Inggris di Indonesia. Konferensi berskala internasional ini menjadi sangat penting dan mendesak karena adanya harapan dari berbagai pihak termasuk Politeknik Negeri Sriwijaya untuk memiliki pendidik yang mumpuni sehingga diharapkan dapat diperoleh lulusan yang berkualitas, yang berdisiplin, bermoral, berjiwa wirausaha, berwawasan lingkungan dan relevan dengan perkembangan industri, serta memiliki standar yang bersifat internasional sehingga mereka dapat berperan secara aktif di kancah internasional.

Dari kegiatan ini diharapkan akan diperoleh pemahaman yang komprehensif mengenai kualitas belajar mengajar Bahasa Inggris di Indonesia, isu isu dan temuan terbaru yang berhubungan dengan pengajaran Bahasa Inggris, serta profesionalisme di bidang pengajaran Bahasa Inggris.

Kegiatan ini akan dilaksanakan selama tiga hari dari tanggal 27 Agustus - 29 Agustus 2013 di Fakultas Ilmu Pengetahuan Budaya, Universitas Indonesia, Depok.

Setiap peserta/presenter berkewajiban memberikan kontribusi (biaya pendaftaran) sebesar Rp. 900.000,- (bagi presenter dan peserta yang mendaftar setelah tanggal 15 July 2013).

Demikian surat permohonan ini kami sampaikan. Besar harapan kami Bapak dapat memberikan ijin kepada kami untuk mengikuti 60th TEFLIN International Conference tersebut.

Pemohon

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