

## **CHAPTER I**

### **INTRODUCTION**

The research was about the beliefs and emotions undertaken by English teachers' in developing teacher's performance. This chapter discussed about background of the study, focus of study, the objective of study, significant of study, scope and limitation, and defintion of key terms.

#### **1. Background of Study**

Every teacher has different beliefs and emotions in their life. This unique experience turns out to bring a person success in their learning activities. Beliefs and emotions that the teachers have while improving teacher's performance in the class. These two aspects are often viewed as important aspects of language teacher development and professional development (Golombek and Doran, 2014). In this digital era, becoming a teacher is not an easy task, especially in the rapidly changing era of modern education. Advances in technology not only have a positive impact on the world of education but also backfire on students. Too easy internet access makes students lazy to think so they choose shortcuts to complete assignments instantly without knowing the completion process.

Students' inability to digest material causes students' low interest in learning. The cause of the problem of students' low interest in learning is caused by two factors, namely the less interesting way of presenting the lesson material

and the lack of teacher creativity and innovation in managing the class. This provides a challenge for teachers to be able to master the class well. However, with commitment, increased competency and the right support, teachers can overcome these challenges and continue to provide meaningful and relevant education to young people. Their role as pillars of education remains crucial in shaping a better future. Therefore, teachers play an important role in making classroom learning effective.

The challenges that teachers must face in the classroom are very diverse, one of which is diversity in the classroom. In the era of globalization, classes often consist of students with different cultural backgrounds, languages, and ability levels. Teachers need to face this challenge by implementing an inclusive and differentiated learning approach. They must be able to meet each student's individual learning needs, accommodate differences, and create an inclusive and equitable environment for all students. Furthermore, problems of student discipline and motivation are also challenges faced by teachers. In a complex and distraction-filled environment, teachers must be able to build good relationships with students, motivate them, and create a positive learning environment. Teachers must also deal with situations where students may be facing emotional or social problems that may affect their concentration and participation in learning.

The teacher's role in learning is an important part of effectively supporting the education system, especially in establishing the culture of

discipline and the quality of student outcomes (Agustin, et al. 2021). To handle various responsibilities well, teachers need to establish good relationships with students because teachers need to empower students by being motivators. Motivation refers to efforts to maintain student interest by promoting student motivation. This includes providing a specific example of teacher behavior, presenting assignments effectively, building positive relationships with students, increasing students' language confidence, and running language courses. (Cardena, 2015). Teachers should take the time to ensure that they create a classroom where there is a positive, fun, and respectful relationship between teacher and students. In addition, teacher performance is the ability to carry out teaching and learning activities in the classroom. And if the teacher can do the job of teaching in school as much as possible, it will improve the learning process of the students. Teacher performance can be defined as factors that reveal the teacher's ability to perform tasks in the classroom and explain the teacher's actions throughout the learning process.

Teacher performance is the teacher's ability to explain tasks with advanced skill and effort regarding knowledge and to use instructional materials that lead to student understanding and effective learning. Teachers who are effective and professional in implementing the curriculum have many factors that are closely related to teacher effectiveness (Supardi, 2014). To fulfill the teacher's role in effective teaching, there are three aspects of teacher performance; planning the curriculum, implementing the curriculum, and assessing students' learning outcomes.

The first part of the process is planning the study plan. Learning planning is an activity performed before the implementation of the learning program in the classroom. When planning for learning, teachers must create a lesson plan that includes many of the things in the lesson plan; namely: announcing the setting of learning objectives, degree of complexity of learning objectives, completing practical materials, testing students on topics, ideas and needs, setting learning objectives, different methods, selection of appropriate materials. is appropriate and evaluates students' work.

The second part is the implementation of the work plan. Implementing a standards-based curriculum in primary and secondary schools: preschool, core, and outcome activities. These points should be taken into consideration by teachers while preparing the lesson plan. This means that the teacher will start from the first activities and take into account the students' prior knowledge while carrying out the learning process until the last activities. The final stage is the evaluation of student learning outcomes. Teachers can begin by assessing primary activities, core activities, and summative activities to assess student learning outcomes. Evaluation of student learning outcomes should be ongoing. This aims to monitor student learning and progress to increase the effectiveness of the learning process.

There is a connection between beliefs and emotions in language learning. In a study by Susanto and Arifani (2023), profiles of teachers and their ability to integrate technology and language teaching into CALL

pedagogy were evaluated positively, as were their beliefs and emotions. According to Meihami (2021) and Muchnik-Rozanov and Tsybulsky (2021), the concept of professional development can be seen as a personal way of becoming a teacher and establishing one's identity. When we look at the professional development process, personal factors and ideas become important factors. This concept is often referred to as a subjective measure of one's professional development. Students decorate their rooms according to their feelings and secret thoughts.

SDN 1 Kampungdalem is one of the favorite schools in Tulungagung Regency. This school is in the city center with an accreditation of A. The total number of students at SDN 1 Kampungdalem (2023/2024) are 862 students (male: 450, female: 412). With the large number of students, the students have also achieved many achievements. This is one of the roles of a teacher in educating them. Good teacher performance can produce students who are proficient in English from an early age. Therefore, in this study, the researcher explained success beliefs and emotions in improving teachers' performance in teaching English at SDN 1 Kampungdalem Tulungagung.

## 2. Research Focus and Scope

The main purpose of this study is to narrate beliefs and emotions of being successful in improving teacher performance in teaching English to elementary students. The interview technique seems to be the best for this study because it focuses on the human experience for its purpose.

## 3. Research Question

Depending on the nature of the research in the previous discussion, the research questions can be formulated as follows:

1. How do teachers' beliefs and emotions contribute to success in developing teacher's performance for teaching English at SDN 1 Kampungdalem?
2. What are the strategies in developing teacher performance for teaching English at SDN 1 Kampungdalem?
3. What kinds of beliefs do teachers in developing teacher performance for teaching English at SDN 1 Kampungdalem?

## 4. Purpose of the Study

Based on the previously described problem, the following objectives are the aims of this study:

1. To describe English teachers' beliefs and emotions contribute to success in developing teacher's performance for teaching English at SDN 1 Kampungdalem.

2. To explain the strategies in developing teacher performance for teaching English at SDN 1 Kampungdalem.
3. To explain kinds of beliefs do teachers in developing teacher performance for teaching English at SDN 1 Kampungdalem

## 5. Significance of the study

The following are some of the planned outcomes of this research:

### 1. Theoretical Benefits

The study will contribute new detailed information to teachers by providing the experiences of teacher's performance in teaching English to elementary students in the narrative inquiry field.

### 2. Practical Benefits

The findings of this study will highlight the teacher's performance in teaching English in order to encourage all stakeholders (teachers, students, parents, future researcher)

## 6. Definition of Key Terms

To avoid misunderstanding among the readers, the terms applied in this study are defined as follow:

### 1. Beliefs

Educational beliefs include teachers' inner thoughts about learning, teaching, the subject they teach, their students, and their teachers.

## 2. Emotions

It describes the good or bad feelings of the teacher towards his students, the institution he works for, his colleagues and his own teaching. Feelings; It includes motivations, emotions, behavior and mental changes relevant to everyday speech, material experiences, and relationships between emotions such as positive or negative affect.

## 3. Teacher Performance

Teacher performance is the teacher's ability to perform well in explaining materials and advanced skills and efforts in explaining using instructional materials that lead to student understanding and effective learning.

## 4. Teaching English to primary school students

Students learning English at the primary level (ages 3 to 12) have the cognitive skills to acquire language skills that support comprehensive knowledge and a content-based, experiential approach. Teachers who understand how to define and use English as a Second Language (EYL) are equipped to help students guide classroom activities while creating a fun and positive environment.

## 7. Organisation of Thesis

This study divided into five chapters, including:

### 1. Chapter I (Introduction)

It includes the research background, research focuses and scopes, research questions, learning objectives, importance of the lesson, definition of key terms, and thesis organization.



2. Chapter II (Review of Related Review)

A theoretical description, a theoretical framework, and a review of previous studies are all included in this chapter.

3. Chapter III (Research Methodology)

The research method, research setting, research subjects, research participants, instruments and data collection techniques are all defined in this chapter.

4. Chapter IV (Findings and Discussion)

It includes research findings and discussion.

5. Chapter V (Conclusion and Suggestion)

It includes conclusions and suggestions.