

**PRE-SERVICE TEACHERS' LITERACY VIEW: A SURVEY STUDY AT
THREE ENGLISH EDUCATION STUDY PROGRAMS IN PALEMBANG**

A Thesis by

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Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG**

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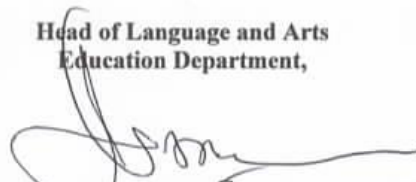

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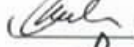
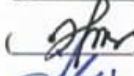



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DEDICATIONS AND MOTTOS

This thesis is dedicated to :

- Allah SWT, the Almighty God, the Merciful, and the owner of the universe
- My beloved parents (Ahmad Hartawan & Sri Gustiana)
- My brothers and sisters
- Those I love the most that I can't mention their names one by one

MOTTO

“There is no need to rush, what is meant for you will arrive on time”

“Train your mind to see the good in everything. The happiness of your life depends on the quality of your thoughts”

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This thesis also would not be finished perfectly without the help and support from many people. Therefore, I would like to owe my enormous debt of gratitude to :

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Finally, I hope this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Palembang, November 2019
The writer,

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ABSTRACT

Literacy view in this present study refers to the pre-service teachers' view towards their literacy teaching skill which comprises of their level of confidence to teach literacy, belief about teaching and learning, perceptions of their English and communication skills, perceptions of their English and communication skills for workplace participation, and perception of their tertiary program. Investigating the pre-service teachers' literacy view is worth doing because each domain of the literacy view plays an important role to the participants' future career as a teacher of English. There were 339 pre-service teachers from English Education Study Programs of three universities in Palembang who participated in this study. The data were collected by using the *Literacy View Survey* questionnaire and statistically analyzed to map the pre-service teachers' responses. The findings showed that the pre-service teachers responded positively to all of the domains: they felt confidence about their ability to teach literacy, they held beliefs about what teaching and learning are prescribed, they perceived positively their communication skills and English language use in teaching, and they valued what their tertiary program has provided for their study. The findings also revealed that there was a significant difference between the literacy view of the pre-service teachers who had experience in teaching and those who did not. Lastly, the findings of this study imply that it is important to encourage the pre-service teachers of English Education Study Programs to have a good view towards their literacy teaching skill.

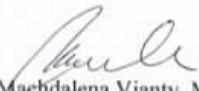
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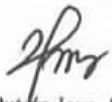
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CHAPTER I

INTRODUCTION

This chapter presents the background, problems, objectives, and significance of the study.

1.1 Background

Literacy in traditional meaning means the ability to read and write. Someone is called a literate person if he/she is able to communicate effectively with others and to understand written information (Suwatno, 2017). As Wallace (1992) describes, nowadays literacy is used in every aspect of life. It means that literacy is indeed a crucial skill to have in order to survive in this era.

Because of the increasing advancement of technology in today's world, the definition of literacy has been developed into a broader meaning. In this 21st century, literacy refers to the ability to use technology for gathering and communicating information (Pilgrim & Martinez, 2013). As stated by the International Reading Association (2009), to become fully literate in today's world, students must become proficient in the literacies of the 21st century technologies. In addition to technology literacy, there are also reading literacy, science literacy, and numerical literacy (OECD, 2000).

In this present study, the concern was to investigate the literacy view of the pre-service teachers within the three universities in Palembang and find the difference between the literacy view of the pre-service teachers' who had experience in teaching and those who did not. The literacy view refers to what O'Neill and Geoghegan (2011) described in their study. It comprises of the pre-service teachers' level of the confidence to teach, their beliefs about teaching and learning, perceptions of their English and communication skills, perceptions of their English and communication skills for workplace participation, and perceptions of their tertiary program.

First, finding out the pre service teachers' level of the confidence to teach is important because as the future teachers of English, they have to be confident in teaching. This is also because having the confidence on their own ability relates to the personal competence which is one of the competences needed of being a good teacher. According to The Indonesian Act of Teachers and Lecturers Number 14 Year 2005, there are 4 competences that teachers must have: Pedagogical competence, Personal competence, Social competence, and Professional competence. Personal competence as stated on The Indonesian National Education Standards, Article 28 paragraph (3) point B refers to having a strong, stable, mature, wise and prestigious personality, being a good example for the students, and having a good character. Being confident means that the pre-service teachers are ready to be the future teachers of English. Having the confidence on their capability to teach is also in line with the definition of self-efficacy. Bandura (1994) defines self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Having self-efficacy can influence teachers' teaching performance. The study of the relationship between teachers' self efficacy and their job performance by Khurshid, Naz Qasmi, and Ashraf (2012) in Islamabad, Pakistan involving 75 teachers from public sectors schools of Islamabad and 225 students revealed that there was a positive relationship between teachers' self efficacy and their job performance.

Second, investigating the pre service teachers' beliefs about teaching and learning is also important because what they believe in can influence their actualization as teacher. Pajares (1992) states that teachers' beliefs have a greater influence than the teachers' knowledge on the way they plan their lessons, on the kinds of the decision they make, and on their general classroom practice. Xu (2012) adds that a teacher's beliefs are more influential than a teacher's knowledge on determining his or her teaching activities. Teacher's beliefs strongly influence teaching behavior, interactions with students, and in turn create an objective reality in the classroom (Heather, 2009, as cited in Xu, 2012)

Next, investigating the pre service teachers' perceptions of their communication skill and English Language skill is important because this also relates to the social competence which is also one of the competences needed of being a good teacher. According to The Indonesian Act of Teachers and Lecturers number 14 year 2005 paragraph 8, social competence is the ability of a teacher to communicate and interact effectively with the surroundings. As future teachers of English, they indeed need the content knowledge of the English Language which can support them later when they teach, but they also need the communication skill in order to communicate effectively with the students and others.

Finally, exploring the pre service teachers' perceptions about their tertiary program can provide the information for the institution about what the pre-service teachers think concerning how much their tertiary program contributes to prepare them to be ready as the future teacher of English.

This present study was similar to what O'Neill and Geoghegan (2011) did. In their study, they reported that the majority of the participants had sufficient knowledge of the English language to teach literacy, rated themselves as less confident to teach literacy, and held less positive perceptions of their communication skills for teaching. This study investigated whether or not it gave similar result to what they have found.

1.2 The Problems of the Study

Based on the background described above, the problems of the study were formulated in the following research questions :

1. What is the Literacy View of the pre-service teachers of the three English Education Study Programs in Palembang?
2. Is there any significant difference between the literacy view of the pre-service teachers who had experience in teaching and those who did not?

1.3 The Objectives of the Study

In relation to the problems above, the objectives of the study were formulated in order to find out:

1. The Literacy view of the pre-service teachers of the three English Education Study Programs in Palembang
2. The significant difference between the literacy view of the pre-service teachers who had experience in teaching and those who did not

1.4 The Significance of the Study

As previously described in the background, the pre-service teachers' literacy view in terms of the level of the confidence to teach, their beliefs about teaching and learning, perception of their communication skills and English language use and perceptions of their tertiary program are important. However, the search through the google search engine on the online previous studies focusing on the pre-service teachers' literacy view in Indonesia led the writer to no study. Therefore, considering the importance of knowing the pre-service teachers' views on literacy, the writer has decided to conduct this present study. The writer hopes that this study would give information to the field of literacy, especially to the pre-service teachers of English Education Study Program regarding the importance of literacy view and to the lecturers regarding the information about the pre-service teacher's literacy view.

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