

STUDENT TEACHER DISPOSITIONS AT THE ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF TANJUNGPURA PONTIANAK

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Abstract

The role of Teacher Training and Education Faculty is to prepare student teachers not only on the knowledge and teaching skills but also dispositions. The purpose of this descriptive study was to investigate the dispositions of student teachers at English Education study program of Teacher Training and Education Faculty of Tanjungpura University Pontianak. It was conducted through the participation of 10 lecturers who have been teaching the fourth semester students in 2016/2017 academic years. In the study, a questionnaire with totally 76 items of teacher disposition indicators was administered. Based on the result of questionnaire analysis, only a few lecturers (<1%) thought that the dispositions of student teachers were very positive and 80% lecturers stated that the student teachers' dispositions needed to be paid attention and developed during their study especially in performing professionalism; showing enthusiastic attitudes, demonstrating effective oral and written communication skills; showing consistent learners.

INTRODUCTION

Background

LPTK (Education Institute for Teacher Education) such as Teacher Training and Education Faculty of Tanjungpura University (FKIP Untan) is expected to produce qualified teachers that are educators who not only have knowledge and skills, but also have positive dispositions to become professional teachers. According to Phelps, (2006) a LPTK is not only responsible for giving knowledge and skills of student teachers but LPTK is also responsible for guiding student teachers to be prospective teachers who are right to be teachers.

Currently teacher education has changed from equipping students with knowledge and skills into knowledge, skills and dispositions of directional beliefs and attitudes related to caring, honesty, justice, responsibility (Singh and Stoloff, 2007). In other words, LPTK graduates not only have academic qualifications of professional teachers but they must act and behave well and ethics are always reflected in the professionalism of teachers so that it can be professional teacher model.

Teacher dispositions are the attitudes, values, and beliefs of teachers shown by verbal and non-verbal actions so that they will become educators who are able to communicate with students, parents, peers and the community to support students' success in their learning and development (NCATE, 2007). However, teacher dispositions are not brought from born (Ron Ritchhart, 2002), they must be trained and developed. In Indonesia knowledge, skills and disposition of teachers have been stated in Law Number 14 Year 2005 regarding Teachers and Lecturers in Article 10 paragraph (1): "Teacher competence as referred to Article 8 covers pedagogic competence, personality competence, social competence, and professional competence gained through professional education.

From the above reasons, this research has been conducted to investigate the disposition of student teachers of English Education Study program perceived by lecturers. In addition, in Indonesia the study of teacher disposition is still rare and therefore the results of this study can be a reference for FKIP Untan and other LPTKs in Indonesia.

Definition of Professional Disposition in Teacher Education

The definition of disposition is expressed in different versions by experts but essentially centered on the affective field of teachers. For example, according to NCATE (The National Council for Accreditation of Teacher Education) professional dispositions in teacher education are the attitudes, values, and beliefs of prospective teachers which are demonstrated with verbal and non-verbal so that they will become educators who are able to communicate with students, parents, students, peers and the community. These positive behaviors of teachers are able to support students' success in their learning and development (NCATE, 2007). The disposition according to Notar et al (2009) is the values, commitment and professional ethics that influence the behavior toward the family, the colleagues and the society as well as the impact on the student learning such as motivation and development. Besides that, it effects on the development of the teacher profession. This disposition is directed by beliefs and attitudes related to caring, honesty, justice, responsibility and social justice. For example, teachers will always have confidence that all students can learn and succeed or teachers who always have a commitment to provide students with safe feeling and create a good learning environment. Some indicators of positive disposition of teachers are such as never absence to teach, consistent to the rules; demonstrate professional behavior and positive attitude, acting maturely and accepting constructive criticism; initiatives; responsible; caring for others and respecting others.

Development of Disposition

The role of LPTK is to produce prospective teachers through the process of guiding student teachers to become effective teachers through teacher education programs. Although positive disposition aspects of teachers that need to be developed are different in terminologies but there are common characteristics of dispositions such as: enthusiastic, sensitive, responsible, committed, professional, well prepared, respecting others, communicative, and attractive (Callahan, Wasicskil, and Wirtz, 2004).

The lecturers at LPTK will help the student teachers become aware of the teacher's disposition, change their negative dispositions, create an atmosphere of learning that can turn a negative disposition into a positive one. The training of student teachers is holistic, giving them the experience of the teaching profession they need to have through teacher education programs. Reflection and inquiry are good ways to develop student teacher dispositions. Portfolio, for example, helps to reflect the lessons learned and the lessons to be learned. Giving the task of a portfolio can provide opportunities for student teachers to reflect, explore and discover the dispositions that they can implement as future teachers (Talbert-Johnson, 2006). According to McKenna (2009) lecturers must develop the disposition of student teachers through various ways through the integration of dispositions with learning so that the student teachers have the opportunity to develop their disposition that they must have. The written rules are one way to develop dispositions. The written rules relate to the development and assessment of student teachers' dispositions.

Method

This is a descriptive research which investigated the real situation how the disposition of student teachers in English Education Program according to the lecturers' perceptions. The subjects of the study were 10 English lecturers who had taught supporting subjects of

teacher professional competences, pedagogic, social competences and personality to the semester 4 student teachers in academic year 2016/2017.

Research Instruments

The main research instrument used in this research is a lecturer questionnaire which consists of 11 types of teacher dispositions along with 76 indicators. In addition, an informal conversation (professional talk) with the lecturers was also used to support the questionnaire.

Data collection technique

The data were collected through a questionnaire. The questionnaire was focused on 11 types of dispositions, namely: professionalism; positive attitudes and enthusiasm; effective oral communication skills; appreciation and value of diversity; preparing for attending lectures; collaborate effectively with classmates; able to collaborate effectively with the lecturers; independence; initiative; emotional intelligence; empathy, compassion, respect towards lecturers and classmates. In addition, professional talk informally to lecturers was also applied to collect secondary data.

Data Analysis

Data were collected through a questionnaire and analyzed using percentage of lecturers' answers to investigate how the lecturers' perception towards the dispositions of student teachers of English education based on the operational definition set by the researcher. The above respondents were asked to provide check marks (√) on the choice of answers namely very positive, positive, need attention and development or negative dispositions. The Responses were analyzed based on the percentage of lecturers' answers about disposition choices whether they were very well, good, need attention and development or negative dispositions.

Research Results

From the results of questionnaire analysis given to the 10 lecturers who have lectured on the teacher students of English Education in semester 4, the finding can be described as follows:

Professional Performance of the student teachers

The first research question asked the lecturers' perceptions about the student teachers performing their professionalism. The findings showed that all lecturers at the English Education Study Program who had been taught semester 4 argued that the professionalism of student teachers should be given attention and guidance, especially in conveying and answering questions in English. Based on the professional talk to some lecturers, the student teachers asked irrelevant questions in the class and had grammatical errors. Their answers also did not show that they had not been reading the teaching materials comprehensively. Their attendance of coming to the class was also needed to be monitored by lecturers because it was only 60% of lecturers said that the attendance of student teachers to the class was acceptable. In other words, the student teachers had not followed the lectures entirely. The average of student teachers' attendance was 75%. According to the lecturers, dressed neatly, politely and pleasantly also still needed attention and monitored. There were many students wore tight jeans, T shirt, and tight skirts. Moreover, 60% of lecturers thought that the student teachers in the fourth semester had not shown positive attitudes of exemplary English teacher candidate model.

Showing Enthusiastic and Positive

The enthusiastic attitudes of the students need attention and coaching. 90% of lecturers who taught semester four said that student teachers had not shown hard work in reaching

their dream to become professional teachers. The lecturers said that many of student teachers did not do the assignment seriously. They did it for just fulfilling the requirements of completing the subjects. They sometimes complained about much assignment to do. Many of them just did their assignment by copying paste from internet sources.

Effective oral communication skills

90% of respondents perceived effective oral communication skills need to be developed especially in talking about academic issues, English pronunciation with good rhythm and tone, providing statements with appropriate source resources, using broad and appropriate vocabulary, and they had not shown interactive English teacher candidate. Their fluency of speaking was fine but their accuracy was poor. Based on professional talk with lecturers, the appropriateness and their comprehension was still low. The following is an example given by one lecturer about the ineffective oral communication skills a student teacher:

ST: could you be my proposal seminar discussion, sir?

L: sure...

ST: how about on Monday?

L: Sorry, I will be teaching on Monday. Any work days are available except Monday.

ST: How about on Wednesday or Thursday, sir?

Effective communicative writing skills

Effective writing communication skills need to get attention and development. In terms of arguing and reasoning skills the students need coaching to become teachers who think critically. For example in giving arguments, the student teachers were not able to give the strong reasons. The accuracy of their written communication such as using proper English spelling, using correct formal and informal writing context are effective communicative writing skills that must be developed according to 9 out of 10 lecturers.

Respect for differences

80% of lecturers had been thought that the attitude of student teachers to the diversity was positive especially on English systems and cultures differences. They accepted and appreciated the difference. The student teachers did not hurt the feelings of others and if there was a mistake of speech or incorrect use of grammar and vocabulary.

Readiness to Follow Lectures

In the readiness to follow the learning in the class, the student teachers were still not positive. 60% of respondents thought that they needed to be nurtured on the matter such as interest in learning, active in listening during lectures, enthusiastic in receiving new course materials and active in participating in class discussions or group discussions. Based on professional talk with some lecturers many student teachers attending the class without preparation to the subject taught that day. For example they did not read about the teaching materials which had been stated on the syllabus beforehand so during the class discussion they became very passive learners.

Collaborate with friends and lecturers effectively

In general, 70% of lecturers judged that in collaboration with colleagues or lecturers the student teachers were quite well. For example, they politely negotiated, accepted and gave constructive criticism, engaged in dialogue actively and politely and responded positively in completing group assignment.

Consistent learners

In general the student teachers were not consistent learners. Therefore, 80% lecturers stated that the student teachers should be monitored and trained to be a consistent learner. Learning regularly is not just learning when it comes to exams but always have its own initiative in learning to improve weaknesses, always actively ask and answer questions given by lecturers, always try to achieve success beyond the target; have intrinsic motivation to achieve the goal, complete the tasks assigned with full responsibility and independence.

Demonstrate emotional intelligence in achieving success

Some indicators of disposition about emotional intelligence in achieving success are positive because 70% of respondents provided positive ratings of disposition indicators such as staying calm in discussing sensitive issues; getting rid of personal problems while in class; giving polite criticism; feeling sensitive to others; not showing a stressed face or too busy.

Self-reflect

Two of the four indicators in self-reflection were judged positive by 60% of lecturers. The student teachers had tried to improve their weaknesses, to comprehend the teaching materials and to increase the achievement. What needs to be developed is to ask for input from friends or lecturers.

Respect for Lecturers and Friends

80% and 90% of respondents gave positive ratings to respectful disposition of lecturers and friends, i.e. trying to always please the lecturers and friends and diplomacy well with their friends and lecturers. But in giving the argument with logical, calm and polite, they need to be trained and develop. Only 60% of respondents gave a positive judgment on the indicators of remembering the names of friends and lecturers. All students remembered the names of friends or lecturers.

Discussion

Based on the result of questionnaire analysis, it is found that not all positive disposition indicators had been performed by the student teachers. Most lecturers stated that the disposition of student teachers should be concerned and developed during their study although teacher disposition has not been programmed by the faculty. It is still considered as hidden curriculum. Therefore, there has been no program of disposition development towards the students. There has been no evaluation of student dispositions before and after studying in this institution.

This research may not be able to conclude that all students at FKIP Untan do not have a very positive disposition because the sample was limited only to English Education Study Program but it may be used as a recommendation to identify the dispositions of student teachers for other study programs in this institution with more representative sample. In addition, research instruments can be developed in more detailed and specific according to the characteristics of each study program with reference to the teacher competences that have been regulated in the law of teachers and lecturers.

Disposition is not brought from birth therefore FKIP Untan plays an important role in preparing student teachers to be qualified teachers who possess not only knowledge and skills but also teachers who have positive dispositions. The role of LPTK is to produce qualified student teachers through the process of guiding them to become effective teachers through teacher education programs.

Teacher educators in this case the lecturers at LPTK should help the student teachers become aware of the teacher dispositions, change the less positive dispositions into their positive dispositions, create an atmosphere of learning that can turn a negative disposition into a positive one. The training of prospective teachers is holistic, giving them the experience of the teaching profession they need to have through teacher education programs. According to McKenna (2009) lecturers must develop the disposition of student teachers through various ways through the integration of dispositions with learning so that they have opportunities to develop dispositions that they must have. The rules of written rules are one way to develop disposition. The written rules relate to the development and assessment of teachers' dispositions.

Student teachers must have not only knowledge and skills as professional teacher prerequisites but also have positive dispositions so that holistic teacher development as an effective teacher requirements can be achieved (NCATE, 2007). Wilson, Thornburg & Riley (2005) stated that Teacher Education Program need to pay attention to the problems of student teachers. Student teacher attitude and commitment to be qualified teachers should be monitored and assessed so that the problem does not impact on the process of student learning in school in the future. Therefore Teacher Education Program should evaluate not only on knowledge and skills but also positive dispositions of student teachers (Wayda and Lund, 2005).

Although the aspects of positive disposition of student teachers have not been so detailed in accordance with the specificity of English teacher education but at least this research is the preliminary data for the development of the disposition of student teachers in FKIP Untan especially in English language Education Study program. In addition, the instrument used is still adapted from (NCATE, 2007) despite referring to Law Number 14 Year 2005 regarding Teachers and Lecturers in Article 10 paragraph (1) namely: professional competence, pedagogy, social competence and personality.

CONCLUSION

FKIP Untan as Teacher Education Institution (LPTK) is expected to produce qualified teachers as well as educators who do not only have the knowledge and teaching skills, but also have positive dispositions to become professional teachers. In other words, this institution does not only teach the knowledge or teaching skills that must be mastered by student teachers but also be responsible for the guidance of student teachers to become the right individual teacher.

The view that qualified teachers are teachers with good knowledge and teaching skills has now turned into possessing knowledge, skills and disposition. Disposition is a directed belief and attitudes related to professionalism, caring, honesty, justice, good spoken and written communication, cooperation, emotional intelligence, passion, responsibility. Therefore, the graduates of FKIP Untan especially English education student teachers must have not only the academic qualifications of the professional English teachers but the graduates who act and behave well and ethics which are always reflected in the professionalism of English teachers so that it can be used as a professional English teacher model.

Teachers who have a positive disposition will affect the success of student learning, student motivation, and mental development of students. The disposition of teachers also affects the development of the teacher profession itself. Effective teaching occurs when teachers know the areas of subjects being taught, have significant skills and positive dispositions can enhance the development and success of student learning.

This research has provided information to FKIP UNTAN especially in English Education Study Program that the dispositions of English student teachers are not all positive. In general, according to the lecturers of English Education the disposition of the English

language student teachers need to be considered and developed during their study. From the result of questionnaire analysis it is known that the dispositions of student teachers which need attention and development are the professionalism; positive attitude and enthusiasm; effective oral communication skills; the appreciation and value of differences; preparing for lectures; collaboration effectively with classmates; collaboration effectively with the lecturers; independence; initiative; emotional intelligence; empathy, compassion, respect towards peers and lecturers; are urgent to develop besides language knowledge as well as English teaching skills.

Suggestions

Based on the above conclusion, dispositions of English student teachers have not been all positive therefore they need to be serious attention from the teaching staff to develop and asses during the study because the positive disposition impacts the students' success in school later when the students have become real teachers. The following are suggestions:

- (1). FKIP should continue to improve teacher education programs that support the development of teacher dispositions such as campus environments which are clean, orderly, disciplined, friendly and beautiful because campus is a place for student teachers to get experiences.
- (2). Lecturers should always observe, monitor, develop and assess student teacher dispositions in the classroom and immediately respond firmly every negative disposition appears from the student teachers.
- (3). Lecturers are expected to be ready to help the students who get difficulties in the transition period from school students to student teachers by providing direct example or scaffolding so that they learn the behavior of professional teachers.
- (4). Lecturers should provide assignments aimed at supporting not only the development of language knowledge but also the development of positive dispositions of teachers discussed in this study.
- (5). Student teachers need to improve knowledge about teacher disposition theories by reading books to know indicators of teacher dispositions and implement them in their daily life till become everyday behavior.

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