

Chapter I: Introduction

This chapter is going to describe the basic consideration of research, concerning the Teacher Cognition in the area of teaching English literature. The research question, the objective, the significances and the limitation of the research are also presented in this chapter.

Basic Consideration

Teacher cognition has become one of the important issues in the field of English Language Teaching for few decades. In the 1960s, research on teaching only focused on the search of effective teaching behaviors (Borg, 2009, p. 1). In the 1970s, though, this view of teaching started to be questioned. “Developments in cognitive psychology highlighted complex relationship between what people do and what they know and belief; educational researchers thus became more aware of the fact that in teaching too, teachers’ mental lives played a role in their instructional choices” (Borg, 2009, p. 1).

From the mid-1990s onwards there was a rapid and steady increase in the volume of research examining various aspects of what L2 teachers know, belief and think and the relationships of these constructs to what teachers do. Borg (2003) reviewed 64 such studies while Borg (2006) examined close to 200 (though studies of L1 education contexts were also included in the latter review) as cited in Borg (2009, p. 3). As cited in Korompot (2012, p. 114), between 1977 and

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1995 the studies of teacher cognition came up with 35 different terms on what teachers think, know, and belief.

Related to the explanation, it is strongly believed that the theory of Simon Borg about teacher cognition is focused on understanding what language teachers' think, know, belief and do (Borg, 2003, p. 81) will be the fundamental theory as the indicators in conducting this study.

Freeman and Richards (1996, p. 1) as cited in Korompot (2012, p. 123) stated, "what [language teachers] do, how they think, what they know, and how they learn. Specifically...how [they] conceive of what they do: what they know about language teaching, how they think about their classroom practice, and how that knowledge and those thinking processes are learned through formal teacher education and informal experience on the job".

In addition, "cognition is a vital part of teaching and teachers' lives. It is in constant interaction with a teacher's learning experience (i.e. schooling and professional education), classroom practice, and contextual factors, all of which influences the teachers' cognition" (Korompot, 2012, p. 116). It means that those aspects can effect teacher cognition when teaching-learning process.

Teachers' experiences also totally can influence teacher cognition. Gilje (2014) stated that formally educated teachers more able to reflect around and articulate their knowledge, attitudes and beliefs (teacher cognition) and how these constructs influenced their practices. Moreover, the study was conducted by Masateru and Borg (2013) about teacher cognition and grammar teaching in

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Japanese high school, found that cognition of three English teachers in Japanese high school influenced by their histories as learners of English and also by their professional experiences over many years in a system that has traditionally promoted formal grammar learning. It can be determined that almost English teachers' cognition are influenced by their experiences as learners and background of education.

Regarding this, the role of teacher is very crucial in order to reach a great learning process. It is suggested for teachers to stand under their own control as a facilitator without interference from others. Teachers as professionals are able to make such judgements and decisions, and assumed to be able to reflect the thoughts, judgments, and decisions in teaching-learning related matters (Korompot, 2012, p. 113). In addition, teacher is a leader for students not only to arrange the classroom, but also to handle all activities during learning process. Consequently, doing job as a professional teacher is crucial to achieve a successful teaching and learning process.

As a professional, teachers have responsibilities to master and to develop teaching materials, to plan and to prepare the daily lessons and to control and to evaluate students' activities. It is essential because teachers who comprehend the subject matter thoroughly can be more effective and efficient at organizing the materials itself. They also can connect the subject with the students' previous knowledge, finding useful examples and presenting current thinking on the subject. Moreover, planning and preparing daily lessons also should be applied by teachers to achieve the learning intention and to have the best performance when teaching.

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In addition, controlling and evaluating students' activities are the right decision to know students' behavior, characters or their ability. As a consequence, it is clear that, these are the ways how teachers should behave in accordance with their own obligations as a teacher.

Related to previous explanation, it can be determined that every teacher definitely has different ability from their cognitions and has different way to apply it in teaching-learning process. But, as teachers, cognition is the most crucial aspect because teachers' way of thinking can influence the process and purpose of learning.

Furthermore, there are hundreds of individual studies have been conducted in this field. The rapid growth of teacher cognition research is started since 1970s. Begin with the research which conducted by National Institute of Education (1975) which focuses on teaching as clinical information processing. The result of this study is what teachers do is directed in no small measure by what they think. It argued that, in order to understand teachers, researcher needed to study the psychological processes through which teachers make sense of their work (Borg, 2009).

Moreover, there are several studies which shows the development of teacher cognition research as cited in Borg (2003, p. 84-85) such as Shavelson and Stern (1981) provide a review of teacher cognition which highlights teachers' pedagogical thoughts, judgment and decision; Burns (1992) also conducted research about the influence of teacher beliefs on teaching writing; Collie Graden

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(1996) beliefs and practices in foreign language reading instruction; Andrews (1997) teachers' metalinguistic awareness and its role prospective in teachers' ability to explain a grammar point; Borg (1998c) about understanding classroom practice in teaching grammar; Meijer et al (1999) teacher practical knowledge about teaching reading comprehension. Borg (2001) Teachers' self-perceptions of their knowledge of grammar; El-Okda (2005) EFL student teachers' cognition about reading instruction; Nur Yigitoglu (2011) Exploring second language writing teacher cognition; Nishimuro and Borg (2013) Teacher cognition and grammar teaching in a Japanese high school.

Those studies are some examples of the development of research about teacher cognition in each year. It is show that a large amount studies of teacher cognition examined around teaching skills and grammar. However, this study is the first measure to discover how teacher cognition is in the area of teaching English literature.

In addition, analyzing teacher cognition in the field of teaching English literature is very crucial and yields many advantages. If most previous studies focused on one skills to be discussed, the example is teacher cognition in teaching reading, means that the study only focused on analyzing reading skill, different from teacher cognition in teaching literature which the only field that sharpen all the language teaching skills and linguistics in EFL class. In short, teaching English literature encompasses teaching reading, speaking, writing, listening, grammar,

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even the language acquisition. Therefore, it makes teaching English literature is important to be analyzed.

In English Department of Universitas Negeri Gorontalo, subjects are divided into several fields. One of the fields is Literature, which consists of introduction to literature, poetry, prose, drama and literary criticism. Similar to other subjects, these subjects also require teachers to have competence of the material and skill of how the material can be comprehended by students. On the whole, teachers must build strong relationships to be able to understand what students want and need to be learned, therefore students easily master the material.

The important one of teacher cognition that should be known is when teachers come into the class, students know if they merely teach, already prepared the materials and attend the class. But on the other hand, the students do not know what behind the teacher is, a mental and a thought process of teachers to play their role during learning process, how their cognition is working and how it works when they are teaching English literature, because teachers' cognition will be change unpredictable based on the situation of learners and the process in the classroom.

Moreover, investigating teacher cognition which is concentrate in teaching English literature also provides positive impacts for lecturer, such as enhancing the effectiveness and creativity, especially for lecturer in English department. Likewise, this will contribute and will be helpful later for further researchers or

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even for teachers or lecturers as their standard competence as a professional lecturer.

As a final point, since teacher cognition is one of the important issues in the field of English Language Teaching, a number of cognition's areas need to be investigated in order to enrich our understanding. One area that needs to be dealt with is related to teacher cognition in the field of teaching English literature.

Research Questions

In its relation to the basic consideration, therefore the formulation of the research questions are:

1. How is teacher cognition in teaching English literature?
2. What are the factors that influence teacher cognition in teaching English literature?

Research Objectives

Based on the problem statement, the objectives of this research are:

1. To investigate how teacher cognition is in teaching English literature
2. To investigate the factors that influence teacher cognition in teaching English literature

Research Significances

The main analysis in conducting this research is expected to provide the references for further researchers in terms of the area of teacher cognition. It is

known that cognition is important aspect for teachers because teacher plays the main role in the classroom in teaching learning- process. Without have strength cognition, teacher will difficult to select, to combine or to improve the method or approach, to organize the materials, to transfer the material to students and etc. instead of preparation and classroom practice. As stated by Korompot (2012), cognition is a vital part of teaching and teachers' lives. It is in constant interaction with a teacher's learning experience (i.e. schooling and professional education), classroom practice, and contextual factors, all of which influences the teachers' cognition. It means that when teachers lack of their cognition, it will affect to those aspects.

Therefore, this research is predictable can provide insight about the importance of teacher cognition in teaching English literature, how their cognition when they are teaching and the factors that influence their cognition. The good comprehending of this study will lead readers especially lecturers or teachers to be aware with their responsibility, to be more aware of doing their job professionally, whether it is before or during teaching-learning process. It is also expected can enhance the effectiveness and creativity of lecturers in English department particularly in teaching literature.

Research Delimitation

This research is centralized on teacher cognition in the field of teaching English literature, namely introduction to literature, poetry, prose, drama and literary criticism. Hence, this study will be focused on exploring teacher cognition,

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include their preparation before teaching and the factors that influence teacher cognition when they are teaching literature. It attempts to discern the thought process of teacher itself. Therefore, the theory of Simon Borg about what language teachers think, know, belief and do (Borg, 2003) will be used in conducting this research as a fundamental theory to analyze teacher cognition in terms on teaching literature. Moreover, the participants of this research are selected based on the requirement. The first is, they should be the lecturers of English Department who have been teaching all subjects of literature for 10 years. It is due to the time of teaching. The longer they are teaching, the more experiences they went through. The second one is based on the background of education that should be related to literature.