

Exploring Teacher Belief in Teaching English to Young Learners

Fatimah Azzahra Nur Sabrina Zain^{1*}, Kayla Agiesta Nur Alifia², Isna Awalia³ & Aziz Husaeni Saputra⁴

¹ Universitas Ibn Khaldun, Bogor, Indonesia, zainfatimah13@gmail.com

² Universitas Ibn Khaldun, Bogor, Indonesia, kayla.agiesta1008@gmail.com

³ Universitas Ibn Khaldun, Bogor, Indonesia, isnaawaliaa21@gmail.com

⁴ Universitas Ibn Khaldun, Bogor, Indonesia, kaptenaziz11@gmail.com

* corresponding author

ABSTRACT

Teacher beliefs are a major focus in education to help them strengthen their principles in teaching. In addition, teacher beliefs tend to be their driving force in determining the learning process in the classroom. The purpose of this research was to explore in service teacher belief in teaching English in elementary school. This research used case study method to collect the data. The researcher gained the data of the research through semi-structured interview. The participants of this research were four teacher who taught English in 2 different elementary school. The researchers chose them as participants because they met the research criteria, namely, teachers who teach English in elementary school, do not have a background in English education, and have been teaching for more than five years. This research revealed several themes: teacher beliefs on English learning and teaching, the materials presented, the status of English in the curriculum, and the role of teachers in motivating students to engage in the learning process.

Keywords: Teacher Belief, Young Learner, Case Study

INTRODUCTION

Teachers' belief is one of the most important things in education. It is important because, teachers' beliefs influence their decision-making process and lesson planning, the approaches they apply when teaching, the tasks and materials they choose to implement in the classroom, and their relationships with students (Clark & Peterson, 1986). Also, it is important to study because the beliefs held by a teacher will influence how they see and assess the behaviour of their learners (Gilakjani & Sabouri, 2017). Therefore, some researchers are interested in examining teachers' beliefs, one of them is interested to examine teacher belief in teaching English to young learner. In Taiwan, O. Kocaman & Cansız (2012) examined the beliefs of in-service teachers and pre-service teachers in teaching English in elementary schools. Both in-service and pre-service teachers have almost the same beliefs and only differ in the aspects of the optimal age of children to start learning English, the best time to correct student mistakes, and how to assess student learning. In addition, in India, Shinde & Karekatti (2012) examined the beliefs of pre-service teachers in teaching English in elementary schools and compared Marathi medium and English medium in their teaching practices. The result is that, despite using different mediums, the teachers' beliefs are almost the same. In addition to Taiwan and India, in Indonesia there is also research on teachers' beliefs about pedagogical competence in teaching English to young learners and how their beliefs are reflected in the teaching-learning process (Astuti et al., 2019). The result is that English teachers face some challenges in applying their beliefs to pedagogical competence.

As seen above, due to its important, many researchers are interested in examining teachers' beliefs in teaching English to young learners. Additionally, the context of this research is not only limited in Indonesia, but also throughout the world. Therefore, researchers are interested in examining teachers' beliefs in teaching English to young learner. Considering that there has been a lot of research examining the beliefs of prospective teachers, this research will focus on the beliefs of in-service teacher in teaching English to young learner. Thus, this research aims to explore the beliefs of in-service teachers who do not have an English education background in teaching English in elementary schools.

LITERATURE REVIEW

Teacher Belief

There have been some definitions about belief proposed by some experts. As stated by M. Borg, (2001), belief is an opinion or argument held consciously or unconsciously by each individual and functions as a guide for their behavior and thinking. In addition, Rokeach (1972) explained that belief is a simple statement, either conscious or unconscious, that arises from someone's words or actions and can begin with the words 'I believe that'. Moreover, Khader (2012) stated that beliefs are judgments, evaluations, or personal ideas that we form about ourselves, others, and the world around us through observation or rational thought. In the world of

education, there is also the term belief, which focuses on teacher belief. As stated by Clark & Peterson (1986), teachers' beliefs are the knowledge and understanding of teachers about the world, which are formed through a complex system of personal and professional knowledge. Meanwhile, Kagan (1992) explained that teachers' beliefs are views, opinions, and thoughts regarding teaching and learning. Teachers' belief divided into certain categories, such as belief about English, belief about learning, belief about learners, belief about teaching, belief about the subject that should be taught, belief about programs and curriculum, beliefs about self and the teaching role, and belief about teaching as a profession (Richards & Lockhart, 1996 ; Calderhead, 1996)

The Important of Teacher Belief

Teachers' beliefs have an impact on the way they teach, student development, decision-making processes and interactive relationships with students. These beliefs play an important role in shaping instructional planning, curricular decisions, as well as determining what material needs to be taught in the classroom (Gilakjani & Sabouri, 2017). As stated in Xu (2012), teachers' beliefs play an important role in designing the curriculum and making decisions related to teaching. This includes determining the material taught and setting the learning path. With a firm belief, teachers can develop effective teaching strategies that suit the needs of students. Richard & Rodgers (2014) assumed that beliefs about principles in foreign language teaching provide the basis for innovative approaches to teaching, even though the methods may differ. It helps teachers develop strategies that suit the needs of students for better results. Kocaman & Cansiz (2012) stated that teacher beliefs play a crucial role in shaping the learning environment, influencing student outcomes, and impacting the overall effectiveness of teaching practices. Furthermore, Liao (2007) outlined that understanding the importance of teacher beliefs and practices serves several important purposes: (a) Providing information about the implementation of classroom teaching so that researchers and teacher trainers can understand the dynamics of learning; (b) Assist in understanding the conceptualization of teaching approaches for improved learning outcomes; (c) Support teacher professional development by deepening understanding of best practices; (d) Measure and evaluate the quality of education provided by teachers to maintain high learning standards; (e) Investigate factors that influence teachers' beliefs to design interventions to improve teaching quality; (f) Develop relevant and effective teacher education programs according to the needs and challenges of educators; (g) Helping teachers understand classroom dynamics to identify clear learning goals and develop perceptions of their role in education.

Teacher Belief in TEYL

The study of teachers' beliefs is important in the development of continuous innovation and professionalism in TEYL implementation. This is because teachers' beliefs are reflected in their approach to learning in the classroom. Furthermore, Damar et al. (2013), found that teachers believe English should be given to children as early

as possible, since the first year of elementary school or even since pre-school. Teachers also believe that to teach English to children, they need to use methods that are entertaining and related to children's physical health in order to develop their cognitive, affective and motor intelligence. According to Garton et al., (2011), one of the reasons why children need to be taught English is because there are many assumptions that early age is the most ideal age for absorbing knowledge, in this context, linguistics. Seeing the learners' differences from any aspect, teaching English as a second language to children or young learners requires teachers to use certain approaches by pointing out particular characteristics of children that teachers should be aware of and take into account in their teaching (Scott & Ytreberg, 1990). Young learners tend to have short attention spans, which makes them only able to concentrate for about 10 to 15 minutes. Therefore, teachers should have various strategies that can help them overcome this challenge. This is important because children get bored easily and can lose interest in learning if there is no effort to keep them engaged. English teachers need to be creative in developing their learning process. This includes creating a fun and supportive atmosphere, improving students' understanding through various teaching methods, paying special attention to the English materials being taught, and making English lessons more interesting and relevant to students.

Previous Study

The term "in-service teacher" refers to a teacher who is already employed in a school setting and is engaged in ongoing professional development to improve their skills and knowledge. Xu (2012) found that teacher beliefs in language teaching highlight the significant role that teachers' beliefs play in shaping their classroom practices and the learning outcomes of their students. The study emphasizes that teachers' beliefs are closely linked to their values, views of the world, and understanding of their place within it. These beliefs influence how teachers plan their lessons, make decisions, and interact with students, ultimately affecting the language teaching-learning process. Another research was conducted by Astuti et al. (2019) on English teachers, this research suggests that in-service English teachers who participated in the study believe that pedagogical competence is necessary for effective teaching. They understood pedagogical competencies as the ability to manage the learning process, including understanding learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. Meanwhile in the research conducted by Gilakjani & Sabouri (2017) found that teachers' beliefs have a profound impact on their instructional decisions, attitudes, and interactions with learners. These beliefs are influenced by various factors such as their own experiences as language learners, teaching experiences, personality, and educational backgrounds.

METHOD

This research used qualitative design with descriptive qualitative approach. Creswell (2014) defined qualitative research as the exploration and understanding of the meaning of individuals or groups who are deemed to be social or human problems. Moreover, Heale & Twycross (2018) stated that a case study is very in-depth and focused research on a person, group, or specific situation in which researchers collect and analyse data thoroughly about various aspects or variables that exist. The data in this study were obtained through interviews with four teachers from two elementary schools in Bogor. The researchers chose them as participants because they met the research criteria, namely, teachers who teach English in elementary school, do not have a background in English education, and have been teaching for more than five years. To maintain confidentiality and in accordance with the research code of ethics, the names of the schools and the names of the participants were disguised. From SD 1, there were two female teachers interviewed: the first teacher, initialled as T1, has been teaching in the school since 2008, and the second teacher, initialled as T2, has been teaching in the same school since 2019 but has teaching experience in other schools since 2010. Meanwhile, in the second school, referred to as SD 2, there are two teachers, consisting of one male and one female teacher. The male teacher at SD 2, initialled as T3, has been teaching at the school since 2001, while the female teacher at SD 2, initialled as T4, has been teaching at the school since 2006. This study applied semi structured interview as data collection. Semi-structured interviews are a method of collecting data where the interview guide and questions have been prepared before conducting the interview but do not strictly follow them in terms of the exact wording of the questions or the order of the questions (Braun & Clarke, 2013). There are 7 questions that will be asked to each teacher regarding belief about English and learning, belief about learners, belief about teaching, belief about the subject that should be taught, belief about programs and curriculum, belief about self and the teaching role, and belief about teaching as a profession. In analysing data, the researchers follow a model from Miles & Huberman (1994). This model consists of several components, namely data reduction, data display, and drawing conclusions. First, data reduction. In this step, the researchers listen to the interview recordings, transcribes them into written transcripts, and selects the relevant data that needs to be included from the transcripts. Second, data display. After selecting the relevant data, it is grouped into specific themes and presented in the form of tables. Third, drawing conclusions. After displaying the data, the researchers draw conclusions for each theme based on the interview results. These conclusions are then supported by several relevant theories to ensure that the conclusions are clearer and more accurate.

RESULT AND DISCUSSION

The researchers will explain the results obtained from semi-structured interviews in this chapter. Researchers use theories from Richards & Lockhart (1996) and Calderhead (1996). This theory divides teacher belief into 8 themes, namely belief about English, belief about learning, belief about learners, belief about teaching, belief about the subject that should be taught, belief about programs and curriculum, belief about self and the teaching role, and belief about teaching as a profession. In this study, the researchers combined belief about English and belief about learning, so that in this study there were only 7 themes, namely belief about English learning in Elementary School, belief about Elementary School students, belief about teaching English in Elementary School, belief about the subject that should be taught first to Elementary School students, belief about the status of English lessons in the current curriculum, belief about self and teacher roles, and belief about teaching as a profession. The following is an explanation of each theme.

Table 1: Teacher's Biography

Question	How long have you been teaching at this elementary school?
T 1	From 2008, so it is estimated that it has been <i>15 years</i> .
T 2	I have been teaching here since 2019, so it has been <i>5 years</i> . Previously I taught at another elementary school, starting in 2010. So, that was the first time for me to teach, but I started teaching here in 2019.
T 3	I have been teaching here <i>since 2000</i> , but I started as a civil servant in 1991. I have been in Cianjur for 10 years.
T 4	I joined this school in 2006, it means almost <i>18 years</i> .

*T = Teacher

From Table 1, the researchers conclude that the average teacher has taught at the school for 5 to 24 years. There are teachers who have taught for 15 years (T1), 5 years (T2), 24 years (T3), and 18 years (T4). Thus, it can be said that each teacher has taught at the school for quite a long time.

Table 2: Belief about English Learning in Elementary School

Question	Is it important to teach English in elementary school? Why?
T 1	For the basics it is <i>important</i> . Because to continue to junior high school the English lessons are even higher. So, it is more important in elementary school first. So, it's good that there are English lessons.
T 2	In my personal opinion it's definitely <i>important</i> . Because if there are no English lessons in elementary school, then children will not have the basics of English lessons so that when they go to middle school, they will have difficulties to adapt

	the lesson, especially when English lessons are mandatory in middle school. That's why it's actually important in elementary school.
T 3	Yes, English is <i>important</i> to teach in elementary schools because it is a compulsory subject.
T 4	Of course, English lessons are <i>very important</i> as a basic. Therefore, it is important to provide knowledge of English from elementary school.

*T = Teacher

Based on the results of Table 2, all teachers stated that teaching English in elementary school is important. Most of them provided the same reason, which is that teaching English in elementary school is crucial because when students continue to junior high school, the English lessons become higher. If children do not have a basic of English lesson, they will struggle to adapt to the lessons in junior high school, where English becomes a mandatory subject too. Therefore, providing English knowledge in elementary school is very important. Additionally, one teacher (T3) stated a different reason, which is that teaching English is important because it is a mandatory subject in elementary school. Thus, it can be said that all participants agree that English should be taught in elementary school, as it is very important as a basic knowledge for students.

Table 3: Belief about Students in Elementary School

Question	What methods make students happy to learn English and what methods make students less enthusiastic to learn English?
T 1	For class 1 specifically, they like <i>singing or playing games</i> . Moreover, this language is different from what they speak every day, so by playing or singing like that, we can add meaning to it. So, students understand quickly. If I <i>explain the material directly</i> , it's less interesting and makes students sleepy and monotonous too.
T 2	Children will definitely have more fun learning with methods that include <i>songs and games</i> compared to <i>lectures method, discussions and just listening the material</i> .
T 3	<i>I just explain the material from the book</i> . But, due to my limited English skills, I feel that I am unable to convey the material clearly to the students. As a result, my explanations may not be engaging for them, causing some students to feel sleepy and bored.
T 4	I usually use the <i>singing</i> method and repeating vocabulary so that children can memorize quickly and don't get sleepy in class.

*T = Teacher

Table 3 shows that almost all teachers stated that students enjoyed learning English using songs and games. Apart from that, some teachers stated that if they only explained the material, it would be less interesting for students and would make them bored and sleepy. Also, if the method is lectures and discussions, it makes students less enthusiastic about learning English. So, it can be concluded that students enjoy learning English using songs and games. On the other hand, students are less interested in learning English if the teacher only explains the material, uses lecture methods, and discussion.

Table 4: Belief about Teaching English in Elementary School

Question	How do you prepare materials before teaching in class?
T 1	<i>I looked at the material first.</i> For example, the material is animals or colors. So, <i>I prepare the media, whether colored paper, animal pictures, or flashcards in English and Indonesian.</i> So just <i>prepare the props</i> according to the material. Besides that, <i>I also browse to check its pronunciation and spelling</i> , because I'm afraid of pronouncing it incorrectly and spelling it wrong.
T 2	First, <i>I look at the material that I will teach first.</i> For example, about colors or vehicles. So, <i>I prepared the pictures</i> according to the material to be taught. If I need a video then I prepare the projector. If I need songs then I look for them on YouTube. <i>I also browse to make sure that I don't give students wrong information.</i> So, I check on Google for the pronunciation.
T 3	<i>I usually just open the book, there is no special preparation</i> and I usually ask students to look up the meaning of each word themselves from Google Translate.
T 4	First, <i>I read the material from books at home.</i> If the material in the book is limited, <i>I learn by myself on Google or YouTube.</i> So, everything is self-taught.

*T = Teacher

Based on the results of Table 4, several teachers mentioned the same thing, which is that before teaching, they read their material first. However, each teacher here has a different approach. Teachers (T1) and (T2) have a similar method, which is read the material first and then prepare media according to the material to be delivered. They usually use media such as pictures, flashcards, videos, and songs. In addition, they also browse to check if the information given is correct, including checking pronunciation and spelling. This is similar to what teacher (T4) does, she states that she read the material first from the book. If the information in the material is insufficient, she will search for additional information from Google or YouTube. On the other hand, for teacher (T3), he mentions that there is no specific preparation, so he only relies on the book to deliver the material. It can be concluded that each teacher has a different way of preparing material before teaching. Some rely solely on the book, while others seek additional information from the internet to ensure the accuracy of the information provided.

Table 5: Belief about the Subject that should be taught first to Elementary School Students

Question	What skills or components are the most important to be taught to students?
T 1	I will start by introducing <i>vocabulary</i> first, then focus on its <i>pronunciation</i> . So even though they know the vocabulary, they also know how to pronounce it because the pronunciation of English and Indonesian is different. After that, I will continue with <i>reading and writing</i> . I will also introduce the letters A-Z first because they are still in Grade 1, so it has to be from the very basics.
T 2	I have to start from scratch in teaching English to fourth-grade students because they have never learned English before. Previously, the curriculum used was the school-Based Curriculum (Kurtilas), so they didn't learn English at all. Therefore, <i>I start by teaching vocabulary first, then pronunciation, and finally writing</i> . Sometimes, they know how to pronounce it, but they don't know how to write it because of the difference between pronunciation and writing in English.
T 3	<i>Read and write</i> too. I also advise children to increase their <i>vocabulary</i> in English using their own gadgets.
T 4	I prioritize <i>writing and reading</i> . I also often make assignments for students such as translating and <i>writing words that are new to them</i> .

*T = Teacher

Table 5 shows that teachers (T1) and (T2) agree that the primary priority is to teach vocabulary first, then focus on pronunciation, and finally reading and writing. On the other hand, teachers (T3) and (T4) express a slightly different approach. They prefer to start with teaching reading, followed by writing. However, the essence is the same: they all teach vocabulary, pronunciation, and writing. Thus, it can be concluded that the teachers choose to teach vocabulary, pronunciation, and writing. This is important considering that in English, pronunciation and writing have significant differences. Therefore, it is important to teach pronunciation and writing besides the vocabulary.

Table 6: Belief about the Status of English lessons in the Current Curriculum

Question	Do you agree if English in elementary school is become compulsory subject?
T 1	<i>I totally agree</i> , but as homeroom teachers, we hope to have English teachers specialized in that field. Therefore, the explanations to the students can be more focused, ensuring they truly understand the material well.
T 2	<i>I totally agree</i> that English become a compulsory subject. Because if it's treated as an extracurricular, schools may choose to take it or not, and not part of regular class hours. Additionally, I wish that there is specialized English teachers so they can focus on developing children's English education. I also hope that English lessons are taught from grade 1 to 6, so students don't just learn English in specific grades.

T 3	<i>I strongly agree</i> that English become a mandatory subject, but the government needs to support this by providing specialized English teachers. If it continues to be entrusted to homeroom teachers to teach it, there's a possibility that not all the material will be delivered. This is due to limited time, especially if homeroom teachers also have to cover other subjects.
T 4	<i>I totally agree</i> , but it should be supported by the presence of specialized English teachers for students. They surely have their own methods to ensure that students will have excellent English skills after graduation.

*T = Teacher

From the table 6 shows that all teachers strongly agree that English should be made a compulsory subject. However, they hoped that there would be specialized English teachers prepared with a background in English education for elementary schools. Teachers (T1) and (T4) said that English explanations from specialized teachers make students more focused and able to understand the lessons better. In addition, English teachers with specialized educational backgrounds must have special methods that are taught. Teacher (T2) also added that English should be taught equally at all levels of primary school, from grade 1 to grade 6, so that students do not only learn English at certain grades. Teacher (T3) expressed a similar opinion to teacher (T1), but teacher (T3) added that if the homeroom teacher teaches English, there is a possibility that all the material cannot be conveyed thoroughly given the limited time available and the homeroom teacher has to explain other compulsory subjects.

Table 7: Belief about self and teacher role

Question	How do you motivate students to enjoy learning English?
T 1	So, they are actually happy to learn without any games or anything. Moreover, <i>the teacher is lively, the teacher is happy</i> , so the students are also happy. For the preparation of the child of all kinds, it is indeed from the homeroom teacher's side.
T 2	Actually, the child is enthusiastic and there is no fear in learning English. Anyway, <i>the feedback from us is not to make the child sad, weak</i> . So, from grades 1-6 it's not only English lessons that make them cheerful but from the teacher herself, the enthusiasm must be there.
T 3	I usually interview the children, chatting. Or I also often <i>apply the conversation method and repetitive pronunciation learning</i> or I also often <i>make group assignments by combining students who cannot yet learn English with students who can already learn English</i> so that they are trained and motivated to enjoy speaking English.
T 4	I sometimes <i>bring pictures or draw directly to explain English vocabulary</i> . I also used real objects and spoken English repeatedly to teach the children when I was an English teacher. The learning media makes students happy while learning.

*T = Teacher

Table 7 shows that the various strategies employed by teachers to motivate students to enjoy learning English. Each teacher's approach is focused on fostering a positive and engaging learning environment. Teacher (T1) emphasizes that the teacher's enthusiasm and happiness are crucial in making students enjoy learning. A lively teacher can significantly influence students' attitudes toward the subject. Meanwhile, teacher (T2) highlights the importance of positive feedback. Ensuring that students do not feel sad or weak when learning English is essential. The teacher's own enthusiasm also plays a key role in motivating students across all grades. However, teachers (T3) and (T4) have different methods. Teacher (T3) uses interactive methods such as interviews, conversations, and repetitive pronunciation exercises. Group assignments that pair less proficient students with those more advanced in English help foster peer learning and motivation. In addition, teacher (T4) brings pictures, draws directly, and uses real objects to teach vocabulary. These visual aids and tangible items make learning more engaging and enjoyable for students.

Table 8: Belief about teaching as a profession

Question	Do you enjoy teaching English in elementary school? Why?
T 1	<i>I'm really happy and feel cooler.</i> What's more, grade 1 children often praise their teachers. For example, 'Oh, Mom, it's really cool that you can speak English.' However, on the other hand, there is a feeling of worry when it comes to providing higher level material. For class 1, Alhamdulillah, I'm still on basic material, so I still feel a little more confident.
T 2	Personally, <i>I am very happy because I feel cooler and more modern.</i> But there is a sense of fear even though I enjoy teaching it. I feel my English is still at a basic level. Therefore, teaching at a basic level is manageable, but beyond that, I feel incapable and become self-conscious.
T 3	When we teach, it is mandatory to love the job. <i>We must feel happy with what we teach, whether it's English lessons or other subjects.</i> Insya Allah, the children will also be happy if we enjoy teaching them.
T 4	<i>I am very happy.</i> I also learned new things and vocabulary when preparing lessons. I also sometimes still feel less confident when there are words that I don't know the meaning of, so I still rely on the dictionary and Google Translate to find out the meaning of vocabulary that I've never heard before.

*T = Teacher

From data that consist in table 8, the teachers' attitudes towards teaching English in elementary school. Their responses highlight both the enjoyment and challenges they experience in this role. All teachers express happiness and enjoyment in teaching English. They find the experience rewarding and feel a sense of pride and coolness in their ability to teach the language like teacher (T1) and (T2) said. Despite their enjoyment, teacher (T2) and (T4) mention feelings of worry and self-consciousness about their proficiency in English, especially when teaching higher-level

material. This indicates a common concern about their own language skills. Meanwhile teacher (T4) stated the necessity of loving the job and feeling happy with teaching, as this positivity will transfer to the students. Believes in the importance of being happy in the teaching role regardless of the subject.

DISCUSSION

1. Teacher's Biography

From the results, the researcher found that the average participant in the school had been teaching for 5 to 24 years, indicating considerable teaching experience. This perception is supported by Stronge (2018) emphasized that teachers with longer teaching experience tend to have a better understanding of effective teaching strategies and classroom management, which contributes to improving the quality of education.

2. Belief about English Learning in Elementary School

From the results, the researchers found several perceptions regarding the importance of English language teaching in primary schools. The participants agreed that English language teaching in primary schools is very important. The majority of the participants reasoned that a strong foundation of English is necessary for students to adapt to higher level English lessons in junior high school. In addition, one participant added that English is important because it is a compulsory subject in primary school. These perceptions are supported by Cameron (2001) emphasized that an early introduction to English is essential to build a strong foundation for students. Cameron stated that a strong language foundation helps students adapt more easily to more complex material in later levels of education.

3. Belief about Students in Elementary School

From the results, the researchers found some perceptions from the participants that students prefer to learn English by using songs and games. This method is more interesting for students than just explaining the material, lectures, or discussions, which tend to make students bored and less enthusiastic. These perceptions are supported by Milington (2011) stated that the use of songs in English teaching does not only increase student motivation but also helps in improving pronunciation and vocabulary comprehension. In addition, research by Wright et al. (2006) supported that games in language learning make the learning process more fun and effective, increasing students' active participation and enthusiasm.

4. Belief about Teaching English in Elementary School

From the results, the researchers found that four of the four participants had different approaches in preparing materials before teaching. Two participants read the materials in advance, prepare media such as pictures and videos, and browse to ensure

the accuracy of the information. Another participant read the material from the book and searched for additional information on the internet if needed. Meanwhile, one participant relied solely on the book without any special preparation. This perception is supported by Richards & Bohlke (2011) stated that teachers who prepare materials thoroughly by reading, searching for supporting media, and ensuring the accuracy of information tend to be more effective in teaching.

5. Belief about the Subject that should be taught first to Elementary School Students

From the results, the researchers found that the participants agreed that teaching vocabulary, pronunciation and writing were the top priorities. Although there were differences in the order of teaching, they all emphasized the importance of these three aspects in English language learning. Such perception is supported by Nation (2001) emphasized the importance of vocabulary teaching as the foundation for other language skills, as well as the importance of pronunciation and writing for effective communication.

6. Belief about the Status of English lessons in the Current Curriculum

From the results, researchers found that all participants agreed that English should be a compulsory subject in primary schools. They emphasized the need for specialized teachers with a background in English education to improve students' focus and comprehension, and to apply appropriate teaching methods. English teachers are also expected to teach at all grade levels, so that the material is delivered evenly. In addition, if the homeroom teacher teaches English, there is a risk that the material is not fully conveyed due to time constraints. This perception is supported by Garton et al. (2011) supported the view that trained English teachers are able to apply appropriate teaching methods and ensure equitable delivery of material across all grade levels, compared to homeroom teachers who may have limited time and expertise.

7. Belief about self and teacher role

From the results of the study, the researcher found that the participants used various strategies to motivate students to learn English by creating a positive and engaging learning environment. Participant one emphasized the importance of teacher enthusiasm, while participant two focused on positive feedback. Participant three used interactive methods and group tasks, while participant four utilized visual aids and real objects to make learning more interesting. These perceptions are supported by Dornyei (2001) stated that student motivation can be increased through teacher enthusiasm, positive feedback, interactive methods and the use of visual aids.

8. Belief about teaching as a profession

From the results of the study, researchers found that participants enjoyed teaching English in primary schools and felt proud and satisfied with their role.

However, some participants were concerned about their English skills, especially when teaching more difficult material. Other participants emphasized the importance of loving the job so that the positive spirit is transmitted to the students. Such perceptions are supported by Medgyes (1994) revealed that non-native English speaker teachers often feel insecure about their language skills, especially when facing more complex material.

CONCLUSION

This research aimed to explore teacher belief in teaching English to young learner. Based on the result and discussions, it can be concluded that all participants agree that teaching English in elementary school is very important as basic knowledge for students, so that students have a strong foundation in English to face higher levels in junior high school. Participants also stated that students prefer learning English using songs and games compared to teaching methods that only explain the material, which tend to make students bored and sleepy. Furthermore, in preparing lessons, teachers will check the material first. After that, they will prepare the necessary media to teach the material, such as pictures, videos, and others. If teachers feel that the explanation in the book is inadequate, they will search for additional information on Google. In addition, all participants agree that teaching vocabulary, pronunciation, and writing are the main things that should be taught to students. This is important because students not only know vocabulary, but also the correct pronunciation and writing, considering that the pronunciation and writing forms in English are often different. Along with that, they strongly agree if English is made a mandatory subject in elementary school, but with the note that there must also be a special English teacher in elementary school to increase students' focus and understanding and to apply the appropriate teaching methods. Furthermore, participants have various ways to motivate students to be enthusiastic about learning English. This can be done by showing the teacher's enthusiasm, focusing on positive feedback to students, and using various media to make them enthusiastic about learning. Finally, the researcher found that participants enjoy teaching English in elementary school and feel proud and satisfied with their role, although some participants are concerned about their English abilities, especially when they have to teach more difficult material.

REFERENCES

- Astuti, D., Fauziati, E., & Marmanto, S. (2019). Exploring Teachers ' Beliefs and Practices of Pedagogical Competencies in Teaching English To. *3rd English Language and Literature International Conference*, 3, 250–257.
- Borg, M. (2001). Key concepts in ELT: Teachers' beliefs. *ELT Journal*, 55(2), 186–188.
- Braun, V., & Clarke, V. (2013). *Successful Qualitative Research: A Practical Guide for*

- Beginners* (1st ed.). Sage Publications.
- Calderhead, J. (1996). Teachers' Beliefs and Knowledge. In D. Berliner & R. Calfee (Eds.), *Handbook of Research on Educational Psychology* (pp. 709–725). Macmillan.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Clark, C. M., & Peterson, P. L. (1986). *Teachers' thought processes* (3rd ed.).
- Creswell, J. W. (2014). *Research Design: Quantitative, Qualitative and Mixed Method Approaches* (4th ed.). SAGE Publications.
- Damar, E. A., Gürsoy, E., & Korkmaz, Ş. Ç. (2013). Teaching English to Young Learners: Through the Eyes of EFL Teacher Trainers. *ELT Research Journal*, 2(3), 95–110.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Garton, S., Copland, F., & Burns, A. (2011a). *Investigating Global Practices in Teaching English to Young Learners*. British Council.
- Garton, S., Copland, F., & Burns, A. (2011b). Investigating Global Practices in Teaching English to Young Learners. *ELT Research Paper*, 11(1), 1–24.
- Gilakjani, A. P., & Sabouri, N. B. (2017). Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature. *English Language Teaching*, 10(4), 78. <https://doi.org/10.5539/elt.v10n4p78>
- Kagan, D. M. (1992). Implications of Research on Teacher Belief. *Educational Psychologist*, 27(1), 65–90. https://doi.org/10.1207/s15326985ep2701_6
- Khader, F. R., & Jordan, A. (2012). Teachers' Pedagogical Beliefs and Actual Classroom Practices in Social Studies Instruction. *American International Journal of Contemporary Research*, 2(1), 73–92.
- Kocaman, A., & Cansiz, N. (2012). The Relationship between Teacher Beliefs and Student Achievement. *Journal Of Educational Research*, 105(3), 231–244.
- Kocaman, O., & Cansiz, G. (2012). Teachers' Beliefs about Teaching English to Elementary School Children. *Procedia - Social and Behavioral Sciences*, 55, 799–808. <https://doi.org/10.1016/j.sbspro.2012.09.566>
- Liao, M. C. (2007). Teachers' Beliefs and Practices: A Study of Their Relationships to Student Achievement. *Journal of Educational Psychology*, 99(2), 342–353.
- Medgyes, P. (1994). *The non-native teachers*. London: MacMillan.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Thousand Oaks, California: Sage Publications.

- Milington, N. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*, 2(1).
- Nation, I. S. P. (2001). *Lerning Vocabulary in Another Language*. Cambridge University Press.
- Richard, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (third edition). In *Cambridge University Press: Vol. Third Edit*.
<https://doi.org/10.1093/elt/ccw083>
- Richards, J. C., & Bohlke, D. (2011). *Creating Effective Language Lessons*. Cambridge: Cambridge University Press.
- Richards, J. C., & Lockhart, C. (1996). Reflective Teaching in Second Language Classrooms. In *The Modern Language Journal* (Vol. 79, Issue 1). Cambridge University Press. <https://doi.org/10.2307/329404>
- Rokeach, M. (1972). *Beliefs, Attitudes, and Values: A Theory of Organization and Change*. Jossey-Bass.
- Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English to Children*. Longman.
- Shinde, M. B., & Karekatti, T. K. (2012). Pre-Service Teachers' Beliefs about Teaching English. *International Journal of Instruction*, 5(1), 69–86. www.e-iji.net
- Stronge, J. H. (2018). *Qualities of Effective Teachers*. ASCD.
- Whitney, F. L. (1960). *The Element of Research*. New York: Prentice-Hall.
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for Learning* (3rd ed.). Cambridge: Cambridge University Press.
- Xu, L. (2012). The role of teachers' beliefs in the language teaching-learning process. *Theory and Practice in Language Studies*, 2(7), 1397–1402.
<https://doi.org/10.4304/tpls.2.7.1397-1402>