Pre-Service Teachers' Attitude on ELT Research: An Effort to Boost Research Performance

Martin Kustati[1] & Hidayat Al-Azmi[2]

Abstract

This paper reports on a research determining the attitudes of pre-service EFL teachers to research in English language teaching (ELT) in Indonesia. A mixed method was used in this study. A survey questionnaire was completed by 217 (F= 187, M=30) participants who enrolled in the fourth year of undergraduate teacher education. Then, interview was used to identify their problems in conducting the research. The participants acknowledged that they had positive attitudes towards research in ELT. Meanwhile, they had negative views about English department involvement in their research. While there were no significant sex differences in the attitudes to ELT research. The interview findings revealed that there were some factors that made them get difficulties in doing their research. The pedagogical implications of the study for the pre-service teachers include the need to be aware of the significant relationship between attitude and background in research practice and they should be trained formally on conducting and writing ELT research.

Key words: *Attitude; Pre-service Teachers; ELT Reseach; Research Performance; EFL Teaching*

Introduction

The term attitude is defined by two major of views, mentalist and behaviorist. Mentalist, argue that attitude is an internal condition that can be activated by stimuli and terminate the next response (de los Angeles Clemente, 2001a). Meanwhile, behaviorism says that it is such the kind of one's response toward social situation (Hymes, 2005). The distinction among these views deals with the components. According to Coronel-Molina (2009) mentalist argues that attitude can be divided into: cognitive (knowledge), Affective (felling), conative (action) while behaviorist regarded attitude as a single entity. Arbuthnott (2009); Bamberg (2003); Holmes (2007); Silverman & Subramaniam (2000)stated that attitude has a great influence on education. This opinion is also supported by Benson (2007); Burns (2003); de los Angeles Clemente (2001b); Jenkins (2006); McDonough & McDonough (2014) which states that the concept of attitude as one of the critical elements that must be considered in the scheme of teacher education in the field of English Language Teaching. A positive attitude towards education, especially those related to research in the field of English language teaching will enable pre-service undergraduate teachers to complete the final project earlier. Conversely, a negative attitude toward research will hinder pre-serve teacher in completing the final project. This fact will certainly have implications for the delay in the completion of study in English language courses.

[1] *Dr. Universitas Islam Negeri Imam Bonjol Padang, Sumatera Barat, Indonesia.* *martinkustati@yahoo.com*
[2] *Dr.Universitas Islam Negeri Imam Bonjol Padang, Sumatera Barat, Indonesia.* *marvelouse_80@yahoo.co.id*

Studies on attitude to English language teaching (ELT) research have taken mammoth advances over the past few decades, which have had its significant implications for the ELT itself. Several studies have examined pre-service teachers' attitudes on ELT research (Borg, 2010, 2013; Gitlin, Barlow Burbank, Kauchak, & Stevens, 1999; Hathaway, Nagda, & Gregerman, 2002; Newell & Cunliffe, 2003a; Tercanlioglu, 2005). Then, the literature on ELT research suggests that the concept of attitude is regarded as one of the most essential elements within a language teacher education scheme (de los Angeles Clemente, 2001a). Positive attitude on research enables them to transfer the theories, idea into a form of research (Tarman, 2017; Tarman & Baytak, 2012). Meanwhile, if they have negative attitude on research, they will find difficulties in doing a research. Crookes & Chandler (2001); Hathaway et al. (2002); Newell & Cunliffe (2003a) state that the undergraduate pre-service teachers have negative attitudes on research because they are not well-trained to read research journal, do not have sufficient knowledge about types of research design and topic relate to their field. Meanwhile, the other study focused on the attitudes towards research in the field of English language teaching, not about the general attitude. Previously, some limited studies on attitudes has been done towards language attitudes (Dörnyei & Csizér, 2002), speakers of a language (Hickey, 2001; Montrul & Ionin, 2012), the teacher's own teaching techniques (Savignon & Wang, 2003). However, there are also quite many studies that broaden the definition to include attitude towards research in the field of language teaching (Borg, 2010, 2013; Dörnyei, 2003; Holmes, 2000).

A study by Torcanlioglu (2011) showed that majority of respondents have a positive attitude towards research in the field of language teaching. The study also found that respondents had a negative attitude towards the involvement of the faculty. The conclusion of the study is interesting, but there is a need to conduct a similar research in other countries. Then, a set of questionnaire is only used to answer research question, thus, it is still essential to study deeply by using mixed method (questionnaire and interview). The number of respondents in the study is relatively small, only 173 people. Respondents of the current study in the English study program involve 217 comprising 187 women and 30 male.

Based on preliminary study that the researchers carried out in English department of State Institute for Islamic Studies Imam Bonjol Padang, Indonesia, majority of pre-service teachers face some problems in doing their research. 90% of pre-service teachers chose experimental research. It must be contradicted with the expectation that they are recommended to use various types of research design in case of responding the problem or the phenomenon in the field. Undergraduate pre-service teacher also cannot write an ideal introduction of a research. As a matter of a fact they put too much theory and less problem or phenomenon to be researched. Thirdly, it was also identified that they fail in formulating the research problem. Finally, they still have low motivation to find the reading resources such as journals, articles or even books.

Research on attitudes towards research in the field of English language teaching is focused on pre-service undergraduate teacher attitude toward the research and how the subject is taught. Barlow et al (1999) found that what has been missing from the literature is about how someone views the research. The findings of previous studies conducted by Borg (2015); Gitlin et al. (1999); Holmes & Meyerhoff (2003) recommend that it is important to provide knowledge for the pre-service undergraduate teachers about the research definition, design, and procedures, and contributions to the field of education and teaching English. Newell & Cunliffe (2003) state that the undergraduate pre-service teachers have different attitude about the nature and significance of the research for them, especially as the final project for the completion their study (Creswell, 2014; Gay, Mills, & Airasian, 2006; Gregerman, Lerner, von Hippel, Jonides, & Nagda, 1998; Hathaway et al., 2002).

Research will be a very important activity if undergraduate pre-service teachers have positive attitudes towards the importance of the study and performed the appropriate steps and provide a significant contribution to the field of research (Tarman, 2012). The evaluation on undergraduate degree revealed that there are several benefits of research for the undergraduate pre-service teachers other than those disclosed in the previous paragraph. Another benefit for them to do research is a requirement to pursue graduate study (Hathaway et al., 2002). Others have focused on developing specific skills (Kardash, 2000; Lopatto, 2006; Seymour, Hunter, Laursen, & DeAntoni, 2004), 2006; Seymour et al, 2004) or the maturation of a way of thinking (Isaacs, 2008; Steinberg, 2007), concentrated in both career goals and skills development and a measure of personal growth (Lopatto, 2006).

As defined by Creswell (2014) & Gay et al. (2006), the nature of the research is a process step that is used to collect and analyze information to improve our understanding of the topic or issue. In this study, we focus on the attitudes towards research in the field of language teaching that will be judged based on seven indicators of attitude proposed by (Bolton, 1999).

Since a limited number of studies have investigated undergraduate pre-service teachers' attitude on ELT research, the research questions of the present study are:
1. What are undergraduate pre-service teachers' attitudes on ELT Research?
2. Is there any significant difference between males' and females' attitudes on ELT Research?
3. Why do undergraduate pre-service teachers have difference attitudes on ELT research?.

Research Methodology

This study uses mixed method, combining quantitative and qualitative. This method is a type of research that combines between qualitative and quantitative methods in a single study (Johnson & Onwuegbuzie, 2004).

Participants

The population of this study was the undergraduate Pre-service Teacher Faculty of Tarbiyah IAIN Imam Bonjol Padang. They are all pre-service undergraduate teachers who are still active. Cluster random sampling was used in this study where the sample can be divided vertically into five groups based on years of college, namely: (1) the first and second semester of pre-service undergraduate teachers, (2) the third and fourth semester pre-service undergraduate teachers, (3) the fifth and sixth semester pre-service undergraduate teachers, (4) seventh and eighth semester pre-service undergraduate teachers, (5) pre-service undergraduate teachers over eight semesters (being the final task completion). Thus, the sample was those who are active in English Undergraduate Pre-service Teacher Department in the academic year 2016/2017 The were 217 respondents consisting of 187 females' pre-service undergraduate teachers and 30 males. Then, sampling techniques were also used to get the interview data (used purposive random technique). There were 15 pre-service undergraduate teachers which consist of 10 females and 5 males involved in interview session.

Instruments

The present study employed two instruments: questionnaire and interview. The questionnaire designed by (Bolton, 1999), was modified to investigate the undergraduate pre-service teachers' attitude on ELT Research and to identify whether there was a significant

difference between males' and females' attitudes on ELT Research. The second instrument, semi-structured interview, was used to investigate the participants' reasons to have difference attitude on ELT research.

The validity of the instrument shows how far the instrument can measure what is to be measured, while the reliability of the instrument shows the consistency and accuracy of the measurement results. Adaptive testing instrument was used to further purify the questionnaire items although this questionnaire has been used by Bolton (1999) and Tercanlioglu (2011). The number of participants who involved in the try out is as many as 30 pre-service undergraduate teachers. They were at the half 8 and doing the process of writing a proposal (pre-service undergraduate teachers who are beyond the study). The data was processed by using a computer program "Statistical Package for the Social Sciences" (SPSS 12.0 for Windows PCs) through the analysis of item correlations and Cronbach alpha reliability. Through the analysis of the correlation between the items for each construct, and the correlation between each item with the total score for these constructs, we customize or remove ubiquitous items that do not show a significant correlation and correlation values (r) of less than 0.30 and the Alpha Cronbach should be more than 0.60. The following table showed that the Cronbach Alpha were above 0.80. In other words, the reliability of questionnaire is in good level.

Table 1.
Reliability of the Questionnaire

NO	INDICATOR	Cronbach Alpha
1.	Attitude on ELT research in general.	0.900
2.	Attitude on the inclusion of research in undergraduate courses	0.893
3.	Attitude on the research content of the work place, particularly in relation to ELT practice	0.876
4.	Attitude on engaging research activities	0.878
5.	Attitude on their confidence to do ELT research	0.893
6.	Attitude on the role of research in ELT profession	0.874
7.	Attitude on the involvement of the English Department on their research activities	0.879

Then, Researchers were assisted by the coordinators of the batch in distributing the questionnaire. All Batch coordinators involved in the study were briefed about the research objectives and procedures.

Tabel 2.
Seven Indicators of Bolton (1999)

NO	INDICATOR	TOTAL OF ITEMS
1.	Attitude on ELT research in general.	3
2.	Attitude on the inclusion of research in undergraduate courses	3
3.	Attitude on the research content of the work place, particularly in relation to ELT practice	3
4.	Attitude on engaging research activities	4
5.	Attitude on their confidence to do ELT research	3
6.	Attitude on the role of research in ELT profession	3
7.	Attitude on the involvement of the English Department on their research activities	3
		22 item

The above table shows the seven indicators which proposed by Bolton (1999). The first indicator refers to study the undergraduate pre-service teachers' attitudes on English language teaching research in general. This section has 3 items and the questions are intended to measure if they saw research as something that (1) easy or hard (2) important or not important (3) interesting or boring. The second indicator aims to look at teachers' attitudes on the inclusion of

research in undergraduate courses. The third indicator aims to look at teachers' attitudes on the research content of the work place, particularly in relation to ELT practice. This section aims to expose the pre-service undergraduate teachers to the issue or view research topics in the field of language teaching. The fourth indicator is the attitude on engaging research activities. The fifth indicator aims to identify teachers' attitudes on their confidence to do ELT research, the sixth indicator is teachers' attitudes on the role of research in ELT profession. The last indicator is teachers' attitudes on the involvement of the English Department on their research activities.

For interview protocol, there were 12 questions that asked to the interviewees about the reasons for undergraduate pre-service teachers to have difference attitudes on ELT research. The data of interview, then, was analyzed. By having interviews, it allowed the researchers to assess the participants' unobservable (such as feelings) and observable behavior. The interview would reveal the reasons to have difference attitude on ELT research in such a way.

Results And Discussion
There are three main research questions that are described below:
Research Question 1: What are undergraduate pre-service teachers' attitudes on ELT Research?

The research finding on research question one is described based on seven indicators that proposed by Bolton (1999). It could be seen from table 3 below:

Table 3.
Undergraduate pre-service teacher attitude on ELT research

No	Items	ES	IP	IT	U	D	UI	B
		Percentage (%)						
1.	My perception on ELT research	0.9	44.3	46.6	1.8	5.5	-	0.9
2.	My perception on ELT research subject at English Department	-	66.8	14.7	1.4	15.3	-	1.8
3.	My perception on ELT research as the final requirement to finish the study at English Department	-	49.3	13.8	1.4	28.6	6.9	-

Note:
ES	: Easy	D	: Difficult
IP	: Important	UI	: Unimportant
IT	: Interesting	B	: Bored
U	: Undecided		

No / Items	SD	D	U	A	SA
	Percentage (%)				
4. ELT research is a part of important subject at English Department	-	5.1	5.5	57.6	31.8
5. Field research is a part of task on ELT research subject at English Department	-	9.2	4.2	81.1	5.5
6. Providing training of ELT research is not important	34.6	50.2	3.7	11.5	
7. ELT research is not important task for students' future careers	22.6	49.3	0.9	25.8	1.4
8. I like lecturer's tasks that ask me to conduct the elements of ELT research	1.4	18	24.9	54.3	1.4
9. I like to conduct on ELT research	1.4	9.7	2.8	84.3	1.8
10. I like discussing issues on ELT research with ELT research lecturer	-	3.7	-	81.6	14.7
11. I like reading research article in the journals	1.4	12	6	80.6	-
12. I met with several researchers who were doing the research	2.8	22.6	20.7	53.9	-

13.	I do not like the tasks of ELT research which were given by lecturer	6	63.2	20.7	10.1	
14.	I understand the terms which are used in ELT research subject	2.8	11.1	33.5	51.2	1.4
15.	I am confident to design ELT research	1.4	6.9	41.9	48.4	1.4
16.	I am confident to evaluate the results of ELT research	2.8	5.5	47.9	42.4	1.4
17.	ELT research is important to identify and evaluate the problems on English language teaching	-	2.3	4.1	64.1	29.5
18.	ELT research is very important for me to increase my knowledge to teach students	-	11.1	1.4	40.1	47.4
19.	ELT research is very important to develop my teaching profession	2.3	6.0	3.2	44.7	43.8
20.	ELT research lecturers play important rule in English department	2.8	2.3	7.4	35	52.5
21.	ELT research lecturers supervise the students on current issues on the research	1.4	2.3	21.2	49.8	25.3
22.	Lecturers at English department use the finding of the research as a source of teaching material	32.3	46.1	9.2	12	0.5

Note:
SD   : Strongly Disagree
D   : Disagree
U   : Undecided
A   : Agree
SA   : Strongly Agree

What emerged most significantly from this research project was that concerning how undergraduate pre-service teachers felt about ELT research in general, 89 % thought that it was difficult even though 73.3 % thought research to be interesting. However, 83 % considered ELT research necessary. The respondents appeared to be positive towards the overall concept of research in ELT. Participants' attitudes to the research and its role in their undergraduate course and future profession were positive, and they were confident about their ability to understand research and research terminology related to English teacher education.

However, they had negative views about English department, especially their lecturers' involvement in research. Only, 73 % agreed that their lecturers place great emphasis on research. 15 % stated that they discuss their own research interests in class. Finally, it is only 12 % of the respondents said lecturer use research findings as part of their teaching material.

Research Question 2: Is there any significant difference between males' and females' attitudes on ELT Research?

The issue of gender and its relation to human internal psychology become a trend topic in the past decades. The following described the females' and males' attitudes on ELT research:

Table 4.

The Differences of males' and females' attitudes

	Items	Gender	M	SD	SE	F	P.
1.	My perception on ELT research	F	2.71	0.87	0.64	2.41	0.12
		M	2.53	1.50	0.93		
2.	My perception on ELT research subject at English Department	F	2.69	1.21	0.08	0.08	0.77
		M	2,.3	1.33	1.33		
3.	My perception on ELT research as the final requirement to finish the study at English Department	F	3.30	1.57	0.10	0.84	0.77
		M	3.30	1.46	0.28		

4.	ELT research is a part of important subject at English Department	F	4.17	0.74	0.54	0.23	0.88
		M	4.13	0.77	0.14		
5.	Field research is a part of task on ELT research subject at English Department	F	3.87	0.62	0.04	1.65	0.10
		M	3.60	0.85	0.15		
6.	Providing training of ELT research is not important	F	1.92	0.93	0.69	0.15	0.21
		M	1.93	0.78	0.14		
7.	ELT research is not important task for students' future careers	F	2.29	1.12	0.18	1.65	0.19
		M	2.67	1.15	0.21		
8.	I like lecturer's tasks that ask me to conduct the elements of ELT research	F	3.42	0.82	0.61	2.19	0.14
		M	3.00	0.83	0.15		
9.	I like to conduct on ELT research	F	3.81	0.65	0.48	1.60	0.10
		M	3.43	0.93	0.17		
10.	I like discussing issues on ELT research with ELT research lecturer	F	4.47	0.48	0.35	0.84	0.40
		M	4.47	0.82	0.15		
11.	I like reading research article in the journals	F	3.70	0.70	0.51	0.90	0.30
		M	4.47	0.82	0.15		
12.	I met with several researchers who were doing the research	F	3.33	0.87	0.64	0.07	0.79
		M	2.83	0.95	0.17		

	Items	Gender	M	SD	SE	F	P.
13.	I do not like the tasks of ELT research which were given by lecturer	F	2.34	0.75	0,05	0.12	0.72
		M	2.43	0.67	0.12		
14.	I understand the terms which are used in ELT research subject	F	3.42	0.80	0.59	0.47	0.30
		M	3.07	0.78	0.14		
15.	I am confident to design ELT research	F	3.46	0.70	0.05	0.87	0.30
		M	3.13	0.62	0.11		
16.	I am confident to evaluate the results of ELT research	F	3.40	0.71	0.05	0.83	0.10
		M	3.00	0.69	0.02		
17.	ELT research is important to identify and evaluate the problems on English language teaching	F	4.24	0.62	0.04	3.97	0.04
		M	4.03	0.61	0.11		
18.	ELT research is very important for me to increase my knowledge to teach students	F	4.28	0.89	0.66	0.17	0.18
		M	3.94	1.12	0.20		
19.	ELT research is very important to develop my teaching profession	F	4.23	0.93	0.68	0.20	0.65
		M	4.13	0.93	0.17		
20.	ELT research lecturers play important rule in English department	F	4.39	0.88	0.06	0.50	0.47
		M	3.93	1.04	0.09		
21.	ELT research lecturers supervise the students on current issues on the research	F	4.00	0.81	0.05	015	0.21
		M	3.67	0.88	0.16		
22.	Lecturers at English department use the finding of the research as a source of teaching material	F	2.06	1.01	1.07	4.19	0.42
		M	1.8	1.61	0.11		

The table above shows that there is no significance difference among both variable males' and females' attitudes on ELT research. It means that the males' and females' attitudes on ELT research are quite similar.

Research Question 3: Why do undergraduate pre-service teachers have difference attitudes on ELT research?

The majority of undergraduate pre-service teacher acknowledged that ELT research is difficult for several reasons. The first factor is the lack of knowledge on ELT research methodology. The second factor is lack of training on how to write a good proposal and research report. The third factor is the Lack of lecturers' involvement in their research activities. The fourth factor is the difficulty in having administrative service from the Faculty. The Fifth factor is the lack of reading sources in the library. The sixth factor is the difficulties in getting internet access in the campus. The last factor is the academic supervisors who are not from English department.

The results of pre-service undergraduate teachers of English attitudes towards research in the field of English language teaching would be elaborated by the research questions, the answer began with a discussion on pre-service undergraduate teacher attitudes toward research in the field of English language teaching. The descriptions of pre-service undergraduate teacher attitudes toward research were related with the perceptions on research in the field of English language teaching in general, the role of research in the courses offered, pre-service undergraduate teacher attitudes toward research, pre-service undergraduate teacher confidence in doing research, the role of research in the teaching profession, and English Department involvement study.

A surprising finding on pre-service undergraduate teacher attitudes toward research shows that they had positive perceptions of the research in which they acknowledge that most research in the field of English language teaching is easy, important and interesting but some other pre-service undergraduate teachers claimed that it as a hesitant task, difficult , and boring to do. The result also shows that in an educational context, understanding differences and ideology of the academic activities in the form of research activity is a commonplace. This fact is also supported by some of the foremost experts in language teaching that discuss the attitudes towards the field of English. For example, Newell & Cunliffe (2003c) who states that the pre-service undergraduate teachers have a different attitude about the nature and significance of the research for them, especially as the final project for the completion of the program is a relatively common (Seymour et al., 2004). In line with the expert opinion, Tercanlioglu (2011) found that almost all respondents had a positive attitude towards research in the field of language teaching. The study also found that respondents had a negative attitude towards the involvement of the faculty.

However, the research should be going into an activity that is very important if the pre-service undergraduate teacher of the department of methodologies & educational practices in the teaching English as a foreign language have positive attitudes toward the importance of the study and performed the appropriate steps and make a significant contribution to the field of scientific research. From various surveys that have been conducted in many countries, there are some benefits that can be derived for the pre-service undergraduate teachers if they can do the research properly and in accordance with procedures. In addition, the benefits of research to the pre-service undergraduate teachers are as the final project, and as a condition to pursue graduate study (Hathaway et al., 2002; Lopatto, 2006; Seymour et al., 2004). Research is also useful for the development of certain skills (Kardash, 2000; Lopatto, 2006; Seymour et al, 2004) or the maturation of a way of thinking (Isaacs, 2008; Steinberg, 2007), concentrated in both career goals and skills development and a measure of personal growth (Lopatto, 2006), and has been described in the literature.

There was no significant difference between the attitude of male and female pre-service undergraduate teachers. That is, both male and female pre-service undergraduate teachers likely have the same attitude. It implies that there is no gender bias in the Department of Methodologies & Educational Practices in the Teaching English as a Foreign Language.

There are several factors that cause the differences in pre-service undergraduate teachers' attitudes based on the results of interviews, mainly due to the positive and negative factors in the process of thesis writing of the pre-service undergraduate teachers. Positive factor is that most of the pre-service undergraduate teachers already understand the importance of research so they strive diligently to learn the procedures for conducting the research. In contrast, negative factors can hinder pre-service undergraduate teachers to do research. As recognized by the majority of

survey respondents, namely, first, most of the existing English language lecturer at the faculty, department, or program of study do not use these findings to better maximize service guidance, periodic discussions about the concept of the study, offer the practical fieldwork more rather than theory and use of research findings as part of the pre-service undergraduate teacher teaching materials. Second, the faculty does not provide excellent service completely, especially in the administrative process, tutoring besides completing other facilities. Third, the pre-service undergraduate teacher is dependent upon the lecturers in the faculty, department, or program of study to provide knowledge and guidance on the concept of research in the field of English language teaching. Pre-service undergraduate teachers have not trained themselves to self-learning by finding reading materials in the library or on the internet, meet and discuss with the lecturer or discussing interesting research in the field of language teaching. Fourth, academic lecturers are mostly from non-English language. In fact, the pre-service undergraduate teacher must first consult about the proposal they would be taken to proposal seminar before the board of examination.

Conclusions

Since this research has only been conducted in the context of Islamic Collage, there must be a requirement to expand the research in the broader scales such as in the non-Islamic Universities. The attitude of the EFL pre-service teachers shows a few differences. There were 74% of pre-service undergraduate teachers considered research in English is difficult, although 61% of pre-service undergraduate teachers admitted that research in this exciting field. However, 83% of them basically stated that research is very important for them to do a final project for research experience and it make makes them gain significant experience in career when they became a teacher later.

The pre-service undergraduate teachers for overall had a positive attitude towards the whole concept of other research in the field of English language teaching in the field. The attitude of pre-service undergraduate teachers towards research, the role of research subjects and research functions for teacher professional development in the future. Some pre-service undergraduate teachers also have self-confidence about their ability to do research in the field of English language teaching and research to understand the terms.

Pre-service undergraduate teachers have positive attitude about the involvement of the course lecturers to research they are doing. 93% of them agreed that faculty courses emphasize the importance of research. 58% of pre-service undergraduate teachers said that the lecturer in the study program provides guidance about their interest in the topic of research in the field of English language teaching. However, only 12% of pre-service undergraduate teachers stated that the lecturer use their research findings as part of teaching materials.

Recommendations

The current study showed that majority of pre-service teachers have a positive attitude towards research on ELT, English lecturer in the faculty, department, or program of study may consider to use these findings to maximize their service guidance, periodic discussions about the concept of the study, provide field research portion of practice more than theory and use the research findings as part of the pre-service undergraduate lecturer teaching materials. These findings can also be used by the faculty and departments to provide excellent service, especially in the administrative process, to increase books, journals, magazines, newspapers, and

newsletters in the library, fix WIFI facility in the College so that pre-service undergraduate teachers can easily access the internet, providing research training to pre-service undergraduate teachers on a periodic basis. Maximum involvement of the various parties will make the pre-service undergraduate teacher easier and motivated to do research.

However, the pre-service undergraduate teachers are also expected to not only depend on the lecturers in the faculty, department, or program of study to provide knowledge and guidance on the concept of research in the field of English language teaching. Pre-service undergraduate teachers must also train themselves to learn to be independent by finding reading materials in the library or on the internet meet and discuss with the teacher or make a custom peer regarding interesting research in the field of language teaching.

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