Teachers’ Beliefs and Classroom Practices of English Teaching
(A Case Study at MTs N Jeketro)

THESIS

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Surakarta, July 29th, 2016
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(A CASE STUDY AT MTs N JEKETRO)

Submitted by
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Has been examined for all revisions and correction recommended
By the board of examiners on 8 August 2016
And is certified to be accepted for submission

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STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “Teachers’ Beliefs and Classroom Practices of English Teaching (A Case Study at MTs N Jeketro)” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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Zaenul Wafa
MOTTO

“...Allah will raise those who have believed among you and those who were given knowledge, by degrees...

(The noble Alquran [58]: 11)
DEDICATION

This thesis is dedicated to:

My mother (Rosidah), My father (Muh Zaini)
My younger sisters (Himatul Khoiriyah, Takmilatung Siqoqin Najiha and
Arhamatul Wafiroh) for the great motivation along my study
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Surakarta, July 29\textsuperscript{th}, 2016

Zaenul Wafa
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ABSTRACT

This research was a case study of English teachers’ beliefs and classroom practices at MTs N Jeketro. The objectives of this study were (1) to describe teachers’ beliefs about English teaching, (2) to investigate the teachers’ beliefs implemented in the classroom practices, (3) to analyze factors contributing to shape teachers’ beliefs.

The type of the research was a qualitative with case study approach. It was an investigation of a single case or collective case to capture the complexity of objects of the study. The object of the study was teachers’ beliefs of English teaching at MTs N Jeketro. The subjects of the study were four English teachers consisting of two male and female teachers. The data sources used in this study were: classroom observation, open ended questionnaire, transcript of interview and document. The techniques of collecting data used were open-ended questionnaire, semi-structured interview, classroom observation and document analysis taken from the informants. The data validity used was data triangulation to gain accountable information through a variety of sources. Then, the researcher used Miles and Hubberman’s Model (1993) to analyze the data.

The finding of this study showed that first, most of the teachers’ beliefs were consistent with their classroom practices namely beliefs about learning objective, syllabus, instructional material, classroom techniques, teachers’ roles, students’ roles and assessment although the researcher still found one discrepancy namely teachers’ beliefs about classroom procedure. The factors contributing to shape teachers’ beliefs were (1) experience as language learners (2) training or seminar that teachers participated, (3) personal factor and (4) teaching experience works best.

**Keywords:** Teachers’ Beliefs, English Teaching, Practices.
ABSTRAK


Penelitian ini merupakan penelitian studi kasus mengenai kepercayaan guru tentang pengajaran Bahasa Inggris dan praktik pengajaryanya di kelas. Tujuan dari penelitian ini adalah: (1) menjelaskan kepercayaan guru tentang pengajaran Bahasa Inggris di MTs N Jeketro, (2) menyelidiki kepercayaan dan praktik mengajar guru di kelas, (3) menganalisa factor-faktor yang berkontribusi membentuk kepercayaan guru.


Hasil penelitian ini menunjukkan bahwa sebagian besar kepercayaan guru konsisten dengan praktik pengajaryannya di kelas seperti kepercayaan tentang tujuan pembelajaran, silabus, bahan ajar, prosedur pengajaran, teknik pengajaran, peran guru, peran siswa dan penilaian. Meskipun begitu peneliti masih menemukan ketidaksesuaian antara kepercayaan guru dan praktik pengajaryanya di kelas khususnya kepercayaan guru tentang prosedur pengajaran bahasa Inggris di kelas. Faktor yang berkontribusi terhadap pembentukan kepercayaan guru di kelas adalah : (1) pengalaman saat menjadi pembelajar bahasa, (2) pelatihan atau seminar, (3) factor personal dan pengalaman mengajar di kelas yang sukses di ajarkan di kelas.

**Kata Kunci:** Kepercayaan Guru, Pengajaran Bahasa Inggris, Praktik.
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