

# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background of the Study**

Education is an effort of human to achieve better life. It can be a good way if the components of education are fulfilled such as teacher, student, source, place and environment support each other to produce qualified human resource in the world. Teacher is a foundation for a country. A teacher enables good values, culture and knowledge to be transferred from a generation to the next generation to maintain a nation identity such a long time. Education also needs practitioners who can control and manage even interpret a bunch of knowledge into practice properly. The practitioners in Education is such as a bridge that can connect between knowledge and practice. Teacher is a central instructor determining the teaching and learning to achieve educational goals.

Good and qualified teachers are essential for efficient functioning of educational systems as well as for enhancing the quality of learning. It is relevant with Wibowo (2014):

A good teacher and actions to be taken on his part in the classroom play a vital role in provoking effective and efficient learning on the part of the students. Teachers also have a fundamental role in their learners' academic achievement and their quality can highly influence student outcomes.

Combs cited in Mulkey (2015) remarks that the most important single case of a person's success of failure educationally has to do with the question of what the person believes about himself. A belief is a set of big narration that human hold influencing the way human behave in their life. In teaching and learning activity, teacher belief is an influential factor to operate teaching and learning activity successfully. For the teachers holding belief in teaching that learners will understand subject matters when they drill lesson regularly through memorization, they will ask for the students to memorize during teaching and learning activity. In the other hands, teachers holding belief in teaching that learners will understand easily the subject if they exposure learning by doing. The teachers will formulate the materials to engage the students actively in teaching and learning activity.

The picture of education in Indonesia can be looked through the position of education in international level, Indonesia takes place in the sixtieth nine table in 2015 released by BBC (*British Broadcasting Corporation*). As a country has been an independent country for seventy years, it is not satisfied achievement to be in the sixtieth nine rank. Teacher belief is simply great topic to discuss, the idea of education in Indonesia always changes without comprehensive evaluation. In curriculum policy, the government changes easily from Curriculum Based-Competency to Curriculum Based-School then coming up with K-13 (Curriculum 2013), although K-13 looks promising with the step by step of implementation and followed up by giving guidance to the teachers. In teacher aspect, the Ministry of Education sets a new policy to do research as much as possible to upgrade the level as a civil servant or teachers by conducting research and publish their work in local seminar or national seminar.

In Indonesia, English is a foreign language, so there are complex issues to carry out teaching effectively such as the difficulties of using language, the problems of teaching English, lack of teaching literacy etc. It makes English still one of the most difficult subject to the students therefore students feel bored in the process of learning English. English teachers should have much knowledge and experience. It is like Min (2010) says that teachers' beliefs have a strong effect on teaching practice by converting those beliefs into a practical reality. Hence, every English teacher needs to do self-reflection of their belief about teaching English whether effective or not.

Teacher belief is considered to greatly influence teaching practice (Kocaman and Cansiz 2012:799). Similarly, Liao (2007:45) said that understanding teachers' specific beliefs about English teaching can inform researchers and teacher trainers about how teachers are likely to implement their teaching, and how to provide appropriate teacher education programs. Teacher belief is basically one of the important elements for understanding and improving education. The study of teacher belief is a part of process to understand how teachers conceptualize their work. It is used to understand how teachers approach their work; like the ideas or perceptions that they have about teaching and

schooling. It is important to understand the beliefs and principles teachers operate their strategies in teaching. They are closely linked to teachers' strategies for coping with challenges in their teaching process and how they shape students' learning environment. Johnson (1994:439) argues that teacher' beliefs play a critical role in how teacher learn to teach, how they interpret new knowledge about learning and teaching and how that knowledge is translated into classroom practices. Teacher belief is one concept that can lead positively and negatively in teaching practice. How important teachers' belief in practice indicates that teachers' belief is a central issue to know wheater teachers' beliefs and practices are discrepancy or not and why those beliefs are shaped. (Farrell, 2013:9; Kumaravadivelu, 2012:86; Masuda, 2012:239 cited in Diaz, 2013:172) that indicates the link between Beliefs and practice in teacher education is fundamental to understand the quality of language teaching and learning.

Freeman (2002) conveys that interests in teacher belief has constituted a major area of research in general education. Teacher belief has gained much more international attention in Education throughout the world recently, particularly in Asian study, it can be traced in several study; Diab, Rula from Lebanon (2009) concentrates on the EFL teachers and student teachers' beliefs on foreign language aptitude, language learning difficulty and the effectiveness of learning strategies. Caner, Mustafa; Subaşı, Gonca; Kara, Selma from Turk (2010) examine whether teacher beliefs would play a role in their actual practices while teaching target language in early phases of primary education, principally, in kindergarten and first grades in a state school. Baiyinna, a Chinese, (2011) focused on students' second language ability, the languages for classroom instruction and material development. Shinde and Karekatti from India (2012) focused teachers' beliefs regarding teaching English to children, examined whether medium of instruction makes any difference in their beliefs and determined what similar and different beliefs might be held by in-service teachers from two different mediums. .Spawa, Hassan and Fauziah (2013) investigated challenges faced by ESL teachers in developing students' speaking skills in Malaysia. Peiser and Jones from North-West of England (2014) investigated teachers' perceptions about the significance

of intercultural understanding (IU) in the modern foreign languages (MFL) curriculum. Permatasari, an Indonesian, (2015) examined Native English Teachers (NEST) Beliefs and its implementation in teaching speaking at University of Muhammadiyah Surakarta and in 2015, a Turkish, Kaymakamoğlu investigated the fit between the EFL teachers' beliefs and practice regarding gender in the Cyprus Turkish secondary state school context.

MTs.N Jeketro is the first state Islamic junior high school in Grobogan, the largest regency after Cilacap in Central Java. It was announced officially in 1994 by Mulyono, the head of Grobogan regency. Teacher belief area is a fascinating topic for the writer to provide the reflection and the improvement of English teaching. In addition, MTs.N Jeketro is one of outstanding Islamic Junior High School in Grobogan regency. It possesses experienced qualified teacher resources especially in English. It could be looked the achievement of the school. The school could gain mandate from ministry of religious affair, a branch of Grobogan, to open immersion class program three years ago when Indonesia Education was highly enthusiastic in immersion program. To support and maintain the quality of the teachers in foreign language, the school signs a memorandum of understanding (MoU) No. 215/MoU/LM-LEC/vi/2009 with English Learning Center, an interactive multimedia language laboratory, located at Ahmad Yani Street, 387 Katen, Surakarta, and phone. (0271) 713711. The institute is owned by CV. Lentera at Warung Watu Street, I/III Singopuran, Kartasura 57164. Then from 2012 up to now, the school has invited the English instructors from Pare, Kediri, well-known as a language village and inserted English conversation as a compulsory subject to follow for the students.

On Wednesday, October 14<sup>th</sup>, 2015, the writer started the research by doing interview and preliminary observation. In interview, the writer posed several questions related to beliefs in English teaching. The teachers assumed that English must be taught through pronouncing the words as well as enriching the vocabulary in the beginning of the teaching and learning. In the preliminary observation, the writer followed the teacher to come into the class. While the observation conducted in the class the writer found that the teachers' beliefs are

congruence between teachers' beliefs and practices, therefore the writer is simply interested in teachers' beliefs and practices of English teaching at MTs.N Jeketro to investigate how they expressed their belief into teaching practices, to explore the teachers' beliefs demonstrated explicitly and implicitly and to investigate the factors that influence their beliefs in classroom practices.

Due to that fact, the writer proposed a thesis entitled "English teachers' beliefs and classroom practices of English teaching, A case study at MTs.N Jeketro".

### **B. Limitation of the Study**

The writer would like to limit the scope of the study to the following problems in order to avoid misinterpretation of the problem, are:

1. The study used Case Study to describe teachers' beliefs and classroom practices of English teaching.
2. The study was conducted at MTs.N Jeketro, Grobogan, Central Java
3. The object of the study was English teachers of Islamic Junior High School (MTs.N Jeketro).

### **C. Problem Statements**

1. What are teachers' beliefs about English teaching at MTs N Jeketro?
2. How are those beliefs implemented in classroom practices?
3. What factors that influence teachers' beliefs based on the teachers' perspectives?

### **D. Objectives of the Study**

1. To describe the teachers' beliefs about English teaching.
2. To investigate the teachers' beliefs implemented in the classroom practices.
3. To analyze factors that influence teachers' beliefs and their classroom practices at MTs N Jeketro.

## **E. Benefits of the Study**

### 1) Theoretical Benefits

- a. To provide contribution to the development of English Language Teaching.
- b. To enrich literature review and the treasure of knowledge in scientific study particularly in the aspect of teachers' beliefs and practice study.

### 2) Practical Benefits

#### a. For School

The school can map the quality of teacher resources to conduct follow-up for qualified teaching and learning practice in MTs.N Jeketro.

#### b. For English teacher

The teachers can evaluate their practice expressed in their teaching and recognize their beliefs in English teaching.

#### c. For further study

The study is going to provide additional information for other researchers who carry out the study about teachers' belief of English teaching, and assist to grasp holistic understanding of how teachers' belief effected the interpretation of their teaching practice and how they use this interpretation to teach in class.

## **F. Research Paper Organization**

In order to understand this thesis, the researcher used a system of presentation as follows:

Chapter I is Introduction. It contains; the background of the study, limitation of the study, problem statements, Objectives of the study, enefit of the study, Related literary Review

Chapter II contains; notion of teachers' beliefs, the importance of teachers' beliefs, aspects of teachers' beliefs, sources of teachers' beliefs, English teaching, the components of English teaching.

Chapter III contains; research methodology which consists of type of research, research setting, data and data sources, techniques of data collection, data validity and technique of data analysis.

Chapter IV is the description of teachers' beliefs and classroom practices of English teaching, the implementation of teachers' beliefs and the classroom practices and factors are responsible for shaping teachers' beliefs and their classroom practices

Chapter V is Conclusion, Implication and Suggestion