EXPLORING EFL TEACHERS’ BELIEFS ON TEACHING METHODOLOGY IN THE 2013 CURRICULUM AND THEIR APPLICATION IN LANGUAGE TEACHING
(A Case Study at MTs PPMI Assalaam Sukoharjo)

A THESIS

Submitted to Post graduate program of language study of Muhammadiyah University of Surakarta as a partial fulfillment of the requirements for getting Master Degree of language study of English

Written by
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2016
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Official Note on This Student’s Thesis
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Assalamu’alaikum Wr. Wb.
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I access that the thesis is approved to be examined by the Board of Examiners in the Language Study of Graduate Program of Muhammadiyah University of Surakarta.

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EXPLORING EFL TEACHERS’ BELIEFS ON TEACHING METHODOLOGY IN THE 2013 CURRICULUM AND THEIR APPLICATION IN LANGUAGE TEACHING
(A CASE STUDY AT MTs PPMI ASSALAAM SUKOHARJO)

Submitted by
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Has been examined for all revisions and correction recommended
By the board of examiners on 10 August 2016
And is certified to be accepted for submission

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DECLARATION

By this pronouncement, I stated that I write the thesis entitled “Exploring EFL Teachers’ Beliefs on Teaching Methodology in The 2013 Curriculum And Their Application in Language Teaching (A Case Study at MTs PPMI Assalaam Sukoharjo)” by myself. I absolutely stated that this thesis is not plagiarism or is made by someone self. The other works related to this thesis have been written in the form of quotation. The sources of the thesis have been listed in the bibliography. It next this thesis can be proved as a plagiarism, the certificate and the academic can be cancelled to be given.

Zainal Ariffin

Surabaya, 11 August 2016
MOTTO

“All the impossible is possible for those who believe”

“Teachers' beliefs play a very important role in classroom practices and in the professional growth of teachers in their teaching. They guide teachers to adopt their teaching strategies for coping with their daily language teaching challenges. Believe it”
DEDICATIONS

This thesis is dedicated to:
My beloved Mom and Dad, thanks for your endless love, prayer, support and all of your affection that make me be optimistic to follow my life.
My beloved wife and little son, you are my spirit. Let’s struggle to go out from the circle, every cloud has silver.
For all who love me, I LOVE YOU ALL
ACKNOWLEDGMENT

First of all, the researcher would like to say Alhamdulillahi rabbil ‘alamin, Praise be to Allah SWT the Great Creator of the universe, the Most Gracious and the Most Merciful, just cause of the Almighty the researcher has been able to finish this thesis and only with his blessing this thesis can be accomplished. And invocation and peace may always be upon the holy prophet Muhammad SAW, may peace and blessing of Allah be awarded to him, his family and his companions. Amiien.

The researcher is sure that this thesis will not be complete without the help of the other. Her special gratitude and appreciation go to Prof. Dr. Endang Fauziati, M. Hum as the first consultant who has given a lot of help during the process and finishing this thesis and Muamaroh, Ph.D as the second consultant who has given a lot of guidance and encouragement, and also helped in correcting the grammar from the beginning until the completion of the thesis.

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3 Prof. Dr. Endang Fauziati, M. Hum., the first consultant, who gives guidance, lot of knowledge, and criticism during the study conducted.
4 Muamaroh, Ph.D, the second consultant, who gives guidance, great advice, and criticism during the study conducted.
5 All of the lecturers and the staffs of Magister of English Language Program of Muhammadiyah University of Surakarta for all their knowledge, help and guidance during her study;
6 Librarians of the Magister Program for their help and service of the books;
7 The headmaster, vice of curriculum and English teacher of MTs PPMI Assalaam Sukoharjo for their help and participation in this thesis;
8 The researcher’ beloved wife, and cute handsome son who always give the researcher advice, support, spirit and praying;

9 The researcher’ beloved father, mother and sisters who always give the researcher advice, support and praying me;

10 My big family atMTs PPMI Assalaam Sukoharjo;

11 All my friends.

Finally, the researcher realizes that this research is still far from being perfect. Therefore, any criticism and suggestion for the improvement of this thesis will be warmly welcomed.

Surakarta, 11 August 2016
The writer

Zainal Ariffin
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ABSTRACT

This study is a case study on exploring teachers’ beliefs on teaching methodology in the 2013 curriculum and their application in language teaching. The type of the research is a case study. It is an in depth study of a particular situation. The object of the research is beliefs on teaching methodology in The 2013 Curriculum and their Applications in Language Teaching at MTs PPMI Assalaam Sukoharjo. The subjects of the research were English teachers of MTs PPMI Assalaam Sukoharjo. There were two males and two females teachers. There are three kinds of data sources, namely; field note, interview and document which were taken from informants, documentation, and events. The writer applied four techniques of collecting data, namely; open ended questionnaire, observation, in-depth interview, and documentation. The data validity used Triangulation method to eliminate bias. It used Miles and Huberman’s model in analyzing the data. This study, there were found the EFL teachers’ beliefs on teaching methodology in the 2013 curriculum and their application in the language teaching. Besides, there were also found that there were some discrepancies found between EFL teachers’ beliefs and their practices in classroom teaching. They were in the component of learning objective, syllabus, and classroom management. There are some factors contribute to these discrepancies, namely; (1) the teachers’ internal factors, (2) teachers’ external factor. The last, There are some factors contribute to shape the EFL teachers’ beliefs on the method of teaching English at MTs PPMI Assalaam Sukoharjo, namely; (1) teachers’ experience as language learners, (2) experience from teaching, (3) expectation from the school, parents, the government and the local society, and (4) training.

Keywords : Teachers’ Beliefs, Teaching Methodology, The 2013 Curriculum, Application, Language Teaching
ABSTRAK


Kata kunci: Keyakinan Guru, Metodologi Pengajaran, K-13, Penggunaan, Pengajaran Bahasa
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<th>Description</th>
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<tbody>
<tr>
<td>EFL</td>
<td>The English as a foreign language</td>
</tr>
<tr>
<td>CBC</td>
<td>The competency based curriculum</td>
</tr>
<tr>
<td>SBC</td>
<td>Standards based curriculum</td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
</tr>
<tr>
<td>ELLs</td>
<td>English language learners</td>
</tr>
<tr>
<td>MTs</td>
<td>Madrasah Tsanawiyah (Junior High School)</td>
</tr>
<tr>
<td>MGMP</td>
<td>Musyawarah Guru Mata Pelajaran (Subject Teachers Conference)</td>
</tr>
<tr>
<td>PPMI</td>
<td>Pondok Pesantren Modern Islam (Islamic Modern Boarding School)</td>
</tr>
<tr>
<td>TESOL</td>
<td>Teaching English to Speakers of Other Languages</td>
</tr>
<tr>
<td>UEM</td>
<td>University of Engineering &amp; Management</td>
</tr>
<tr>
<td>SLA</td>
<td>Second Language Acquisition</td>
</tr>
<tr>
<td>TESEP</td>
<td>The Teacher Earth Science Education Programme</td>
</tr>
<tr>
<td>TALIS</td>
<td>Teaching and Learning International Survey</td>
</tr>
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LIST OF CODES

TM1 The first male teacher who participated in this study
TM2 The second male teacher who participated in this study
TF1 The first female teacher who participated in this study
TF2 The second female teacher who participated in this study
1a The assumption on learning objective
1b The importance of determining learning objective
1c The way to know the achievement of learning objective indicator
1d The feeling whether their learning objective indicator cannot be achieved
1e The valuation of the learning objective
2a The assumption of syllabus
2b The best way on determining syllabus
2c The function of syllabus
2d The way of determining relevant books with the syllabus
2e The valuation of syllabus
3a The assumption of classroom management
3b The assumption of effective learning
3c The way of the classroom management
3d The variation in the classroom management
3e The valuation of classroom management
4a The assumption of teachers’ role
4b Attitude on explaining materials
4c The view on the problem in the class
4d The view on the active students
4e The valuation on the teachers’ role
5a The assumption of students’ role
5b The view of students’ role in the planning of materials
5c The view of students’ role in the classroom
5d The assumption in facing passive students
5e The valuation on students role in teaching learning process
6a The assumption of Instructional material
6b The way of determining instructional material
6c The valuation of instructional material
7a The assumption of assessment
7b The best assessment
7c The way in determining the type of assessment
7d The variation of assessment
7e The valuation on assessment