

CHAPTER I

INTRODUCTION

In this chapter, the writer presents background of study, limitation of the study, problem statements, objective of the study, limitation of the study, significance of the study, and benefit of the study.

A. Background of Study

Teachers' beliefs are very important for understanding and improving educational process. They play a very important role in classroom practices and in the professional growth of teachers. They guide teachers to adopt their teaching strategies for coping with their daily language teaching challenges. They can shape learners' learning environment, their motivation, and their learning achievement. Teachers' beliefs have some influences. They influence goals, procedures, materials, classroom interaction patterns, roles, their students and the school they work in (Fauziati, 2015:53).

According to Bryan (2012) in Evans (2014:17-18) stated that research over the past three decades had resulted in a set of assumptions about the nature of teachers' beliefs that are widely accepted. These include: (1) Beliefs are far more influential than academic knowledge in framing, analyzing and solving problems and making teaching decisions. (2) Some beliefs are more strongly held than others, resulting in "core" and "peripheral" beliefs. An individual's core beliefs may be more resistant to change. (3) Beliefs do not exist independently of one another, but are arranged in an ecology, or an "internal architecture" of systems that have psychological importance to the individual. (4) Individuals may have competing belief sets about the same topic. (5) When one belief is changed, it is likely to affect other beliefs throughout the system. (6) Some scholars posit that belief systems occur in "nests" or sets of beliefs, including core and peripheral beliefs about various principles that are linked or grouped together.

In science education, a landmark study by Munby (1984) in Evans (2014) solidified the importance of teacher beliefs to practice. Munby recognized that teachers are not likely to be convinced to adopt innovative teaching strategies based solely on scientific evidence from research studies. Rather, teachers will take on the important role of interpreting the innovation and evaluating its efficacy for their particular students. Munby asserted that importantly, part of a teacher's context which is evidently significant to adopting research findings or implementing curricula is what a teacher believes. Using repertory grid analysis and a series of iterative interviews and observations, Munby concluded that the participant teacher in his study, Ellen, had deep seated beliefs that guided her practice. These included: (1) helping students cope with new information and learn independently; (2) increasing student confidence; and (3) helping students learn concepts in the earth science curriculum which she thought were valuable for their everyday lives. Ellen's orientation to teach was pragmatic rather than theoretical. Munby concluded that Ellen would review and filter new curriculum innovations for those that were resonate with her core beliefs.

The ideas of Nespor (1987) in Evans (2014), while not specific to science education, have often been adopted by science educators researching teacher beliefs. Nespor's early work helped establish beliefs as a theoretical construct and asserted that teachers rely on their core belief systems rather than academic knowledge when determining classroom actions. Nespor noted that the rapid pace and ill-structured nature of educational environments promotes decision making based on core affective elements and evaluations rather than step-by-step problem solving. He posited that beliefs are made up of: (1) episodic knowledge, characterized by remembered stories and events; (2) affective elements, such as feelings about students, and (3) "existential presumptions," or beliefs about the existence or nonexistence of categorical entities, such as "brightness," "immaturity," "ability" and "laziness." Nespor views teacher beliefs as an

integration of knowledge and feelings built up largely through teaching experience.

In teaching, it becomes increasingly clear that teachers are critically important to the success of education reforms since they play such a key role in directly impacting student learning. Teachers are most valuable profession. In light of the increasing emphasis placed on the teacher and their professional actions, some reform efforts began to focus on improving teacher quality. Teacher variables related to the improvement of student learning include many factors related to professional competence and practice. One critical variable related to student learning is the teacher's salient beliefs about their teaching effectiveness (Lumpe, Czerniak, Haney & Beltyukova, 2011 in Evans 2014).

Teacher professional development is as a means toward developing quality teachers. It is cited as a significant variable in determining school policy, setting classroom practices, and ultimately impacting student learning. Teacher belief systems must be a component of teacher professional development; therefore, teacher quality impacts student learning, involves belief systems, can be improved through professional development, and teacher beliefs should be a target of professional development.

Based on the earlier research of Garet, Porter, Desimone, Birman & Yoon (2001), Desimone (2009) in Evans 2014, they proposed a model of teacher professional development that includes the following core features: (1) focus on content to be learned by students, (2) active learning during the professional development experiences, (3) coherence of the learning to teachers' professional needs, (4) occurrence over a long duration, and (5) collective participation by educators in their professional learning. When these features occur in a sustained manner, it is anticipated that teachers' knowledge, skills, beliefs, and attitudes will improve thereby increasing student learning. This type of professional development must occur in the

context of a supportive school system that includes curriculum, leadership, and policy.

In teaching learning process, there is teaching method. It is a means used to achieve the intended purpose. In the teaching and learning activities, it is needed by teachers in the classroom. Teachers will not be able to perform their duties if they do not understand about the method of teaching. This applies to both the teacher and the student. The better method is the more effective to reach better achievement. Teaching method is a strategy in the teaching process with a view to the success of the teacher in delivering course material. It is used by teachers in a way to make contact with students during the teaching takes place. In other words, this method is used in personnel between teachers and students so that the students are interested and liked the material being taught. A lesson is never being successful if the level of enthusiasm of students is reduced.

To achieve the goal of teaching, teachers must always be active in the selection of teaching methods. Teachers must be proficient in the selection of teaching methods thereby students can absorb the entire subject matter perfectly and the learning is done successfully. In other words, the method of learning is very important in the process of teaching and learning. Students will not be successful in their learning if learning method is less precise in other words; students are less interested in the learning process. If students are happy with the method of teaching delivered by the teachers and students would be easier to accept the lesson well. Thus a teacher should be able to apply suitable method for the situation and the specific conditions. Therefore, in the teaching and learning activities, the teacher should have a strategy so that students can learn effectively and efficiently, which is expected to hit the goal.

The success of teachers' method of teaching depends on teachers' beliefs. According to Richards and Lockhart in Fauziati (2015:54), teachers' beliefs system are founded on the goals and values teachers hold on the content and process of teaching, and their understanding of the systems in

which they work within it. These beliefs and values serve as underlying principles of the teachers' decision making and action, hence called teaching culture. As Harste and Burke (1977) in Fauziati (2015) stated that teachers make decisions about classroom interaction in light of theoretical beliefs. They hold about teaching and learning. Teachers' beliefs influence their goals, procedures, material, classroom interaction patterns, their roles, their students, and the school they work in. They can be used as guide lines for teachers to adopt their classroom practice and to cope with daily teaching problem. They also influence teacher teaching attitude, teaching methods and teaching policy. Teachers who fail to explore their beliefs bring about unexpected consequences in the classroom and those who are willing to explore their beliefs can take a good advantage of the beliefs they hold to promote their teaching learning process in classroom. Therefore, the success of teachers' method of teaching depends on teachers' beliefs.

This study conducted in PPMI Assalaam Sukoharjo. Modern Islamic Boarding School of Assalaam Sukoharjo, commonly abbreviated to PPMI Assalaam is private Islamic education institution founded by the Islamic Council Foundation of Surakarta, which was founded by Mr. Abdullah H. Marzuki and Hj. Siti Aminah Abdullah. PPMI Assalaam established on 17 Shawwal 1402 H, coincides on August 7 1982 M. It was located at Jalan Yosodipuro No.56 Punggawan Surakarta occupies a land area of 2,845 m, endowments from the family of Mr. H. Marzuki Abdullah (late) and Hj. Siti Aminah Abdullah, owner of a printing PT. Tiga Serangkai Solo. In PPMI Assalaam, there is MTs PPMI Assalaam. Madrasah Tsanawiyah (abbreviated MTs) is on the bottom rung of formal education in Indonesia. It is the equivalent of junior high school, which is managed by the Department of Religion, Republic of Indonesia. It is taken within 3 years, starting from grade 7 to grade 9. MTS graduates can continue their education to the *Madrasah Aliyah* or high school / Secondary Vocational Schools. Madrasah Tsanawiyah curriculum is same with the curriculum of junior high school, only the portion of MTs is more about the Islamic religious education. In

addition to teaching subjects as elementary school, there are also coupled with lessons such as Indonesian, science, mathematics and English.

In teaching, the teachers of MTs PPMI Assalaam Sukoharjo use many teaching methods. The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction in MTs PPMI Assalaam Sukoharjo. One example of method they used is inquiry-based learning, a teaching method that focuses on students' investigation and hands-on learning. In this method, the teacher's primary role is that of a facilitator, providing guidance and support for students through the learning process. The next method is cooperative learning referring to a method of teaching and classroom management that emphasizes group work and a strong sense of community. The third method, the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations, is called direct instruction. Another method is student-centered approach to Learning in which teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The last method is teacher-centered approach to learning in which teachers are the main authority figure in this model and students are viewed as "empty vessels" whose primary role is to passively receive information with an end goal of testing and assessment. Those are teachers' methods influenced by teachers' beliefs used in MTs PPMI Assalaam Sukoharjo.

There are some unintended results of teaching learning although there are many methods used at MTs PPMI Assalaam Sukoharjo. Not only methods but also some equipment is ready used. There are also some facilities, for example, comfortable class, laboratory and gratify surrounding. Based on interview with TF3, one of English teacher at MTs PPMI Assalaam Sukoharjo, she stated that there are some problems in teaching learning in the class. The first example of the problem is when she teaches in male class, some the students are sleeping. When she explains the lesson, it feels so difficult to make students understand about the materials.

The next problem, there are some students going out the class and not coming back to the class, so not all students understand about the lesson of that day, as a result some of students get bad score when they face the examination. Another pre-interview was done with SM1, the student of class 9G. He stated that when he had studied in the class, he was sleepy. He felt sleepy because in his daily live in boarding school, there are some activities should be done. In addition, there were some teachers taught monotonously, so students are bored in the class. Therefore teaching learning process in the class cannot run well as a result the most students do not understand material explained by teachers and get bad score when they face examination.

Research relating to teachers' beliefs in PPMI Assalaam Sukoharjo is very important. In PPMI Assalam Sukoharjo, there are some students coming from all provinces in Indonesia. As we know that "Youth is the hope of the nation", "Youth are the backbone of a nation", "Youth today are the leaders of tomorrow". The jargon and slogan are often heard when people call a group of people called the youth. The future of the Indonesian nation is determined by the young people of this nation. Indonesian youth are the future of this nation. It means that every Indonesian youth, both of which still a student, or a student who has completed his education are important factors that greatly relied upon by the Indonesian nation in realizing the ideals of the nation and also maintain the sovereignty of the Nation. Therefore, guiding, teaching, directing them for the right path in MTs PPMI Assalaam Sukoharjo are important for the development of the country because in PPMI Assalaam Sukoharjo, there are some students from all provinces.

Relating to teachers' beliefs, according to Paiva (2011:7), there are numerous factors that justify the relevance of investigating teacher beliefs. First, it offers insights to teacher education programs in that it enables research to go beyond classroom practice descriptions toward the understanding of teacher action (Johnson, 1992 in Paiva 2011). Second, it

can inform curriculum policy in relation to any innovation plausible to particular situations (Burns, 1992 in Paiva 2011). Third, “it can generate grounded alternatives to the ‘accepted wisdom’ originated from academic traditions and institutions” (Breen, Hird, Milton, Oliver & Thwaite, (2001:472) in Paiva (2011)) because data come directly from classroom work in different contexts. Fourth, it contributes to the notion of reflection on teacher action and helps teachers make their beliefs more explicit at institutional and societal level (Gimenez, 1999 in Paiva 2011). Finally, it helps understand how teachers conceptualize their work (Richards, Gallo & Renandya, 2001 in Paiva 2011). As Freeman and Richards (1996:5) in Paiva 2011 state, “understanding teachers' conceptualizations of teaching, their beliefs, thinking, and decision-making can help us better understand the nature of language teacher education and hence better prepare us for our roles as teacher educators.”

Teachers’ beliefs influence teacher. According to Li Xu (2012:5) they have some roles in teaching. He stated that:

“Teachers' beliefs are a form of subjective reality: What they believe is real and true. (Heather et al. 2009 in Li Xu 2012) Teachers’ beliefs influence teacher consciousness, teaching attitude, teaching methods and teaching policy. Teacher beliefs also strongly influence teaching behavior and, finally, learner development. i.e. —their beliefs guide their decision-making, behavior, and interactions with students and, in turn, create an objective reality in the classroom, what students experience as real and true. (Heather et al. 2009 in Li Xu 2012) Teachers' beliefs shape their planning and curricular decisions, in effect determining what should be taught and what path instruction should follow.”

From the quotation above, it can be seen these beliefs is real and true. Teachers’ beliefs influence teacher consciousness, teaching attitude, teaching methods and teaching policy. As we seen that method has important role in teaching. Teacher beliefs also strongly influence teaching behavior and, finally, learner development. Their beliefs guide their decision-making, behavior, and interactions with students and, in turn, create an objective reality in the classroom, what students experience as real

and true. Teachers' beliefs shape their planning and curricular decisions, in effect determining what should be taught and what path instruction should follow. Because of the important role of teachers' belief in teaching, exploring teachers' beliefs and their application in language teaching is important to be analyzed to improve learner development.

There are a large number of potential variables that can affect the success of an individual school or educational system, but teachers themselves are a particularly important contributor. Thus, research that can help us to understand how to enhance teacher performance serves to benefit the educational outcomes of schools and nations. This thesis focuses on what are the EFL teachers' beliefs of English teaching method, factors contribute to shape the EFL teachers' beliefs on the method of teaching English, kinds of method are frequently implemented by EFL teachers and whether there are some discrepancies between EFL teachers' beliefs and their practices in teaching to what factors contribute to these discrepancies. Therefore, understanding teachers' beliefs and their applications in language teaching may help schools and policy makers to reduce teachers attrition, plan more effective professional development opportunities and improve educational outcomes. Because of the background above, the writer wrote the thesis entitled "Exploring Teachers' Beliefs on teaching methodology in the 2013 curriculum and Their Applications in Language Teaching: A Case Study at MTs PPMI Assalaam Sukoharjo".

B. Problem Statements

Beliefs dispose or guide people's thinking and action. Beliefs play an important role in many aspects of teaching, as well as in life. They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected. Beliefs color memories with their evaluation and judgment, and serve to frame our understanding of events.

Teachers' beliefs have a greater influence than the teachers' knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice. Teachers' beliefs are central to determining their actual behavior towards students. If teachers can identify the level of students' capabilities, they will try to select and adjust their behavior and instructional choice accordingly.

Relating to teachers' beliefs and teaching method, there are some conditions found in MTs PPMI Assalaam. They are; (1) some teachers use traditional method even though there are some facilities, (2) some teachers teach monotonously in the class, (3) some teachers are not serious when joining in house training to improve their skills, for example, there are some in house training relating to teaching learning process like In house training of 2013 curriculum and its implementation, in house training of class supervisor, (4) some teachers do not care about their students activity in the class when they teach whether their students pay attentions, sleep, writing another assignment or reading a novel. (5) most students feel so bored while their teachers teach in the class with the monotonous teaching method, (6) most students have low motivation in studying, although there is a schedule of night studying in which their class supervisor should accompany them in that time. Therefore, Exploring Teachers' Beliefs and Their Applications in Language Teaching are needed in MTs PPMI Assalaam Suoharjo. Based on problem statements above, the writer formulates the research questions as follows:

1. What are the EFL teachers' beliefs of English Teaching method at MTs PPMI Assalaam Sukoharjo?
2. Are there any discrepancies between EFL teachers' beliefs and their practices in teaching?
3. What factors contribute to these discrepancies between EFL teachers' beliefs and their practices in teaching?
4. What factors contribute to shape the EFL teachers' beliefs on the method of teaching English at MTs PPMI Assalaam Sukoharjo?

C. Objective of the Study

The writer formulates the objective of study as follows:

1. To investigate the EFL teachers' beliefs of English Teaching method at MTs PPMI Assalaam Sukoharjo.
2. To investigate whether there are some discrepancies between EFL teachers' beliefs and their practices in teaching.
3. To investigate factors contribute to these discrepancies.
4. To investigate factors contribute to shape the EFL teachers' beliefs on the method of teaching English at MTs PPMI Assalaam Sukoharjo.

D. Limitation of the Study

In line with the identification of the problems, the focus of the research is on the EFL teachers' beliefs of English teaching method, whether there are some discrepancies between EFL teachers' beliefs and their practices in teaching, factors contribute to these discrepancies, and what factors contribute to shape the EFL teachers' beliefs on the method of teaching English at MTs PPMI Assalaam Sukoharjo.

E. Significance of the Study

In Indonesia, the current National Curriculum sets foreign languages as one of the basic education core subjects that schools have to offer and that students have to pass before graduation from each level. English is a "main" foreign language that schools have to offer starting from Grade 7 to 12. The curriculum encourages schools to design their own English curriculum to respond to the needs to use English of the local community. The National Curriculum only sets four main goals of foreign language instruction for schools to adopt in their school curriculum.

The concepts of teaching English for communication can still be considered new to a number of EFL teachers in MTs PPMI Assalaam even though such concepts have appeared in the previous national curriculums. The Communicative Approach has also been introduced in EFL teacher

education programs for a number of years. In practice, though, this approach has not yet been fully adopted. From the writer's experience as an EFL learner and teacher, a number of EFL classes in MTs PPMI Assalaam are still based on the traditional approach that focuses on grammar instruction and sentence structure drills rather than the communicative approach that emphasizes the practice of English for communication purposes.

Based on the findings of previous studies about the effects of teacher beliefs on their instructional practices and about belief development, the writer hypothesized that the EFL teachers in MTs PPMI Assalaam who still cling to the traditional approach of foreign language instruction might have developed their beliefs about language learning from the classrooms that focused on form and that these beliefs influenced the choice of teaching approaches they used in their own classrooms. Since the EFL teachers participating in the present study have been educated in the period of the communication based curriculums, insights about their beliefs about language learning and about the teaching approaches they employed in their classrooms will contribute to an understanding of how teacher education programs at MTs PPMI Assalaam. It can help them to prepare EFL teachers to be acceptable to the communicative approach and be willing to adopt the method in their classrooms.

F. Benefit of the Study

The results of this study are expected to be beneficial both theoretical benefit and practical benefit elaborated in the following section.

1. Theoretical Benefit

The results of the research are expected to support theories related to Teachers' beliefs. Especially related to the EFL teachers' beliefs of English Teaching method, factors contribute to shape the EFL teachers' beliefs on the method of teaching English, and discrepancies between EFL teachers' beliefs and their practices in teaching to what factors contribute to these discrepancies.

2. **Practical Benefit**

The results of this research are expected to give information to the English teachers, especially in guiding teachers about the important of teachers' beliefs. It is also expected to encourage teachers' awareness of identifying the specific information in various types of *teachers' beliefs and their application in teaching learning in the class. It alsomay* help schools and policy makers to reduce teacher attrition, plan more effective professional development opportunities and improve educational outcomes.