TEACHERS’ BELIEFS AND PRACTICES ON ASSESSMENT AT SMA N 2 SALATIGA IN ACADEMIC YEAR 2016/2017

(A Case Study at SMA N 2 Salatiga)

A THESIS

Submitted to Post Graduate Program of Language Study of Muhammadiyah University as a partial fulfillment of the requirements for getting Master Degree of Language Study of English

Written by
MANSUR HIDAYAT
S200150029

GRADUATE PROGRAM
MAGISTER OF LANGUAGE STUDY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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NOTE OF ADVISOR

Prof. Dr. Endang Fauziati, M.Hum
The lecturer of Magister of Language Study
Muhammadiyah University of Surakarta

Official Note on This Student’s Thesis
Dear, The Director of Graduate Program of Muhammadiyah University of
Surakarta

Assalamu’alaikum Wr. Wb

Having read, examined, corrected and necessarily revised the thesis of:
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AT SMA N 2 SALATIGA IN ACADEMIC YEAR 2016/2017 (A
CASE STUDY AT SMA N 2 SALATIGA)”

I access that the thesis is approved to be examined by the Board of Examiners in
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Surakarta.

Wassamul’alaikum Wr. Wb

Surakarta, January 4th, 2017
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"Wassamu’alaikum Wr. Wb"

Surakarta, January 4th 2017
Co Advisor

Maully Halwat Hikmat, Ph.D

iv
APPROVAL

TEACHERS’ BELIEFS AND PRACTICES ON ASSESSMENT AT SMA N 2 SALATIGA IN ACADEMIC YEAR 2016/2017
(A CASE STUDY AT SMA N 2 SALATIGA)

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MANSUR HIDAYAT
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TEACHERS' BELIEFS AND PRACTICES ON ASSESSMENT
AT SMA N 2 SALATIGA IN ACADEMIC YEAR 2016/2017
(A CASE STUDY AT SMA N 2 SALATIGA)

submitted by

MANSUR HIDAYAT

has been examined for all revisions and corrections recommended
by the board of examiners on January 19th, 2017
and is certified to be accepted for submission

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Surakarta, January 20th, 2017

Universitas Muhamadiyah Surakarta
Graduate School
Director,

Prof. Dr. Khudzaifah Dimyati
DECLARATION

By this pronouncement, I state that I write the thesis entitled “Teachers’ Beliefs and Practices on Assessment at SMA N 2 Salatiga in Academic Year 2016/2017 (A Case Study at SMA N 2 Salatiga) by myself. I absolutely state that this thesis is not plagiarism or is made by someone else. The other works related to this thesis have been written in the form quotation. The sources of the thesis have been listed in the bibliography. In next this thesis can be provided as a plagiarism, the certificate and the academic can be cancelled to be given.

Surakarta, January 4th, 2017

Mansur Harayat
MOTTO

“Those who walk with Allah reach their destination”

“To practice patience and enemy is the best teacher”
DEDICATION

This thesis is dedicated to:

My mother (Mrs. Sri Sayekti), My father (Mr. Sunoto)
My young brother (Andre Ferdiyanto), my uncle (Mr. Sodikun) My Aunt (Mrs. Mulyati) for the great motivation along my study
My closed-friends Zainul Wafa, Dwi Rahmadi, Sajad Wiratmo and Harimurti Kridalaksana and all my friends in MPB 2015 Class A
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1. Prof. Dr. Khuzailah Dimyati, S.H., M.Hum, the Director of Graduate Program of Muhammadiyah University of Surakarta,
2. Prof. Dr. Markhamah, M.Hum, the Head of Language Study Department,
3. Prof. Dr. Endang Fauziati, M.Hum and Mauly Halwat Hikmat, Ph.D as advisors of this thesis who give guidance and advices during the arrangement of research paper from the beginning until the end,
4. All lecturers in Magister Language Study for valuable knowledge, guidance, and advice during the years of the researcher studies at Muhammadiyah University of Surakarta
5. The principal of SMA N 2 Salatiga and all teachers at SMA N 2 Salatiga who had allowed the researcher to carry out the research in the school and all students of SMA N 2 Salatiga and also the school administration staff, thanks for cooperation.
6. Last but not least, there are still lots of people who cannot mentioned one by one who helped in finishing this thesis. By expecting pray, may the goodness become charity and get the reward from Allah SWT.

The writer realizes that this research paper is not perfect and has a lot of weaknesses. Therefore, the writer thanks to the readers if they can contribute in giving suggestion and criticism to make this thesis better.

Surakarta, January 4th, 2017

Mansur Hidayat
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This research was a case study of English teachers’ beliefs and classroom practices at SMA N 2 Salatiga. The objectives of this study were (1) to explore teachers’ beliefs on assessment in English teaching, (2) to explore the discrepancy between teachers’ beliefs and practices, (3) to explore the assessment reflected in the classroom, and (4) to explore and analyze factors that influence teachers’ beliefs and their classroom practices.

The type of the research was qualitative research with case study. 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 on assessment at SMA N 2 Salatiga. The subjects of the study were four English teachers consisting of two male and two 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 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 result of this study showed that most of teachers’ beliefs were consistent with their classroom practices such as beliefs on assessment, beliefs on cognitive assessment and beliefs on psychomotor assessment. On the other hand, researcher still found one discrepancy namely teachers’ beliefs on affective assessment. The factors shaped teachers’ beliefs were experience as language learner, training, personal factor and teaching experience.

*Keyword:* Teachers; Beliefs, Assessment, Practices.
ABSTRAK


Penelitian ini merupakan penelitian studi kasus mengenai kepercayaan guru tentang penilaian dalam pengajaran bahasa Inggris dan praktik pengajarannya di kelas. Tujuan dari penelitian ini adalah: (1) untuk mengeksplorasi keyakinan guru pada penilaian dalam pengajaran bahasa Inggris, (2) untuk mengeksplorasi perbedaan antara keyakinan guru dan praktiknya, (3) untuk mengetahui penilaian yang digunakan di kelas, (4) menganalisa factor-faktor yang berkontribusi membentuk keyakinan guru.


Hasil penelitian ini menunjukkan bahwa sebagian besar keyakinan guru konsisten dengan praktik kelas mereka seperti keyakinan pada penilaian, keyakinan pada penilaian kognitif dan keyakinan pada penilaian psikomotor. Disisi lain, peneliti masih menemukan satu perbedaan yaitu keyakinan guru tentang penilaiin afektif. Keyakinan guru terbentuk karena beberapa factor yaitu pengalaman sebagai pembelajar bahasa, pelatihan, factor pribadi dan pengalaman mengajar.

*Kata Kunci: Keyakinan Guru, Penilaian, Praktik.*
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