

**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 as a Partial Fulfillment of the Requirement
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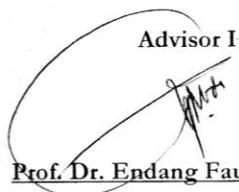
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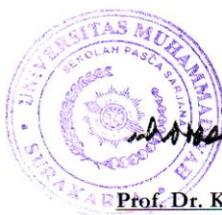
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Mansur Hidayat

Teachers' Beliefs and Practices on Assessment at SMA N 2 Salatiga in Academic Year 2016/2017 (A Case Study at SMA N 2 Salatiga)

Abstract

Assessment is one importance thing in teaching learning process. The use of assessment, the process of collecting information on student achievement and performance, has long been advocated so that learning cycles can properly be planned; instruction can be adjusted during the teaching learning process. The objectives of the 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 practices, and (4) to explore and analyze factors that influence teachers' beliefs and their classroom practices. The type of the research was a qualitative with case study. It was an investigation of a single case or collective case to capture the complexity of objects the study. 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, the 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

Penilaian adalah satu hal penting dalam proses belajar mengajar. Penggunaan penilaian, proses pengumpulan informasi terhadap prestasi belajar siswa dan kinerja, telah lama menganjurkan agar siklus belajar dapat direncanakan dengan benar; instruksi dapat disesuaikan selama proses belajar mengajar. Tujuan dari penelitian ini adalah: (1) untuk mengeksplorasi keyakinan guru pada penilaian dalam pengajaran bahasa Inggris, (2) untuk mengeksplorasi perbedaan antara keyakinan guru dan praktik, (3) untuk mengeksplorasi penilaian tercermin dalam praktek di kelas, dan (4) untuk mengeksplorasi dan menganalisis faktor-faktor yang mempengaruhi keyakinan guru dan praktek di dalam kelas mereka. Jenis penelitian ini adalah kualitatif dengan pendekatan studi kasus. Penyelidikan ini dari kasus tunggal atau kasus kolektif untuk menangkap kompleksitas objek penelitian. Hasil penelitian ini menunjukkan sebagian besar keyakinan guru yang konsisten dengan praktik kelas mereka seperti keyakinan pada penilaian, keyakinan pada penilaian kognitif dan keyakinan pada penilaian psikomotor. Di sisi lain, peneliti masih menemukan satu perbedaan yaitu keyakinan guru tentang penilaian afektif. Keyakinan guru terbentuk karena beberapa faktor yaitu pengalaman sebagai pembelajar bahasa, pelatihan, faktor pribadi dan pengalaman mengajar

Kata Kunci: Keyakinan Guru, Penilaian, Praktik

1. INTRODUCTION

In education, teaching is very complex. It has many different tasks, like material selection, classroom activities selection and presentation, monitoring and assessing students' learning, providing feedbacks and many others. In the other hand, to know the teacher deal with these teaching dimensions, it is necessary to know the belief of the teacher about their classroom action.

Teacher beliefs are one of an important thing for understanding and increasing educational processes. The study of teacher belief is the part of process to understand how teachers conceptualize their work. It is used to know how teachers approach their work, like the ideas that they have about teaching and schooling. It is important to understand the beliefs and principles teachers control their strategies in teaching and learning process. They are closely linked to teachers' strategies for coping with challenges in their teaching process and how they shape students' learning environment. Teacher belief is one concept that can lead positively and negatively in teaching practice. How important teachers' belief in practice indicate that teachers' belief is a central issues to reconstruct accountable teaching practice.

The benefits of study on teachers' beliefs in Education are: (1) it can inform researchers and teacher trainers about how teachers are likely to implement their teaching, and how to provide appropriate teacher education programs, (2) teachers' beliefs can help to see quality of teachers' skill and competencies, and (3) it will depict how teachers conceptualize their knowledge and practice and (4) It is important to understand the beliefs and principles teachers operate their strategies in teaching (Liao, 2007: 45). While Johnson (1994: 439) added 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' beliefs are a central issue to know whether 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) indicates that the link between beliefs and practice in teacher education is fundamental to understand the quality of language teaching and learning.

In the other hand, it's generally agreed that assessment is necessary part of teaching, by which teachers make a judgment about the level of skills or knowledge (Taras, 2005), to measure improvement over time, to evaluate strengths and weakness of the students, to rank them for selection or exclusion, or to motivate them. Furthermore, assessment can help individual instructors obtain useful feedback on what, how much, and how well their students are learning (Taras, 2005, Stiggins, 1992). Its systematic process provides evaluating with teachers an opportunity to meaningfully reflect on how learning is best delivered, gather evidence of that, and then information to improve.

The reasons of choosing a study on Teachers' Beliefs at SMA N 2 Salatiga namely: (1) SMA N 2 Salatiga is one of senior high school in Salatiga regency. It possesses experienced qualified teacher resources especially in English. It could be looked the achievement of the school. The school could get many improvement in English language such as get a winner in speech competition, English club and another programs about English, (2) There are six English teachers consist of novice and experience teachers who have been teaching for twelve years to twenty years in teaching English and (3) the school has good input of the students that can be improvement by the teachers.

Regarding what components make up assessment, Marshal (2005, cited in Buyukarrei, 2014:107) states that assessment includes gathering and interpreting information about a student's performance to determine his/ her mastery toward pre-determined learning objectives or standards. Typically, results of test, assignment, and other learning tasks provide the necessary performance data.

In the relevant literature, assessment can be classified in two term, the first one is summative assessment which is also called as assessment of learning

(Stiggins: 2002, Earl: 2003). In educational setting, these terms of assessment are typically used to assign students a course grade at the end of a course or project. Taras (2005, cited in Buyukarrei, 2014: 108) stated that summative assessment is a judgment which summarizes all the evidence up to a given point. This certain point is seen as finality at the point of the judgment. This type of assessment can have various functions, such as shaping how teachers organize their course of what schools offer their students, which do not have an effect on the learning process.

The second term, on the other hand, is formative assessment, also called assessment for learning, ongoing assessment, or dynamic assessment (Stiggins, 2002, Derrich and Ecclestone, 2006). In general term, formative assessment is concerned with helping pupils to improve their learning. In practice, formative assessment is a self-reflective process that intends to promote students attainment (Crooks, 2001).

Recent studies related to teachers' beliefs have explored various aspects of beliefs such as belief about teaching, belief about learning, belief about subject matter etc. Reynold cited in Ispri (2015: 18) categorizes that there are three aspects of teachers' beliefs, those are (1) learning and learner, (2) teachers' instructional roles and (3) student activities. Basturkmen (2004: 215-217) added that there are five aspects of teachers' beliefs: (1) practical (2) personal practical (3) subject matter content (4) pedagogical content, and (5) curricular, while Richard & Rodgers (2007: 30) add a couple of belief aspects; those are belief about (1) English (2) learning (3) teaching (4) program and curriculum (5) language teaching as profession.

Arioğul (2007) concluded that when the teachers experienced a discrepancy within the context of the teaching or when they struggled to understand the material, their identities as former language students helped the teachers in the process of their decision-making and instruction. Yoshihara (2012) indicated that (1) Hawaiian Teachers' Beliefs matched to their teaching practices in several aspects, (2) there were differences between non-native English teachers and native English teachers on constructing their professional

identities (3) Although they had similar teaching beliefs, their concepts of students' wants and demands were highly different because the teachers use different approaches and strategies to guide their practices and mediate their roles. Then, Liao (2007) revealed that the consistency beliefs are a result of the willingness to open to upgrade their competency as a teacher.

On the other hand, Fatemi and Mellati (2013) demonstrated that (1) there is no significant relationship between state universities and different branches of Islamic Azad University ELT instructors' beliefs about language teaching and their real practices in the classrooms in Iran (2) there is no significant relationship between ELT instructors' practices in state universities. The study did not support the theory constructed. The teachers' beliefs seem discrepancy because of (1) internal factor; willingness, weak beliefs and pedagogical knowledge, (2) external factor; teaching and learning context, and institution vision. Muhammad (2006) found that (1) the teachers in Maldives do not follows their pedagogic beliefs, therefore there are some discrepancies between teachers' beliefs and practices, (2) The major factors of the consistency between teachers' beliefs are context, institution rules and best previous experience, (3) Instructional practices are congruence with their teachers' beliefs because teachers' lack of openness to change, low professional motivation and the lack of a supportive school culture.

From the reviews of the theories and previous studies about teachers' beliefs, it was indispensable for the researcher to capture the more specific; therefore the researcher did a study about Teachers' Beliefs and Practices on Assessment that focuses on general assessment, cognitive assessment, affective assessment and psychomotor assessment. This research poses several research questions namely: (1) what are teachers' beliefs on assessment at SMA N 2 Salatiga, (2) how the teachers' beliefs are implemented in the classroom practices?, and (3) what factors contribute to shape the teachers' beliefs. The study is a case study that conducted held at SMA N 2 Salatiga. The object of the research is the teachers' beliefs on English teaching. The data of the study are taken from open ended questionnaire, semi-structured interview, classroom

observation and documents. The participants of the study are English teachers of SMA N 2 Salatiga. The researcher uses Miles and Huberman's Model (1994) with the following sequences namely data collection, data reduction, data display, and conclusion. Therefore, this study is different from these studies.

This research has three main objectives namely: (1) to describe the teachers' beliefs at SMA 2 Salatiga, (2) to investigate teachers' beliefs implemented in the classroom practice and (3) to analyze the factors contribute to shape the the teachers' beliefs at SMA N 2 Salatiga.

2. RESEARCH METHODOLOGY

a. Type of Research

The type of the research is qualitative with the case study. The design type of case study employed is descriptive case study. It started with the researcher presents a descriptive theory which establishes the framework for the researcher to follow throughout the study and what is searched by this approach is the formation and identification of a clear theoretical orientation before stating research questions.

b. Object of the Research

The object of this research is teachers' beliefs and practices with case study approach at SMA N 2 Salatiga. The major constraint of this research lies on beliefs about assessment, cognitive assessment, affective assessment and psychomotor assessment.

c. Subject of the Research

The subjects of the study are four English teachers at SMA N 2 Salatiga. They are experienced and certificated teachers. T1 is a novice teacher with 16 years teaching experience, T2 is certificated and experienced teacher with 11 teaching year experience, T3 is 8 teaching year experience and going to be 9 years, and T4 with 13 years-experience.

d. Data and Data Source

In this study, there are three kinds of data sources. They are classroom observation, semi-structured interview and document. The data

of the research are all activities of the teachers taken from field note and observation coming informant, documentation and events.

e. Technique of Collecting Data

This study uses open ended-questionnaire, semi-structured interview, classroom observation and document analysis to collect the data. The interview is semi-structured interview orientating on Richard & Rodger's guideline. The classroom observation is narrative form and document analysis is the material, students' note and workbook used by the four English teachers.

f. Data Validity

Data validity is the interpretation of the observations whether or not the researcher measures what must be measured (Kirk & Miller, 1986: 69). The researcher uses validity and reliability to examine the data validity and the major criterion of quantitative must be valid, reliable and objective.

g. Technique of Collecting Data

Data analysis is used in this study is Miles and Hubberman's Model (1993) which is begun with a series steps; (1) data reduction, (2) data display then (3) conclusion drawing/ verification.

3. RESERCH FINDING AND DISCUSSION

Based on the analysis of open ended questionnaire, semi-structured interview and document analysis, the findings of teachers' beliefs and practices on assessment at SMA N 2 Salatiga as follows:

a. Teachers' Beliefs

In this section, the researcher would like to discuss the topic of the findings between the previous studies and current study. Based on the discussion between previous studies and the current study, the researcher finds the comparison between teachers' beliefs and the classroom practices. There are the following descriptions:

The first is assessment, the teachers believe that assessment is specific descriptive statements about the competency expected to achieve

as result of students' learning in the last leaning. The assessment is important to know the quality of the students understanding about English. The teachers need ask question and give exercise to know the students' understanding.

The second is cognitive assessment; the teachers believe that cognitive assessment is an assessment used to determine the level of students' skill in the knowledge that had been submitted by teachers. Teachers used written test, oral test, exercises, and filling gaps sentences. Teachers also did recognition, comprehension, short question and answer.

The third is affective assessment; the teachers believe that affective assessment is an assessment that focuses on aspects of the values and attitudes of students in the English class. Rate uses are observation of performance, attitude measurement, and discipline in the classroom. Tested in affective aspect are liveliness, discipline, responsibility, and manners of the students in following the lesson.

The last beliefs are about psychomotor assessment. The teachers believe that psychomotor assessment is an assessment referring to the students' skills in English language. Teachers used performance assessment, practical, productive test which focuses on students' skills in English language Teachers also conducted project/ task which will be collected by a predetermined time limit..

It is also in line with the next previous study was conducted by Guliker's work (2006). In his study, Guliker discussed about Beliefs and perceptions of authentic assessment and the influence on student learning. The finding showed that perception of authentic and the influence there of on student learning were fairly stable, with some salient differences. This finding has important implication for developing and using authentic assessment in a curriculum, in which learning and working are integrated on a regular basis.

The current finding is correspondent with Sikka, Nath and Cohen's work (2007). The study was discussed about practicing teachers' beliefs

and uses on assessment. The finding showed that this study was the concern expressed by all teachers regarding the pressures of assessment, as mandated by high stakes assessment requirements of school. Their school administrators emphasized standardized test practice tests and a specific format of tests (mostly multiple choices) and held them accountable for the student performance on these types of assessment. This finding research was in line with the current finding. The current finding showed that the beliefs were influenced by the rules from the government. The government asked to the state school to used assessment that included some aspects such as cognitive, affective and psychomotor. The finding showed that all of the teachers used that aspects but in affective term, the teachers did not used it.

In the Roger, Cheng and Hu's work (2007), they discussed about ESL/EFL instructors' beliefs about assessment. The result of this study revealed that the teachers in Canada shared a similar and consistent set of beliefs. Most of them have common beliefs about assessment. The result showed that teachers and instructors who possess more favorable or positive beliefs about assessment and evaluation are likely to embrace procedures, while teachers and instructors who posses less favorable or negative beliefs are likely approach these activities in less positive ways with a more restricted set of activities. This finding was in line with the current finding. The finding showed that they were some consistencies of English teachers' beliefs and classroom practices of teachers at SMA N 2 Salatiga. They did the assessment included some aspects such as cognitive and psychomotor. But there was discrepancy between teachers' beliefs and practice. The discrepancy is about affective assessment. Most of the teachers did not apply this aspect in the classroom.

The type of the assessment was categorized as formative assessment. The formative assessment included some aspects such as cognitive, affective and psychomotor aspect. It was correspondent with Stiggins's theory; he stated that formative assessment is ongoing or

dynamic assessment, assessment which concerned with helping pupils to improve their learning. The source of the assessment was based on the learning process that includes weekly test, mid-term test and final test. While the models of the assessment were varied based on the competency that would be evaluated or examined such as multiple choices, essay, short and answer question.

b. Practices of the Teachers' Beliefs in The Teaching and Learning Process

In this section, the researcher would like to discuss the topic of the findings between the previous studies and current study. Based on the discussion between previous studies and the current study, the researcher finds the comparison between teachers' beliefs and the classroom practices. There are the following descriptions:

In the analysis of the research finding was detected that not teachers' beliefs and classroom practice was consistent. The researcher found that there was one aspect of the English teaching components was discrepancy with the teachers' beliefs. This fact was supported by some previous studies conducted by Gulliker's work (2006), Sikka, Nath and Cohen's work (2007), Rogers, Cheng and Hu's work (2007), then Buyukkarei's work (2014). This is the following explanation:

The teachers had shared same idea about affective assessment. They proclaimed that assessment was a series of steps in teaching and learning process to make meaningful learning condition and to know the quality and understanding of the students about the materials. The statement was correspondent with Brown (2004: 4), it was stated that assessment is ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teachers subconsciously makes an assessment of the student's performance. The teachers at SMA N 2 Salatiga claimed that the assessment procedure follows principles of assessment namely: practically, reliability, validity, authenticity, and wash back. They also

claimed that they use affective aspect in assessment activities.

This current finding is correspondent with Ana, Marcela and Liliana's work (2011). They discussed about teachers' beliefs about assessment in an EFL Context in Columbia. The result of the study showed that the LC teachers believe that teaching and learning can improve with help from assessment and as a result, they reject the conception of assessment for accountability and certification purpose, they mainly view it as a means for academic improvement. But they revealed that there was no correlation between teachers' beliefs of EFL Context in Columbia and their practices on assessment.

The current finding of this study also was relevant with the theory proposed by Richard & Rodger (2009; 162). The selection of summative assessment is because summative assessment was a common assessment that had been used for years. The procedure was easily followed both the teachers and the students.

c. The Factors shape Teachers' Beliefs and Classroom Practices

Based on the interview carried out by the researcher, there are four factors that shape the teachers' beliefs and classroom practices at SMA N 2 Salatiga. Those are (1) experience as language learner (2) training (3) personality factor (4) experience works best. This is the following explanation of the teachers shape the English teachers' beliefs.

1) Experience as language learner

Not all English teachers had a dream to be English teachers. One of the teachers (T2), in the beginning T2 had a plan to be an engineer of the agriculture because T2 did not pass the entrance examination, finally T2 selected to be an English teacher as T2's interest. T1, T3, and T4 agreed that education had huge impact to build the beliefs, the education process from the first the teachers studied English to the last education they gained strongly shape their beliefs. From the discussion above, it could be summed up that education during the study in school as well as in university played important role in

shaping teachers' beliefs and how the beliefs drive them to follow and implement in the practice.

2) Training

Most of the teachers believed that training has big influence to the teachers' beliefs and classroom practices. T1, T2, T3 and T4 were aware that training time by time could modify the beliefs they had hold. From the information above, it could be concluded that the trainings they participated assisted them to enrich the teaching foundation and regularly shaped their beliefs. When they conducted teaching, they felt that there were assumptions underlie before selecting a precise approach, method, roes in the teaching and learning as well as assessment activity.

3) Personality factor

T4 argued that personality drove the teacher to do what the inside belief tells and indirect it was reflected in the practice. Although, personality factors had emerged as dominant belief, it could not be ignored that personality factor was caused by the accumulation of teaching experience, training and books as well as article publication to shape the beliefs.

4) Teaching experience works best

All teachers believed that the most dominant factors that influenced teachers' beliefs are teaching experience work best. They affirmed that automatically what they had undergone cause the implementation in the classroom.

From the findings above, the researcher conclude that the factors or source of teachers' beliefs and classroom practices were influenced by a number of factors and those factors were bounded with the context. In this current study, the researcher conveyed that the factors were responsible for shaping the teachers' beliefs and practice were: (1) experience as language learner, (2) teacher training or workshop they participate, (3) personality factor and (4) experience work best. While,

Guliker (2006) proposed three factors that shaped teachers' beliefs were: (1) experience as language learner, (2) educational background and (3) training.

This current finding supported and affirmed what Muijs and Reynold's work (2011), the similarity of the source of teachers' beliefs was in the experience as language learner and teacher training. Muijs and Reynold added the other factors of teachers' beliefs namely: (1) the school culture where the norms and values from the place, and (2) the experience of life and professional development that can overtime modify their beliefs.

Similarity, the finding supported and insisted the theory conveyed by Kindsvatter, Willen, and Ishler (1988) cited in Ricard and Lockhart (1997), they attempted to investigate the dominant factors constructing the teachers' beliefs, they bounded the factors into six: (1) their own experience as language learners (2) experience of what works best (3) established practice (4) personality factors (5) educationally based or research-based principles (6) principles derived from an approach or method.

4. CONCLUSION

From this study, it can be inferred that teachers' beliefs are a matter of subjective reality. What they believe can be real and true. Teachers' beliefs take vital role for teachers to conceptualize and actualize how the teaching is going to be presented. The stronger beliefs that the teachers hold, the more consistent beliefs will be. Due to that fact, a teacher must develop the positive beliefs about the teaching to reach education goals. Additionally, teachers' beliefs have huge impact to determine and guide the teachers' beliefs toward their practices in line. The factors contribute to shape the teachers' beliefs can be various. It depends on the context the teachers confront in their real classroom. The context can be the age of students, teaching duration, and students' characteristic. The factors dominate the teachers' beliefs and practices experience as language learners, training or seminar that teacher's participated, personal factor and experience works best.

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