

# CHAPTER I

## A. Background of The Study

Education is the most important thing in our life. Without education human is like animals. People can get everything they want to be through education. Good education is a key to get better life and civilization. The goal of education is to produce qualified human resources. There are some interactions required to achieve the goal through education like teacher, student and material (resources). Those have to go harmony and interplay each other. Education also needs practitioners who control the teaching learning process. The practitioners in education are such as a bridge that can connect between knowledge and practice. Everyone knows that teacher is the main instructor determining the teaching learning process.

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.

Belief is an important thing in the teaching learning process. Belief is a set of perception that human hold improving the way human behave in their life. Belief can be defined as 'psychologically held understandings, premises, or propositions about world that are felt to be true' (Richardson 1996: 102). In teaching and learning process, teacher belief is the important aspect to control teaching and learning process successfully. According to Fauziati teachers' belief are very important for understanding and improving educational process (2015: 53). From this belief, teacher can hold the classroom activity. What activity is useful for the classroom, what materials and method will be conducted in the classroom. For the

teachers who have belief that learners will understand the subject when they drill lesson regularly with memorization, they will ask to the learners to memorize the subject during teaching and learning process. In the other ways, teachers who have belief that learners will be successful to understand the lesson easily if they exposure learning by doing. The teacher will improve the material to engage the students actively in teaching and learning process.

Actually, many educational institutions race to improve their quality and performing of their institution. Because when they can improve the quality they can get many learners to study in their institution. But sometimes, there are no good teachers and good materials for the learners. So, the learners can't understand the materials well. From this phenomenon, teacher is the most important element in the teaching learning activity. In the classroom activity, teachers can be controller, supervisor, and guide and sometimes they also can be friends for their students.

Teacher beliefs are one of important things 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.

Education in Indonesia can be seen from the position of education in international level, Indonesia takes place in the sixty nine in 2015 released by BBC (British Broadcasting Corporation). It is very slowly for

education in Indonesia, because for independent country for almost 70 years is not enough to be in the table. Furthermore, our country has been attempting to change the model and method of curriculum used by many schools in Indonesia. As the big country, Indonesia must be better in education than the other countries especially in Asia. Our country also must change the direction from teacher centered-learning to student-centered learning. Many seminar and workshop held by government to change the traditional concept and paradigm that teacher hold and belief in teaching. The traditional paradigm that teacher is the central one in the classroom, and must be only one informant in the class. But in a modern view teachers do not act only in the classroom where they instruct students more or less in isolation from other classes and teachers. A modern view of teaching also includes professional activities on the school level, such as co-operating in teams, building professional learning communities, participating in school development, and evaluating and changing working conditions.

In the other aspect, teacher must prepare the material before they enter to class. Such as they have to prepare the material before, they should make lesson plan, assessment, and other components in teaching learning process. Because good teacher usually have some types of plan when they come into their classroom. But many teachers still confuse to prepare their lesson plan. It is like Fauziati (2015) says that planning the lesson is much more difficult than delivering the lessons. So, from the difficulties teacher should learn more again, to get information about how to make good lesson plan, how to make classroom more interesting. And from this clarification, teacher belief is the most important to know the teacher perception about their teaching.

Assessment in language teaching is simply needed. Assessment and evaluation play a central and important role in teaching and learning. Every model of the teaching-learning process requires that school teachers base their decisions-instructional, grading, and reporting-on the degree to

which their students have progressed toward and achieved desired learning outcome (Anderson: 1989). It is generally agreed that assessment is a necessary part of teaching, by which teachers make a judgment about the level of skills or knowledge (Buyukkarei: 2014), to measure improvement over time, to evaluate strengths and weaknesses of the students, to rank them for selection or exclusion, or to motivate them (Wojtczak: 2002). 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 opportunity to meaningfully reflect on how learning is best delivered, gather evidence of that, and then use that information to improve.

Regarding what components make up assessment, Marshal (2005) state that assessment includes gathering and interpreting information about a student's performance to determine his/ her mastery toward pre-determined learning objectives or standards. The teachers must prepare and understand a variety of assessment that they will be chosen. The result of assessment can determine and describe what the students' responses about the learning that the students have learned. Additionally, assessment is an essential issue in education. Indonesia starts moving to apply authentic assessment in the classroom. In some opportunities, when the writer participated in a K-13 workshop (Curriculum 2013), the discussion of K-13 always orientates on the assessment to use based on the material given. It strongly points out that assessment cannot be separated with the learning process. A teacher is required to understand and master how the assessment will be used in the classroom for the students. The competency of doing assessment in the classroom will determine the teaching quality that the teacher has done. In addition, the assessment can assist the teacher map the students' competencies and the difficult topics for the students.

Unfortunately, not all teachers have good understanding about assessment that they will use in the class. The frequency of the curriculum

change influences the teachers' motivation to apply the current assessment that the government determined. In the earlier 2006, the government applied School Based Curriculum with the assessment adopted from Bloom's concept which was famous for cognitive, affective and psychomotor. Then in the beginning of 2013, Ministry of Culture and Education, Muhammad Nuh changed the assessment concept that was well-known as holistic or authentic assessment.

Authentic assessment refers to assessment tasks that resemble reading and writing in the real world and in school (Hiebert, Valencia & Afflerbach, 1994; Wiggins, 1993). Its aim is to assess many different kinds of literacy abilities in contexts that closely resemble actual situations in which those abilities are used. For example, authentic assessments ask students to read real texts, to write for authentic purposes about meaningful topics, and to participate in authentic literacy tasks such as discussing books, keeping journals, writing letters, and revising a piece of writing until it works for the reader. Both the material and the assessment tasks look as natural as possible. Furthermore, authentic assessment values the thinking behind work, the process, as much as the finished product (Pearson & Valencia, 1987; Wiggins, 1989; Wolf, 1989).

SMA N 2 Salatiga is one of Senior High School in Salatiga, Central Java. Teacher belief area is a fascinating topic for the writer to provide the reflection and the improvement of English teaching. In addition, SMA N 2 Salatiga is one of outstanding 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 kinds of competitions in English debate, English speech and so on.

On September 8<sup>th</sup>, 2016, the writer started the research by doing interview and preliminary observation. In interview, the writer posed several questions related to beliefs on Assessment of English teaching. The teacher assumed that assessment is a must to do in the class. They

claim that good assessments will lead teaching can be more measurable as result the teachers can know their students' competencies. In the preliminary observation, the writer followed the teacher in the classroom, the teachers tend to use traditional assessment than authentic assessment that is recommended by the government that orientates on character of the students, project and exhibitions, observations, portfolios and the other aspects. Although they had instrument, their assessment was still based on the students' cognitive. It could be seen from the types of assessment used like multiple choice, fill in blank space and matched vocabulary, therefore the writer would like to carry out study about teachers' beliefs and practices on assessment of English teaching at SMA N 2 Salatiga with some objects namely: (1) English teachers' beliefs about assessment, (2) how the teachers' beliefs about assessment are implemented in the classroom practice, (3) the factors shape the teachers' beliefs about assessment.

From the phenomenon above, this study describes about teachers' beliefs and practices on assessment of English teaching at SMA N 2 Salatiga in academic year 2016/2017 to know how they expressed their belief into teaching practice, to explore the teachers' belief demonstrated explicitly and implicitly stated in the teaching learning process and to know the factors contribute to shape their beliefs.

## **B. Limitation of The Study**

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

1. The study uses case study to describe teacher belief and practice about assessment of English teaching at SMA N 2 Salatiga
2. The study is going to be conducted in Salatiga, Central Java
3. The subject of the study is English teachers of Senior High Schools in Salatiga.

### **C. Problem Statements**

Based on the background of the study, the problems of the study will be formulated as follows:

1. What are teacher beliefs about assessment in teaching English language teachers hold?
2. How is the belief of assessment reflected in the classroom practice?
3. Is there any discrepancy between teachers' beliefs and practice?
4. What factors contributing to teacher belief shaping?

### **D. Objective of The Study**

The study aims at finding the answer to the question will state in the problem statement. Therefore, the objectives of the study are:

1. To explore teachers' beliefs about assessment in English teaching
2. To explore the assessment reflected in the classroom practices.
3. To explore the discrepancy between teachers' beliefs and practice.
4. To explore and analyze factors that influence teacher beliefs and their classroom practice.

### **E. Benefit of The Study**

The researcher hope the result of the study will expect to bring significant and contribution in teaching learning English both of theoretically and practically.

#### **a. Theoretically Benefit**

The findings of the study will give the contribution in English teaching and learning process. It will provide information and analysis in written product erroneous.

#### **b. Practically Benefits**

##### **1. For School**

The school can map the quality of teacher resources to conduct follow-up for qualified teaching and learning practice in SMA N 2 Salatiga.

2. For English teacher

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

3. 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 make easy to understand this thesis, the researcher uses a system of presentation as follows:

Chapter I is introduction. It contains; the background of the study, Limitation of the study, Problem statement, objectives of the study, Benefit of the study, Related literary Review

Chapter II contains; teacher belief, aspect of teachers' beliefs, learners, learning and teaching, influence of culture and work context on teachers' beliefs and practice, teacher beliefs and practice

Chapter III is Research Methodology which consists of type of research, research approach, subject of the study, procedure of research, data and data source, data validity, technique of collecting data and data analysis technique.

Chapter IV is the description of teacher beliefs expressed in English teaching practice in SMA N 2 Salatiga, how the teachers express their belief and practice of English Teaching explicitly or implicitly in Salatiga.

Chapter V is closure which consists of conclusion and suggestion