CHAPTER I
INTRODUCTION

In this chapter, the researcher presents the background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and benefits of the study.

A. Background of the Study

Teacher’s beliefs are very important for understanding and developing education teaching learning process. They are a very vital role in classroom practices and in the professional progress of teachers. They are guiding teachers to adopt their teaching strategies for copying with their daily language teaching challenges. They can make learners’ learning environment, their motivation and achievement. Teachers’ beliefs have some influences. They encourage goal procedures, materials, classroom interaction patterns, role, their students, and the school work.

Essential for efficient functioning of educational system as well as for enhancing the quality of learning are good and qualified by the teachers. It is relevant with Wibowo (2014):

A good teacher and actions to be taken on his part in the classroom play a vital role in provoking effective and efficient learning on the part of the students. Teachers also have a fundamental role in their learners’ academic achievement and their quality can highly influence students outcomes.

Combs cited in Ulkey (2015) remarks that the most important single case of person’s success or failure educationally has to do with the question of what the person believes about himself. A set of big narration that human hold influencing the way human behave in their life is a belief in teaching learning activity will successfully. For the teachers hold their belief in teaching that learners will be understand subject matter when they drill the lesson regularly through memorization, they will ask for the students to memorize during teaching and learning activity. In other case, teachers holding belief in teaching that learners will understand easily the subject if they explore learning by doing or practices. The teacher will formulate the material to manage the student actively in teaching and learning activities.
Borg (2009, p. 2) suggests that the important in teaching process is understading teachers’ blief, he conveinces that attempting to understand his teachers, we need to consider the psycological process that control the sense of their work. He explains the idea in this journal titled ‘Introducing language teacher cognition’. In his journal reports that:

The emphasis on cognitive processes was a major departure for the vies of teaching and teachers sovereign at the time; taching was no longer being viewed nothing other than in term of bahaviors but rather as thoughtful behavior; and teachers were not being viewed as mechanical implementer of external prescreipions, but as active, thinking decision makers.

Brog points out that understanding the teachers’ cognition is essential. Moreover, on his previous journal Brog (2003) puts his idea on this discussion. He states that the roles of teachers are active, thinking, decision makers who make instructional choices by drawing on complex, practically-oriented, personalized, and contect-sensitive networks of knowledge, thougts, and beliefs’ (Brog, 2003: 164) he mull that teachers’ belief take significant role on their teaching practices. In addition of his idea, Farrel and Bennis (2013: 164) in their study of SFL their beliefs and classroom practices, they also state that all teachers have their own belief about teaching and learning. Farel and Lim (2005) strengthen their idea, by saying that empirical findings have suggested that what teachers do in the classroom mirrors what they belive and these beliefs often influeces their instructional decision.

From the points above, there is a consideration that there are always reasons of teachers’ decisions in their classroom. It is because their belief strongly impact to their classroom practices. We also need to understand what guide teacher to their personal belief about teaching and learnin. According to Brog (2003:93) in this review article also notes that ‘studies have attempted to identify the reasons most commonly cited by teachers in explaining their instructional decision’. In addition Phips (2009: 10) explains that it is now acknowledged understanding the teacher cognition. He strongly puts evidence that the essential prerequisite for understanding the process of teaching and teacher learning in the understanding the teacher cognition
The picture of education in Indonesia can be looked through the position of education in international level. Indonesia takes place in the sixtieth nine table in 2015 released by BBC (British Broadcasting Corporation). As a country has been an independent country for seventy years, it is not satisfied achievement to be in the sixtieth nine rank. Teacher belief is simply great topic to discuss, the idea of education in Indonesia always changes without comprehensive evaluation. In curriculum policy, the government change easily from curriculum Based-Competency to Curriculum Based-School then coming up with K-13 (Curriculum 2013), although K-13 looks promising with the step of implementation and followed by giving guidance to the teachers. In teacher aspect, the ministry of Education sets a new policy to do research and publish their work in local seminar or national seminar.

This study conducted in SMA Al- Islam Surakarta. The researcher got a chance to make pre-observation in the school to look for the most problem or the difficulties of the teachers and the students in teaching-learning of English. The researcher saw the students still encounter some difficulties in using their English for comprehending English texts because they do not have adequate grammar and vocabulary mastery for understanding them. The students still have difficulty in reading since they may have no interests and motivation and the purpose of reading was never explained to them.

After explaining the background above the researcher is interested in conducting this research on “Teachers’ Beliefs and Practices in Teaching Reading: A Case Study at SMA Al Islam 1 of Surakarta Academy Years of 2017/2018”.

A. Identification of Problems

Beliefs play an important role in many aspects of teaching, as well as in life. Beliefs dispose or guide people’s thinking and action. 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 judgement, and serve to frame 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. Teacher beliefs are central to determining their actual behavior and instructional choice accordingly.

Relating to teachers’ belief and teaching of English, there are some conditions found in SMA Al Islam 1 Surakarta. They are; (1) the Students have the difficulties in comprehending of the text, (2) the score of the result examination, especially on reading text is low (3) the teachers teach monotonously on the class, (4) the teachers do not care about their students activity in the class when they teach whether their students pay attention, sleep, writing another assignment, (5) most students feel so bored to read or comprehend the text, because the have low motivation in studying the lesson.

B. Problem Statement

Based on problem identifications above, the reaearcher formulates the research question as follow:

1. What are the teachers’ beliefs in teaching reading method at SMA Al Islam 1 of Surakarta?
2. How are the teachers’ beliefs reflected in classroom practice?
3. What factors that influence teachers’ belief based on the teachers’ perspective?

C. Objective of the Study

The researcher formulates the objective of study as follows:

1. To investigate the teachers’ beliefs and practices in teaching reading at SMA Al Islam 1 of Surakarta.
2. To investigate the teachers’ beliefs reflected in classroom practice?
3. To investigate the factors that influence teachers’ belief base on the teachers’ perspective.

D. Limitation of the Study

In line with the identification of the problems, the research focused about the teachers’ beliefs in teaching – reading methode, these involve objective learning, classroom technique, teachers and students roles in teaching reading, the role of auhentic material. What are the teachers’ belief and their practices in the classroom. Whether are some methode in teaching reading, teacher beliefs reflected in classroom practice and the factors the influence teachers’ belief base on teachers’ perspective at SMA Al Islam 1 of Surakarta.
E. **Significance of the Study**

Herewith, the researcher expects that this research would give several benefits, both theoretically and practically.

1. **Theoretical Significance**
   a. To provide contribution to the development of English Language Teaching
   b. To enrich literature review and treasure of knowledge in scientific study particularly the aspect of teachers’ beliefs and practice study.

2. **Practical Significance**
   a. For School
   The school can map the quality of eacher resources o conduct follow up for qualified teaching and learning practices in teaching-reading at Senior High Schools of Surakarta.

   b. For English Teacher
   The teacher can evaluate their practice expressed in their teaching and recognize their beliefs in teaching – reading of English.

   c. For further Study
   The study is going to provide additional information for other researcher who carry out the study about teachers’ belief and practices on teaching-reading English.