

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Research**

According to Johnson (2008), teaching English as a Foreign Language (EFL) refers to teaching and learning English in countries where English is not used nationally. EFL stands for English Foreign Language, which means English as a foreign language. English foreign language teaching applies in countries where the majority do not use English for daily communication but still study English in preparation for career prospects such as continuing studies abroad or those who have qualifications for good English skills, job requirements, scholarship requirements, joining the international community, and other purposes.

English is taught for eight or nine years from elementary school to high school (Renanda, 2000) and the main goal is to improve reading skills so that Indonesian people can read material in English (Gonzalez & Bautista 2006). In addition, the increasing number of communication media such as radio, television, and films that use English encourages us to learn English. Because of the importance of English, this language is taught in schools starting from elementary to university level.

In the process of teaching and learning English, the teacher must have the idea and belief to face students' different learning styles and strategies. All of the ways and decisions that are implemented by the teachers in the classroom are affected by their beliefs. The idea, decisions, or anything teachers have in their mind about teaching and learning is called teachers' belief (Borg, 2011)

Teachers' belief is interpreted as a teacher's perspective in viewing education, including teaching and learning processes, the students, teaching methods, learning objectives, teaching materials, and everything related to education itself. Borg (2011) stated that belief is a mental condition in which something is recognized as true by a person, even though other people do not

admit the truth. Teachers' belief is an important part of teacher competence; namely personality competence and gas strategic role in the success of students learning English.

Teacher's belief plays an important role in education. They help teachers to adopt their teaching strategies and shape student's learning motivation, environment, and learning achievement (Fauziati, 2015). Belief is a person's nature (Chong, 2004). This teacher's confidence has an impact on learning, as stated by Hidayat (2007) that high teacher self-confidence is believed to have an impact on the results of curriculum implementation and learning in the classroom, and conversely, low teacher self-confidence will cause low implementation of curriculum and learning in the classroom.

English has four major skills to be learned, they are reading, listening, writing, and reading. This research focuses on teaching reading. As the students still have difficulty learning to read English, teachers should have something in their mind to instruct or conduct the classroom to give the best lesson for the students reflected on their beliefs.

A study conducted by Hasanah (2017) revealed that the teachers were consistent with their beliefs; there are learning objectives, teaching techniques, learner's role, teacher's role, and assessment. Learning experience, teaching experience, class time, students, and standardized tests are the factors that shape teachers' beliefs. Another study conducted by Hidayat (2019) revealed that behavioral belief was related to the implementation of the concept of digital literacy in terms of developing English students' skills. Also, Mandasari (2016) found that authentic materials are materials produced by a native speaker of the target language; English should be introduced in the real context.

This study aims to analyze the teachers' belief in teaching reading in the Senior High School of 1 Colomadu. The reason why the researcher chose SMAN Colomadu is to know the teachers' beliefs and their practices in that school. The researcher decided to analyze the teacher's beliefs and practices

in the classroom because it is an interesting topic considering that teachers always have their views on teaching. The subjects of this research are two English teachers. This study focuses on reading skill which is important skill in learning English. Also, because teachers' beliefs affect teachers' decisions to instruct in the classroom, it is important to find out and identify teachers' beliefs in teaching reading. This study focuses on describing teachers' beliefs and practices, to find out the discrepancies, and describe the factors that contribute to shaping teachers' beliefs in the teaching and learning process.

### **B. Problem Formulation**

Based on the background of the study, the problems are formulated as:

1. What are teachers' beliefs in teaching reading?
2. How are teachers' beliefs reflected in classroom practices?
3. What is the discrepancy between teachers' beliefs and practices in teaching reading?
4. What factors contribute to shaping teachers' beliefs?

### **C. Research Objectives**

The research objectives to conduct this research are as follows:

1. to know the teachers' beliefs in teaching reading,
2. to describe the teachers' beliefs reflected in classroom practices,
3. to find out whether the discrepancy between teachers' beliefs and practices in teaching reading, and
4. to know what factors contribute to shaping teachers' beliefs.

### **D. Limitation of The Study**

1. Subject limitation

The subjects of this research are two English teachers in the Senior High School of 1 Colomadu.

2. Object limitation

This focuses on the teachers' belief in teaching reading. All of the components of the teacher-learning process are based on limitations.

#### **E. Benefits of The Study**

This research has two kinds of benefits, they are theoretical and practical.

Theoretical benefits:

1. This study gains knowledge about teachers' beliefs in teaching reading.
2. This study enriches the implementation of teachers' belief.
3. The result of this study can give information and knowledge about the role of teachers' beliefs in teaching English.

Practically benefits:

1. The other writers can use this to get knowledge, information, and motivation, and gain better comprehension in the teaching process by knowing teachers' belief role.
2. For the teachers, the result of this study can be used as guidelines for teachers to achieve learning objectives so that they can explain learning material in a systematic order and assist in presenting interesting material to improve the quality of learning dealing with the role of teachers' belief in learning English reading skill.
3. For the stakeholders of the school, this research can provide a clear view or picture of the role of teachers' beliefs and also provide directions on various ways and appropriate steps in carrying out the learning process in teaching reading for Senior High School of 1 Colomadu.