CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the most important things that should be learned by students. The main reason is English has been used by more than half of the people in the world, so in order to communicate, to trade, to gain information with the other countries, people should learn English. That reason also makes countries all over the world put English as the main subject in their education.

A qualified teacher is important for the educational system. It is relevant with Wibowo that said a good teacher plays a vital role in provoking effective learning.[1] It means that teacher has a fundamental role in the students' academic achievementand their quality. A good teacher will produce good students and a bad teacher will produce bad students.

One of the factors that determine the success or failure of a teaching or learning second language is teachers belief. According to Combs in Mulkey, the most important single case of a person's success or failure educationally has to do with the question of what the person believes about himself.[2] In addition Bell and Brown said that in the long run it is of great importance to ensure that teachers become as aware of their belief system regarding second language learning and teaching, and of their students', as it

[1]Wibowo.*The Students' Perceptions On Characteristics of Effective English Teacher: A Study At Sixth Semester Students of English Department of Muhammadiyah University of Surakarta*. (Published e-print UMS, 2014), p.1

is for learners to become aware of theirs as both systems have ramifications on the outcome of not only the learning taking place but also the teaching.[3] For example a teacher who has more experiment in field is more likely to have more belief to have the students understand the material than a teacher who just starts to teach.

In addition, Ortega said that one of the reasons to learn second language is beliefs.[4] It means that the more someone have beliefs in second language acquisition the more he have desire to lean about it. It also goes the same with teacher' beliefs, the more a teacher' beliefs about teaching the second language to his or her students the more motivation of his or her student will have.

Farrell said in Diaz that teacher belief is one concept that can lead positively and negatively in teaching practice. The importance of teachers' belief in practice indicates that teachers' belief is a central issue to know whether teachers' beliefs and practices are discrepanancy or not and why those beliefs are shaped.[5] It means that it is important to know the teachers' beliefs especially in English language learning, because it is one of the concepts that can lead positively and negatively in teaching practice.

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[3]Bell, T. R. Behaviors and attitudes of effective foreign language teachers: results of a questionnaire study. *Foreign Language Annals,(2005)*, p 259

Brown, A. V. Students' and teachers' perceptions of effective foreign language teaching: a comparison of ideals. *The Modern Language Journal, (2005)*, 46-60

[4]Lourdes Ortega. *Understanding Second Language Acquisition*. (London : Routledge T&F Group. 2009), p.174

[5]L. Diaz. *A Case Study on EFL Teachers' Beliefs About the Teaching and Learning of English in Public Education*. (Portal linguarum, 2013) p. 172

There are many kinds of teacher belief. According Li Xu there are three kinds of teacher belief; beliefs about learners, beliefs about learning and beliefs about themselves.[6] Beliefs about learners are beliefs about learners' development and beliefs about teachers' expectation for the leaner. Beliefs about learning are beliefs about teaching and learning method. Beliefs about themselves are beliefs about their capabilities and personality.

It is important to know the teacher belief and its problem. In Indonesia there are still many problems encountered related to teachers' belief. According to Mulyasa there are seven problems done by teacher in teaching and learning activity in Indonesia: (1) They take instant way (not to make a planning before going to class (2) Waiting for students to do negative behavior (teachers do not give attention and appreciation to students deed good behavior (3) Teachers use destructive discipline (they make rules tending to students' rebellion (4) they ignore students' learning styles in understanding the lesson (5) they think that they are the most intelligent one (6) discriminative (7) forcing students' right.[7] This means that there are still many problems that related to the teachers in Indonesia.

Based on the preliminary observation in SMAN 1 BANUHAMPU by doing some interview with the teachers and observation, the problems above were also found. First, teachers sometimes do not make a lesson plan before going to class. The teacher is confident about their capability in teaching certain material which makes the teacher think that it is less important to

[6]Li Xu, *The Role of Teachers' Beliefs in the Language Teaching-learning Process.* (Dalian City : Dalian City University), p. 1398-1400

[7]

make lesson plan. Second, the teacher over limits the students' freedoms in class, like the teacher forbids the students to go out during learning which make the students tend to rebel the rule. When the teacher is not in class, some students go out of control and disturb other classes by going out and running in hallway. The third, the appreciations for good behavior are rarely given by the teacher which makes the students seek attention by doing bad behavior. The students tend to make noisy to or pretend to be sleep in the classroom to have the teachers' attention.

Based on the problem above, the researcher assumes that it is important to conduct a research to analyze the teachers' belief. The title for this research is "**AN ANALYSIS OF TEACHERS' BELIEF ABOUT SECOND LANGUAGE ACQUISITION IN SMAN 1 BANUHAMPU"**

B. Identification of the Problems

Based on the background of the problem above, there are some problems about teachers' belief about English language learning in SMAN 1 BANUHAMPU:

1. Sometime teachers take instant way
2. Teachers use destructive discipline
3. Less appreciation for students good behavior

C. Research Questions

Based on focus of the research above, the problem that will be researched is designed into the following question "How are the teachers' beliefs about English Language learning in SMAN 1 BANUHAMPU?"

D. Purpose of the Research

Based on the research question above the purpose of the research is to analyze teachers' belief about English Language Learning in SMAN 1 BANUHAMPU

E. Significance of the Research

The result of this research is expected can be beneficial for:

1. The researcher

   This research is expected to be benefical as a guidance to do self evaluation toward the teacher's belief about English language learning

2. The students

   This research is hoped can be as a guidance to improve students' good behavior and their achievement in English language learning

3. The teacher

   This research is recommended can be as a guidance to lift up English teacher qualities in teaching English

4. For The College

   Hopefully this thesis will be additional references in teaching and learning in the classroom.

5. For other researcher

The study is going to provide additional information for other researchers who carry out the study about teachers' belief of English teaching

F. Definition of Key Term

The key term used on this research was defined as followed:

1. Teachers' beliefs

   Teacher belief is teacher thinking or teacher knowledge about learners, learning and themselves.

2. Second Language Acquisition (SLA)

   SLA is process in which learners learn second language in addition the first language, in this case in English Language Learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Teachers' Beliefs

In this first discussion of underlying theory, the writer will describe notion of teachers' beliefs, the importance of teachers' beliefs and the sources of teachers' beliefs

a. Notion of Teachers' Beliefs

In this section the researcher will explain the definition of teacher belief according to some experts. Start from the definition about belief itself up to the whole meaning about teacher beliefs.

Kaymakamoglu classified a few terms of teacher beliefs as follows: in 1986 Clark and Peterson called it as "teacher thinking" and Pajares in 1992 stated as "teacher beliefs", Borko and Putnam in 1995 used a term "teacher knowledge" and "teacher craft knowledge" used by Cooper and Mcntyre in 1996, "teacher image" by Black, and in 2003 Borg called as "teacher cognition" and others.[8] There are a variety of terminologies in teachers' beliefs. All the theorists have almost similar opinions about teachers' beliefs. It is needed to be familiar with the definitions of teachers' beliefs to understand what actually teachers' beliefs are.

[8] Kaymakamoglu. *A Study on ESL Teachers' beliefs-Practice relationship based gender.* (International Journal of New Trends in Arts, Sports, Science and Education, 2015), Volume 4 issue 2

There are several experts define the meaning of teachers' beliefs. Green argues that a teacher belief seems as a proposition that is accepted as true by the individual holding the belief.[9] While, Berg's defines a teacher belief is a proposition which may be consciously or unconsciously held, and something is accepted as true by the individual, and therefore the beliefs inspire and guide the people's thought and behavior.[10]

Belief is a representation of the information a person holds about an object which can be a person, a group of people, an institution, a behavior, a policy, an event etc., and the associated attribute may be any object, trait, property, quality, characteristic, outcome or event. Teachers' beliefs are statements that teachers make about their ideas, thoughts and knowledge that are expressed as evaluations of what should be done. That is supported by Richard cited in Altan that beliefs can be defined as psychologically held understandings, premises, or propositions about the world that are felt to be true. [11]

Most definitions of belief propose that beliefs guide people 's thinking and action. Beliefs play an important role in many aspects of teaching, as well as in life. They are involved in helping individuals make sense of the world, influencing how new information is

[9] T.F Green. *The Activities of Teaching*(New York, NY: McGraw Hill, 1971), p. 104

[10] BL. Berg. *Qualitative Research Methods for the Social Science* (A Pearson Education Company, 2001)

[11] Altan, M. *Beliefs about Language Learning of Foreign Language- Major University Students*. Erciyes University, Turkey, 2012)

perceived, and whether it is accepted or rejected. Beliefs color memories with their evaluation and judgment, and serve to shape the understanding of events.

Based on the explanation above, it can be inferred that belief is knowledge, perception and ideology that human possesses consciously or unconsciously expressed to choose instructional design, material, and assessment will use in teaching and learning activity. Furthermore, teacher belief is knowledge, perception and ideology of the teacher. In this case is about teacher belief about learning, learner, and the teacher himself.

b. The Importance of Teachers' Beliefs

According to Liao conveyed that understanding the importance of teachers' beliefs and practices are: (1) to inform researchers and teacher trainers about how teachers implement their teaching in the classroom (2) to understand how teachers conceptualize their approach and work (3) to understand teacher professional development (3) to look at the quality education served by the teachers (4) to find the factors that are responsible for shaping the beliefs (5) to provide appropriate teacher education programs. [12]

teachers' beliefs have been given a great deal of attention in teacher education research literature because of their important role in helping teachers to make sense of the complex and multidimensional

[12]Liao, P. *Teachers' Beliefs About Teaching English to Elementary School Children*. English Teaching & Learning 31.1. (Spring 2007),p. 45

nature of classroom life, to identify goals, and to shape their evolving perceptions of themselves as teacher.

In line with the previous opinions, Johnson stated 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.[13] Teacher belief is one concept that can lead positively and negatively in teaching practice. How important teachers' belief in practice indicates that teachers' belief is a central issue to know wheater teachers' beliefs and practices are discrepanancy or not and why those beliefs are shaped.

Regarding with elaboration of the importance of teachers' beliefs, it can be concluded that understanding teachers' beliefs have a variety of benefits to support all aspects of education such as teachers' professional development, curriculum development and classroom practices.

c. Aspects of Teachers' Beliefs

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. Xu divides teachers' beliefs into three dimensions, namely beliefs about; (1) learner (2) learning

[13]Johnson, K. E. The Emerging Beliefs and Instructional Practices or Pre-Service English as Second Language Teachers. Teaching and Teacher Education, 10 (4), 439-452. (https://doi.org/10.1016/0742-051X(94)90024-8)

and (3) teachers.[14] Richard and Lockhart in Fauziati offer a variety of guide lines for English teachers and researchers for observing teachers' beliefs,[15] those are: belief about English and belief about teaching with the following description.

1) Beliefs About Learners

Teachers may hold any one or a combination of beliefs about those whom they teach. The sociologist Roland Meighan in Li Xu has suggested that learners may be construed metaphorically as:

· Resisters

· Receptacles

· Raw material

· Clients

· Partners

· Individual explorers

· Democratic explorers

Such constructions reflect individual teacher's views of the world and also have a profound influence on their classroom practice. The first three constructs are heavily teacher-dominated while the latter constructs involve increasingly active learner participation. If teachers consider their students as resisters,

[14] Xu, Li. *The Role of Teachers' Beliefs in the Language Teaching-learning Process.* Academy Publisher Manufactured in Finland. Theory and Practice in Language Studies, (Vol. 2, No. 7, pp. 1397-1402, July 2012)

[15]Fauziati, E. *Teaching English as Foreign language; Principle and Practice*. \9Surakarta: Era Pustaka Utama 2015*)*.p 55

receptacles or raw materials, they will force learners to master a language, fill learners with knowledge, and shape learners according to the teacher‘s wishes. While, if teachers consider their students as clients, partners, individual explorers or democratic explorers, then they will alter the nature of the relationship between teachers and learners. The teachers will have the language learning activities from learners‘ needs, and take themselves as co-learners, facilitators and co-operators. ―(pharap)…it is also clear that the extent to which teachers feel able to work with their learners as democratic explorers rather than as, say, clients, often depends on factors outside of their control. In making their beliefs systems about learners explicit, however, teachers should be able to identify inconsistencies and frustrations in their work and thereby search for ways of bridging the inevitable gap between their espoused theories and their theories in action.[16]

Effective teacher beliefs about learners are of importance, and are considered as integral components of effective teaching. Melodie Rosenfeld and Sherman Rosenfeld in Li Xu claimed from their studies that effective teachers act on the belief that all students can learn, meet the needs of diverse learners, and believe that teachers can intervene to make a difference. In other words, effective teachers have interventionist beliefs about students: a set

[16] Marion Williams

of beliefs that in inclusive classrooms lead to effective teacher practice, and improved student performance and self-esteem. Effective teachers attribute student‘s learning difficulties to a wider realm, including what the teacher does to help the student. In contrast, less effective beliefs are called pathognomonic. Teachers with pathognomonic beliefs attribute student‘s learning difficulties to permanent deficits in the student, which detracts from student success.

Furthermore Xu li analyzes teachers‘ beliefs about learners mainly from two perspectives. From a macrocosmic point of view, they appear to be the teachers‘ beliefs about the learners‘ development. From a microcosmic point of view, they appear to be the teachers‘ expectations for the learners. The former beliefs tend to be abstract, but the latter expectations always exhibit concrete qualities, and their impact on the learners‘ development is much more direct. The teachers‘ expectations for the learners and their impact arise during the teaching-learning process of interaction between teachers and learners. During this process, teachers constantly insist on influencing the learners according to their own expectations, and the learners will step-by-step develop themselves as the teachers expect.

In the language teaching-learning process, the highly-expected learners will enhance their self-confidence, and develop

their language learning abilities completely. The low-expected learners, on the contrary, will feel discouraged and give up working hard, so they cannot thoroughly develop their language potential. Therefore, Jere Brophy advises teachers to "—routinely project attitudes, beliefs, expectations, and attributions...that imply that your students share your own enthusiasm for learning. To the extent that you treat your students as if they already are eager learners', they will be more likely to become eager learners."[17]

Obviously, having high expectations does not magically equalize students' innate abilities and learning rates. To accommodate differences among students and help all students achieve mastery without resorting to watering down standards and expectations, teachers can manipulate three variables-time, grouping, and methodology.[18]

2) Beliefs about Learning

It is impossible to contemplate teaching in isolation from learning. —Teachers' beliefs about what learning is will affect everything that they do in the classroom, whether these beliefs are implicit or explicit. Even if a teacher acts spontaneously, or from habit without thinking about the action, such actions are nevertheless prompted by a deep-rooted belief that may never have

[17] Brophy, Jere. (1986). On Motivating Students. East Lansing, Michigan: Institute for Research on Teaching, Michigan State University, United States. 276-724

[18] Omotani, Barbara J. & Les Omotani. (1996). Expect the Best: How Your Teachers Can Help All Children Learn. The Executive Educator. Vol.18, No.8: 519-766.

been articulated or made explicit. ……we can only be really effective teachers if we are clear in our minds what we mean by learning, because only then can we know what kinds of learning outcomes we want our learners to achieve. If our aim is to teach enough language items to pass an exam, then this will have significant implications for the way in which we teach. If, on the other hand, we see learning a new language as a lifelong process with much broader social, cultural and educational implications, then we will take a very different approach to teaching it[19]

Constructionists hold the idea that ―a teacher's deep-rooted beliefs about how languages are learnt will pervade the classroom actions more than a particular methodology s/he is told to adopt or the coursebook s/he follows.[20]

For the language teachers, establishing correct beliefs about learning is to learn that we must be clear about what the language is and how to study language. The viewpoint of communicative teaching is that language is a communicative tool, mainly used to establish and maintain relationships among people. The language learner needs to know about the language rules in various occasions in addition to comprehending language grammar and vocabulary.

[19] . Xu, Li. *The Role of Teachers' Beliefs in the Language Teaching-learning Process.* Academy Publisher Manufactured in Finland. Theory and Practice in Language Studies, (Vol. 2, No. 7, pp. 1397-1402, July 2012)

[20] ibid

Julianne Turner thinks that teachers‘ beliefs about learning appear to rely on a great deal of visible, behavioral evidence rather than on assessment of student meaning-making.[21] Nuthall argues that for teachers to understand the relation between teaching and learning, they must understand (a) how instruction, management and assessment influence student experience and behavior; (b) how the sociocultural context (classroom instruction, interpersonal relationships, and intrapersonal factors) influence teaching and learning; and (c) how individual students make sense of their classroom experiences.[22]

3) Beliefs about Themselves

After having studied teachers‘ beliefs about learners and learning both in China and abroad, we think some more advanced beliefs about teachers ourselves, such as teacher self-efficacy and teacher emotions can be important ways for us language teachers to enhance our overall quality.[23]

a) Teacher self-efficacy

The well-known psychologist Albert Bandura defined perceived self-efficacy as people's beliefs about their

[21] Julianne C. Turner, Andrea Christensen & Debra K. Meyer. (2009). Teachers‘ Beliefs about Student Learning and Motivation. Springer International Handbooks of Education, Vol. 21, 5, 361-371.

[22] Nuthall, G. (2004). Relating classroom teaching to student learning: A critical analysis of why research has failed to bridge the theory-practice gap. Harvard Educational Review, 74, 273-306.

[23] Xu, Li. *The Role of Teachers' Beliefs in the Language Teaching-learning Process.* Academy Publisher Manufactured in Finland. Theory and Practice in Language Studies, (Vol. 2, No. 7, pp. 1397-1402, July 2012)

capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.[24]

Tschannen-Moran and Woolfolk Hoy further defined teacher efficacy as a teacher‘s ―judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated.[25] So we can say it is a teacher‘s subjective judgment that s/he could influence the learners‘ learning process actively.

It has been shown that a high self-efficacy teacher places higher expectations on learners, thinks himself/herself to be responsible for the learners‘ development, and believes that s/he can teach learners well. S/he constantly explores new teaching methods, and instructs learners more democratically. Since a high self-efficacy teacher can adopt an efficacious teaching behavior, s/he promotes progress among learners. In this sense, a teacher with low self-efficacy will find it difficult

[24] Xu, Li. *The Role of Teachers' Beliefs in the Language Teaching-learning Process.* Academy Publisher Manufactured in Finland. Theory and Practice in Language Studies, (Vol. 2, No. 7, pp. 1397-1402, July 2012)

[25] Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education. 17, 783-805

to build self-efficacy of others, and difficult to be confident in classroom control. A teacher with low self-efficacy will tend to conduct limited classroom teaching skills and low rates of praise. These teaching behaviors will have classroom be with higher rates of aggression, which in turn can maintain behavior problems. As Woolfolk and Hoy noted, researchers have found few consistent relationships between characteristics of teachers and the behavior or learning of students. Teachers‘ sense of efficacy … is an exception to this general rule.[26] That means teachers' self-efficacy determines the teaching behavior.

b) Teacher emotions

In Paul A. Schutz and Michalinos Zembylas, they claimed that some reports estimate that nearly 50% of teachers entering the profession leave within the first five years. One explanation of why teachers leave the profession so early in their career might be related to the emotional nature of the teaching profession.[27] For example, teaching is an occupation that involves considerable emotional labor. Emotional labor involves the effort, planning, and control. Teachers need to express organizationally desired emotions during interpersonal transactions. As such, emotional labor has been associated with

[26] Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education. 17, 783-805

[27] Xu, Li. *The Role of Teachers' Beliefs in the Language Teaching-learning Process.* Academy Publisher Manufactured in Finland. Theory and Practice in Language Studies, (Vol. 2, No. 7, pp. 1397-1402, July 2012)

job dissatisfaction, health symptoms and emotional exhaustion, which are key components of burnout and related to teachers who drop out of the profession.[28]

In Rosemary E. Sutton and Karl F. Wheatley‘s study, they found that there are empirical and theoretical reasons for believing that teachers‘ emotions play an important role in teachers, teaching and students. Teachers‘ emotions may influence not only teachers‘ cognitions like attention, memory, categorizing, thinking and problem-solving, but also teachers‘ motivation, attributions, efficacy beliefs and goals. At the same time, although teachers may often attempt to mask their feelings, students are often aware of teachers‘ emotions, and students are often influenced by teachers‘ expression of emotions. Teachers‘ expression of positive emotions, especially caring, are more motivated, less likely to be involved in delinquency, more likely to be helpful, cooperative, and to follow classroom rules and norms. While, teachers‘ expression of negative emotions mostly make them feel small, sad, ashamed, guilty, hurt and embarrassed.[29]

d. The Sources of Teachers' Beliefs

[28] Xu, Li. *The Role of Teachers' Beliefs in the Language Teaching-learning Process.* Academy Publisher Manufactured in Finland. Theory and Practice in Language Studies, (Vol. 2, No. 7, pp. 1397-1402, July 2012)

[29] Rosemary E. Sutton & Karl F. Wheatley. (2003). Teachers‘ Emotions and Teaching: A Review of the Literature and Directions for Future Research. Educational psychology Review, Vol. 15, No. 4, 327-358

The sources of beliefs can be complex. It can be from culture, policy and the experience the teachers go through. Muijs & Reynolds cited in Marati stated that beliefs are formed by several different factors that can make them difficult to change such as: (1) the experience of teachers; when they were a student in their school (2) teacher training; where they got some experiences that can shape their new sets of beliefs and practices considering their teaching and thus can modified their former beliefs (3) The school culture where they work since they are involved as the integral part who take the norms and values from the place, and (4) The experience of life and professional development that can overtime modify their beliefs.[30]

2. Second Language **Acquisition**

The term Second Language Acquisition has some definitions. The definition of second language acquisition deals with a process in which learners learn second language in addition the first language. To learn second language depends on their knowledge and experience about it, beside that successful Second Language (L2) acquisition is concerned with the importance of the quality of the input receivable to learners.

Second language acquisition is a conscious process of internalization of information or skill through formal instruction. It stands in contrast to acquisition as a process in which learners internalize facts,

[30] SA Marati *Descriptive Analysis of English Teachers' Beliefs about Grammar Teaching* in MTsN Jatinom Klaten in the Academic year of 2012/2013. (Klaten 2014). p. 17

rules or skills subconsciously, unaware of the reception process and without the connection to formal instruction. This distinction is proposed by Stephen Krashen. He suggests that adults may benefit from it to certain extent although the importance ones is especially important in the early age[31]. Ellis defines the second language acquisition as "the way in which people learn a language other than their mother tongue, inside or outside of a classroom".[32] It involves both adult and child second language learning, in both formal (instructed) and informal (natural) contexts of learning and to balance the quantity and quality of representation in sociocultural.

Most children learn a second language in a natural setting, whereas adults learn in a formal classroom setting. Evidence of children out performing adults in second language acquisition is misleading because the manner of learning instead of age may be the main factor in determining successful acquisition. Because adults possess many inhibitions and attitudes about speaking a foreign language, they are less likely to attempt meaningful learning. Most students in higher education are required to take foreign language courses in order to graduate. Other students take foreign language courses because they want to learn the language, but are not taught to study effectively or are afraid to speak in class for fear of embarrassment.

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[31]S.D.Krashen, *Principles and Practice in Second Language Acquisition*. (Oxford: Pergamon Press. 1982.), p.24

[32]Rod Ellis. *Second Language Acquisition*. (Oxford: OUP, 1997), p.3

Second language acquisition as a sub-discipline of applied linguistics closely related to psychology and education. The term acquisition originally referred to the subconscious nature of the learning process, the learning of second languages and foreign languages involve the same fundamental processes in different situations, but in recent years learning and acquisition have become largely synonymous.

In second language acquisition, conversations between native and nonnative speakers, there are more modifications in interaction than in the input provided by the native speakers. In successful SLA does not reject the positive role of modified input and the interactions are consistent

According to Saville, he said that Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired.[33] It is also commonly called a target language (TL), which refers to any language that is the aim or goal of learning

The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances. For example, "informal learning" happens when a child

[33]Muriel Saville-Torike, *Introducing Second Language Learning*, (Cambridge: Cambridge University Press, 2012), p.2

from Japan is brought to the USA and "picks up".[34] English in the course of playing and attending school with native English-speaking children without any specialized language instruction, or when an adult Guatemalan immigrant in Canada learns English as a result of interacting with native English speakers or with co-workers who speak English as a second language. "Formal learning" occurs when a high school student in England takes a class in French, when an undergraduate student in Russia takes a course in Arabic, or when an attorney in Colombia takes a night class in English.

A combination of formal and informal learning takes place when a student from the USA takes Chinese language classes in Taipei or Beijing while also using Chinese outside of class for social interaction and daily living experiences, or when an adult immigrant from Ethiopia in Israel learns Hebrew both from attending special classes and from interacting with co-workers and other residents in Hebrew.[35]

3. English **Teaching**

English teaching always attracts attention to the practitioners of education particularly English teachers. Teaching is not simple task to do. Not many people can do the burden of the responsibility. The teachers need to upgrade and have certain qualifications to be a teacher. The process of teaching in the class must be systematic and structured so that

[34] Ibid. p.3
[35] Ibid. p.2

the participants of learning will understand easily with the subjects. Westwood defined that teaching is a matter of transferring knowledge or skill through the giving of instruction. [36]

In language teaching, there are some components that can support the teaching. Fauziati uses some terms to call the components of language teaching such as learning process, instructional design, or teaching methodology that can cover eight components namely: (1) learning objective (2) syllabus (3) instructional material (4) classroom procedure (5) classroom technique (6) teachers' roles (7) students' roles and (8) assessment. These are descriptions of teaching components as follows:[37]

a. Learning Objective

In teaching and learning, learning objective has an essential part of the teaching. The teaching which does not clear learning objective will not run effective as result of the existence of learning objective, the learning can be measured, controlled to achieve what the teachers expect to the students after they have done the teaching and learning. There are some definitions mentioned by the theorists. Reiser & Dickb cited in Fauziati stated that learning objective is

[36] P.Westwood .*What Teachers Need To Know About Teaching Method.* (Australian Council for Educational Research Ltd 19 Prospect Hill Road, Camberwell Victoria, 3124, Australia 2014).p.1.

[37] E. Fauziati. *Teaching English as Foreign language; Principle and Practice*. (Surakarta: Era Pustaka Utama. 2015).p.69

explicit descriptions on what the students are going to do as a result of the instruction they have acquired.[38]

Heinich cited in Fauziati offers a format of learning objective that is well-known as ABCD (Audience, Behavior, Condition, Degree). The first, audience means that the teachers identify who is the students are. The second, behavior means that identified and observable action or attitude what the students will be able to demonstrate or perform as a result of instruction. The third, condition means that condition under which the students will be needed to perform the desirable behavior. The fourth, degree means that the degree of measurement conducted after teaching and learning based on the standard.[39]

b. Syllabus

Syllabus is a document that illustrates the core element that will be used in planning a language course and demonstrate the basis for its instructional focus and content. As Widdowson in Nunan defined that syllabus is a framework containing activity possibly conducted, and it could be a treat to pedagogy when it is assumed as absolute rules to determine what is to be learned rather than the points of reference from which bearings can be taken.[40]

[38]Ibid 70
[39]ibid
[40] ibid

There are lots of syllabus types namely grammatical syllabus, lexical syllabus, functional syllabus, topical syllabus, competence based syllabus, skilled syllabus, task based syllabus and text-based syllabus, and integrated syllabus.

c. Instructional Material

Instructional material is one of determining aids that help teachers in doing teaching. The instructional material is used by the teachers to make his or her teaching very effective is mentioned teaching aids and instructional material [41]

The teachers can select a variety of materials such as a text book, workbooks, worksheet or nor printed material (cassette or radio material, videos, newspaper or computer).[42] Tomlinson in Richard cited in Sulaikah, categorized good language teaching material into three: (1) material should achieve impact, make learners feel happy, and develop students' confidence, (2) Material should facilitate students' self-investment, pay attention to students' difference attitudes, stimulate left and right brain and give feedback.[43]

d. Classroom Procedure

[41] Sulaikah. *The* Instructional *Design of The Teaching English As Foreign Language At Kindergartens In Salatiga: A Micro Etnhography*. (Thesis published by Muhammadiyah University of Surakarta 2013),p. 26

[42] ibid 40

[43] ibid 41

Classroom Procedure is a sequence of teaching conducted in the classroom. There are some classroom procedures in English teaching and learning as follows:

Presentation Practice Production (PPP) is a classroom procedure that tends to give exercise in its implementation. The procedure has been one of outstanding procedure commonly used since the early Gramma Translation Method. The sequence of the procedure is *Presentation*; in the session the teachers will open the class by suggesting the students to pay attention on the material that the teachers are going to present, the students need to make note or summary about what the teachers explain. Then, *Practice*; the teachers will ask for the students to start working a couple of exercises to answer related to the material, the principle of this session is the more students do the exercises, the better students will understand the material. The las sequence is *Production*; the students are expected to demonstrated their understanding about the material by producing the new examples in the end of the teaching and learning activity.[44]

Harmer mentions three elements of classroom procedure in the classroom namely ESA is abbreviation of (Engage, Study and Active),[45] In the first sequence, *Engage* : the teachers will attempt to attract the students to engage in the learning by showing the picture or

[44] Richard & Lockhart. *Reflective Teaching in Second Language Classrooms*. (Cambridge University Press. 2007) 162

[45] J. Harmer, *The Practice of English Language Teaching*, England: Person Educational Ltd. 2001), p. 27

playing video related to the topic of the discussion, the second, *Study* : the teachers explain the material and demand the student to focus on the subject taught by writing the explanation or making summary of what the teachers have explained, the third, *Activate* : the teachers stimulate the students to be active in the class by suggesting the students to work in group and in the last minutes they will present the result of the discussion they do.

e. Classroom Technique

Anthony in Kumaradivelu, mentioned that technique is a certain trick, strategy or contrivance used to gain an immediate goal.[46] In another word, it can be understood as a technique is the planned implementation of the methods to use in the classroom. In language teaching development, there are various kind of techniques. Larsen Freeman and Anderson classify some techniques based on the approach the teachers use in the classroom, these are the descriptions:[47]

The teachers who use the Grammar Translation Method Approach will take the following techniques: (1) Translation of a literary passage; the teachers will instruct the students to translate their own language into target language (2) reading comprehension

[46] Kumaravadivelu). Toward a Postmethod Pedagogy. TESOL Quarterly, 35(4), 537-560. https://doi.org/10.2307/3588427, 2001), p. 84

[47] Diane Larsen-Freeman, Marti Anderson., Teaching Techniques in English as a Second Language Oxford University Press, 2013

questions; the teachers give a text to comprehend then the students require to explain the content of the reading (3) cognate (4) fill in the blank (5) Deductive application of rule; the teachers explain the grammar with the examples then the students will work based on the exercise and (6) memorization; the teachers demand the students to memorize the important vocabulary in the lesson.

The teachers who use Direct Method will take the following techniques: (1) reading aloud; the teachers and the students read the passage together loudly (2) question and answer exercise; the teachers provide exercises which needed to write in short answer (3) dictation; the teachers read some words then the students will jot down what the teachers read, and (4) conversation practice; the teachers demand the students to practice a conversation in the class.

The teachers who use Audio Lingual Method will take the following techniques: (1) dialogue memorization; the teachers provide some dialogues then the students need to memorize their own part (2) drill; the teachers guide the students to pronounce or follow how the teachers pronounce the words (3) chain drill (4) complete the dialogue; the teachers ask for the students to complete the dialogue based on story told or listening played in the class.

f. Teachers' Roles

Teachers have their own perspectives about their roles in classroom, some say teacher is a great orator who can influence the learners to do what he or she suggests. And other ones say that a teacher is someone who can motivate, help and guide the students to achieve the learning goal. In this part, the writer picks up some classifications of teachers' roles proposed by Richards & Lockhart they are *Needs Analyst*, according to him a teacher as needs analyst must be able to survey the students' learning needs and styles and uses the information gathered from the survey as a basis for planning and developing future courses. Good teachers conduct needs analyses on an on-going bass and make use of the information to customize their lessons so that the needs and aspirations of the individual students can be optimally reached (2) *Materials Developer*, the teacher classified as material developer is a teacher writes his or her own teaching materials, or where that is not possible, selects published materials and adapts them according to curricular requirements, learner needs, his/her own teaching styles and socio-cultural factors, and (3) *Monitor and Assessor of Students' Learning*, the teacher as Monitor and Assessor of Students' Learning is a teacher who assesses the students' learning continually in order to monitor their progress, or lack of progress, and uses this information as a basis for

developing remedial lessons, revising course materials or introducing new teaching methodologies, or other course improvement purposes.[48]

While, Harmer used other terms to categorize teachers' roles in several roles, those called as (1) *A controller*, the teacher as controller is when the teacher takes responsibility to the classroom throughout the process of diverse activities and provides learners with knowledge by lecturing and explaining, (2) *A Prompter*, the prompter is a teacher does this role when the learners require help with vocabulary or when they are lost in the prescribed task during the lesson for instance during a role play activity or a discussion, (3) *A participant or facilitator*, teacher as a participant is a teacher who gets involved in the activities and tasks given to students and provides them with his support only when required, (4) *A Resource*, a resource is the teacher serves students as their resource when the need arises to gather some information, (5) *A Tutor*, a tutor assists individuals and groups to develop ideas during work on bigger projects.[49]

Based on the discussion above, the teachers' roles have essential roles to support learners' role in teaching and learning. The teachers can be needs analyst, material developer, monitor and assessor of students' learning, a controller, and a prompter.

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[48] Richard & Lockhart. *Reflective Teaching in Second Language Classrooms*. (University Press.2013)

[49] J. Harmer. *The Practices of English Language Teaching*. (England: Person Educational.The 4th Edition. 2008), p. 108-110

g. Students' Roles

Baile in Mujahidin categorizes students' roles into three roles namely: (1) *Active participant,* learner must be an active participant, it has meaning that they are supposed to contribute to the classroom discussion by not only answering direct question posed by the teacher but answers question posed by their peers, (2) *Motivated participant,* the learner should have high motivation to take part to achieve good result. They must encourage to involve in the class. If they are truly interested in learning. It is their job to think. When thinking, student should be able to find some prior experience or knowledge to be learned. In the case they should mentally prepare themselves to learn more about the new concept or idea and (3) *Coordinator*, the learner role here is to take given information or instructions and coordinate that task for himself or group members and begin task. The learner must be a task monitor by checking himself/herself in term of task on task study time, noise level and quality work. He or she should be responsible for gathering material needed for assignment and also put back material when finished.[50]

Meighan in Xu, categorized students' roles in language teaching and learning: (1) *Resisters*; the learners are seen as person doesn't want to learn and must be forced to learn (2) *Receptacles*; the

[50] Mujahidin. *The implementation of Inquiry-Based Method for the teaching of* English *at SMPN 1 Pilangkenceng.*(a published thesis of Graduate program at University of Muhammadiyah Surakarta.2013) p. 58

learner are treated as a person can be filled up with knowledge based on their capacities (3) *Raw material*; the learners are described as a person can be shaped into valuable and fine human beings (4) *Clients*; the learners are a person that comes specifically for knowledge (5) *Partners*; the learners are assumed as peer who spend time with the teacher for mutual growth and development, (6) *Individual explorers*, the learners are seen as autonomous learner who explores on his own learning and come to his own conclusion and (7) *Democratic explorers*; the learners are seen as a group of learners who decide together about their goals and objectives in learning. If teachers consider their students as resisters, receptacles or raw materials, they will force learners to master a language, fill learners with knowledge, and shape learners according to the teacher ‘s wishes. While, if teachers consider their students as clients, partners, individual explorers or democratic explorers, then they will change the nature of the relationship between teachers and learners. The teachers will have the language learning activities from learners‘ needs, and take themselves as co-learners, facilitators and co-operators.[51]

Based on the explanation above, there are two experts in Education who classify the students’ roles: (1) Meighan proposed students’ roles into seven classifications: (a) resister (b) receptacle (c) raw material d) client (e) partner (f) individual explorer (g) democratic

[51] Xu, L. (2012). The Role of Teachers’ Beliefs in the Language Teaching-learning Process.Academy Publisher Manufactured in Finland. Theory and Practice in Language Studies, Vol. 2, No. 7, pp. 1397-1402, July 2012)p. 1398

explorer while (2) Baile classifies into three classifications: (a) active participant (b) motivated participant and (c) coordinator

h. Assessment

Assessment is one of important parts in language teaching. From the assessment the teachers can look at the rate of improvement conducted in the classroom. Basically, assessment is a general term used in education to assess the students' achievement by looking at the students' performance, but education instructor or trainer use the term interchangeably. It is required to clarify the term to know the appropriate term in teaching.

Haryati differentiates assessment and evaluation. Assessment is a process of getting information how far the learning achieved based on the competency, whereas, evaluation refers to identification of activity to see whether a program that has been planned can run efficiency or not on the program.[52]

Based on Government rule no. 19. 2005, assessment is divided into three: (1) daily test, this kind of test is conducted periodically to measure the achievement of one competency or more based on the indicator (2) semester test, the test is carried out to measure students' competency after eight to nine weeks teaching (3) final test, the test is conducted to measure the students' competency in the end of the

[52] Haryati. *Model & Teknik Penilaian pada Tingkat Satuan Pendidikan*. (Jakarta: GaungPersada Press Jakarta. 2013)

semester, (4) school examination, the test is carried out by the local school to gain the acknowledgement on students' achievement as a pass requirement of the school and (5) national examination, the test is conducted nationally under National Education Standard Board. Additionally, assessment is categorized in 3 types based on its function (1) formative test, the test is conducted by the teachers in the learning process to know the achievement of the teaching and learning (2) summative test, the test is carried out in the certain end of teaching and learning period (3) diagnostic test, the test is to investigate the students' weakness and the factors.

B. Review of the Related Study

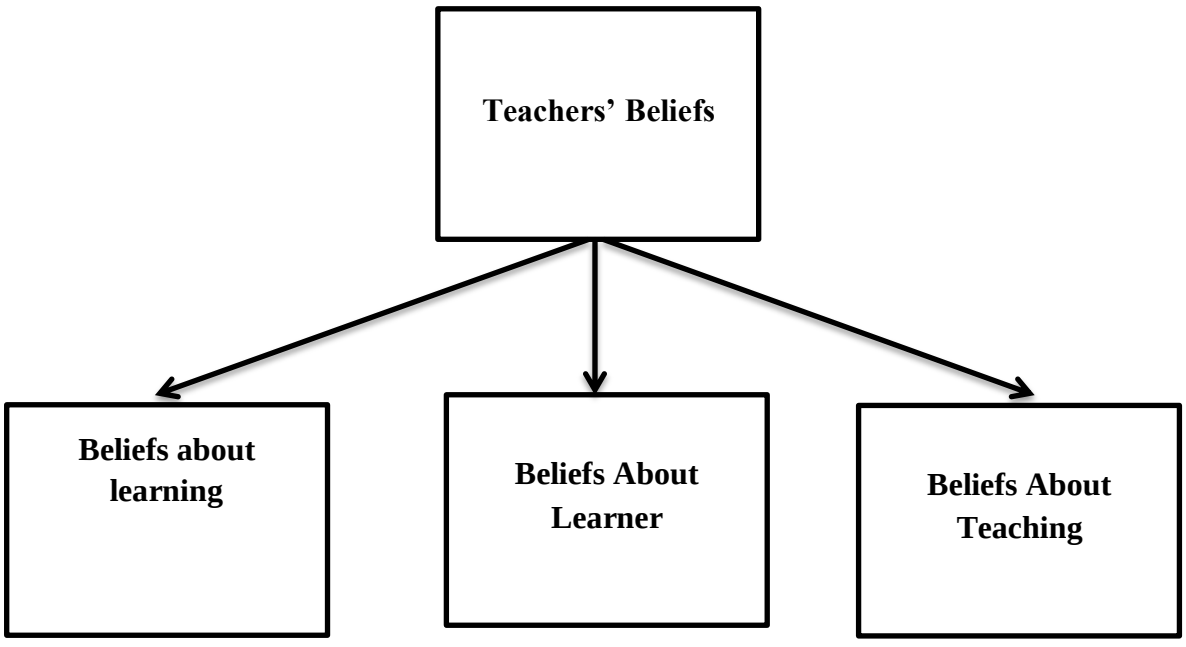
The first research was conducted by Li Xu in 2012 with the title "The Role of Teachers' beliefs in the Language Teaching-learning Process" This research studies some previous researches on teachers' beliefs, and analyzes the role of three teachers' beliefs in the language teaching-learning process. The first part clarifies the concept of teachers' beliefs, the second part illustrates three essential teachers' beliefs about learners, learning and teachers themselves, and their role in the language teaching-learning process, the third part is the conclusion, which is consistent with the concept of teachers' beliefs. It was found that Teachers who fail to examine their beliefs may bring about unanticipated consequences in the classroom, set asid valuable curriculum, overlook or

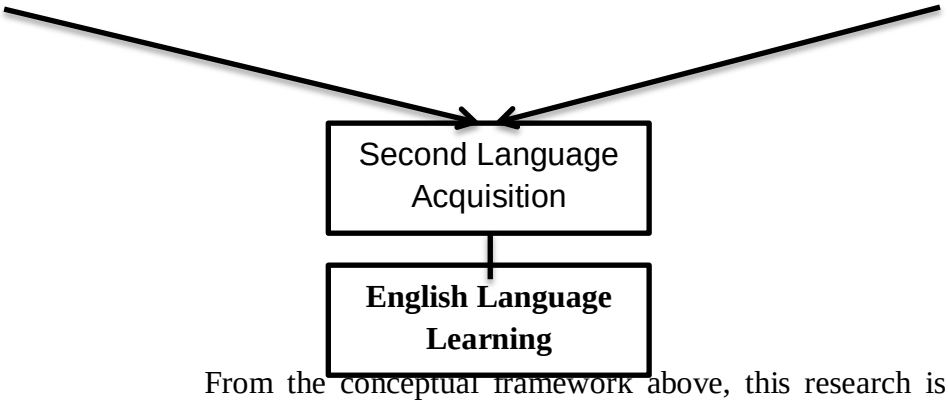
marginalize students who need them, misinterpret students' motives or behavior, and limit their potential as professionals. Conversely, teachers who are willing to explore their beliefs, and how their beliefs relate to practice and the professional knowledge base, can capitalize on the beliefs they hold to promote students' intellectual growth, autonomy and reciprocity, and equity in their classrooms. Moreover, they create spaces for their own growth as they identify and revise beliefs that do not serve them, their students, or their schools. The formation of a teacher‘s educational beliefs in the language teaching-learning process will exert an imperceptible influence on forming active language teaching methods and will bring about an improvement in students‘ language abilities.

The second research was conducted by Zaenul Wafa in 2016 with the title “Teachers’ Beliefs And Classroom Practices Of English Teaching” This research was a case study of English teachers’ beliefs and classroom practices at MTsN Jeketro. The objectives of this study were (1) to describe teachers’ beliefs about English teaching, (2) to investigate the teachers’ beliefs implemented in the classroom practices, (3) to analyze factors contributing to shape teachers’ beliefs. The type of the research was a qualitative with case study approach. 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 of English teaching at MTs N Jeketro. The subjects of the study were four English teachers consisting of two male and 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 openended questionnaire, semi-structured interview, classroom observation and document analysis taken from the 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 finding of this study showed that first, most of the teachers' beliefs were consistent with their classroom practices namely beliefs about learning objective, syllabus, instructional material, classroom techniques, teachers' roles, students' roles and assessment although the researcher still found one discrepancy namely teachers' beliefs about classroom procedure. The factors contributing to shape teachers' beliefs were (1) experience as language learners (2) training or seminar that teachers participated, (3) personal factor and (4) teaching experience works best

C. Conceptual Framework





From the conceptual framework above, this research is about to analyze the teachers' belief about learning, learner, and about teaching. In order to avoid the broad scope of the research, this research will focus to second language acquisition which is English language learning.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

In this research, the researcher will use qualitative research design. Tohirin points out qualitative research is a research that mean to understand the phenomena about what was felt by the research subject, for example: behaviour, perception, motivation, action, and etc holistic with description way in words and language in a especially and natural context with use kinds of natural methods.[53] The purpose of the research was to identify and to explore how a phenomena or reality in field research without do any treatment on it.

In this case, the researcher conduct this research in order to get information about the teachers' belief about English learning in SMAN 1 BANUHAMPU

B. Informant of the Research

The informant of the research is students and English teacher of SMAN 1 BANUHAMPU Where as the key informant is the English teacher of SMAN 1 BANUHAMPU supporting informant is the students of SMAN 1 BANUHAMPU

C. Technique of Data Collection

[53]Tohirin, (2012),*Metode Penelitian Kualitatif dalam Pendidikan,*Jakarta: PT RajaGrafindo Persada, P. 3.

To collect the data, the researcher will use interviews and quisitionare Burhan Bungin proposed interview is conversation process that was purposed for constructing about people, event, activity, organisation, motivation, feeling, etc as done by two party, that is interviewer as an asking questions to the interviewee.[54] Quisitionare is a set of questions or statements to the respondent[55]

So in this research, the researcher will use interview to get informations about the teachers' belief related to Second language acquisition especially English language learning in SMAN 1 BANUHAMPU. The interview will be done by using snowball technique. Tohirin proposed snowball is the researcher asked the questions to the informants and the researcher could stop the research until got the saturated data.[56]

D. Instrumentation

Following are the instruments of the research:

1. Questionnaire

   The questionnaire in this research is a set of statement for the teacher that range from 1 = strongly disagree and 5 = strongly agree related about teacher beliefs. This questionnaire will be distributed to the English teacher of SMAN 1 Banuhampu.

2. Interview

[54]Burhan, Bungin., (2012), *Metodologi Penelitian Kualitatif: Aktualisasi Metodologis ke Arah Ragam Varian Kontemporer*, Jakarta: PT Rajagrafindo Persada, P. 155.
[55]Sugiyono, (2009),*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, P. 338.
[56]Tohirin, op.cit., P. 69.

This research will use free interview to collect the data. according to Burhan Bungin free interview is unstructured interview that was not centered to specific problem, but it changed from the main problem to another problem.[57]

E. Technique of Data Analysis

The data would be analyzed by using some steps, as according to Sugiyono who quoted Miles and Huberman's Model, it would be explained as follow:

a. Data Collection: the researcher collects the data through interviews to identified the teachers belief at the tenth grade SMAN 1 BANUHAMPU
b. Data Reduction: the researcher resumed the data and focus on the research aspects and unnesessary aspects were reduced by researcher.
c. Display the Data: the researcher made the result of the research, analyze the teacher beliefs, categorize them, and display them
d. Conclusion: the researcher concluded the finding based on the students' interviews and the teachers' interview at the tenth grade of SMAN 1 BANUHAMPU.[58]

F. Determination Truthworthiness of the Data

In doing the research, the researcher use determination truthorthiness of the data. Ruslam Ahmadi explaisn determination of truthworthiness is purposed to got measurement about confirmability, dipendability, and as a

[57]Burhan, Bungin. op.cit.,P. 109.
[58]Sugiyono, (2009),*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, P. 338.

optional decribing that gave external checking about the steps was taken about credibility.[59]

In this research, the researcher did the creadibility test with persistent observation and member check based on the data that will be found out from the research data. Sugiyono assumed persistant observation is the researcher comes back to location of the research to made sure that the data is really valid. Also the researcher could build a rapport to the informants.[60] Nevertheles, he also stated that member check is purposed to identify how far the data that is got appropriate with the data that's was given by the informants.[61]

[59]Ruslam, Ahmadi., (2014),*Metodologi Penelitian Kualitatif*, Yogyakarta: Arr-Ruzz Media, P. 284.
[60]Sugiyono, op.cit., P. 369.
[61]ibid., P. 375.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

Based on the questionnaires that were filled by the teachers in SMAN 1 Banuhampu, it can be explained as below:

1. Teacher Beliefs about Learner

There are 2 teachers that are strongly agreed that students need to master any material as fast as needed. It means that half of the English teacher in SMAN 1 Banuhampu have belief that learner is resister, receptacles, and raw material. However there are 2 teachers who chose neutral and disagree to this item, which means they disagree that the students is resister, receptacles, and raw material who need to master any material as fast as needed.

There are 3 teachers who are strongly agree that they want the students to understand the learning material as they taught and a teacher just agrees with that statement. It means all of the teachers agree that they want their students to understand the learning material that they teach.

3 of the teacher strongly agree that they must alter the nature of relationship with the students and 1 teacher just agreed with this statement. It means that teacher agree that students are clients, partner, individual explorer, and democratic explorer. Most of them strongly agree

that they need to maintain a good relationship with the students because they think the students as the partners in teaching and learning process.

There are 3 teachers who strongly agreed that they need to design the language learning activities based on the students need. This also shows that the teachers have belief that the learner is their partner, client individual explorer, and democratic explorer in teaching and learning process. They will put themselves as co-learners, facilitators and co-operators.

Based on the teachers' questionnaire about their belief about learner, the researcher concludes that the teachers have the balanced belief that the students are not only raw material, resisters, and receptacle, but also clients, partners, individual explorers, and democratic explorers. They do not only force their learner to understand the material as fast as possible, but they also alter their relationship with the students and they also design the language learning activities based on the students' needs.

2. Teachers Belief about Learning

From the questionnaire item 6 to 8, the researcher would conclude the teacher belief about learning. Two of the English teachers chose neutral about the role of textbook in the classroom. 1 of them disagree that the textbook are helpful in learning. Based on this, the researcher concludes that the teachers do not have a strong belief about the usage of textbook in learning process.

All of the teachers agree that they should focus on the learning strategies in teaching English and two of them even chose strong agree about this statement. In short, they do have a strong belief about the usage of learning strategies in teaching English. This is also contributes to the teacher beliefs about learning.

Most of the teachers agreed that they need to focus to teach what will be on the test. The test is only a media to find out how far the students understand about the material. However, they agree that they need to teach what will be on the test. This make the focus of test and learning flipped. They need to have belief that they should test what they have taught not to teach what should be on the test.

As the conclusion, the teachers are lack in beliefs about learning. Most of them do not agree that textbook are helpful in learning and they also agree that they need to teach what will be on the test. However, they have beliefs that teaching strategies is important to learning English.

3. Teacher Belief about Themselves

a. Teacher self-efficacy

The first part of teacher belief about themselves is their belief about their self-efficacy. There are 3 statements about their self-

efficacy. All the teachers strongly agree that they have self-confident about what they teach. 3 of them strongly agree they are always ready to enter the classroom. In addition, 3 of them agree that they believe that students understand what they teach. From these facts, the researcher concludes that the teachers have a strong belief about their self- efficacy.

b. Teacher Emotions

The second part of teacher belief about themselves is their emotions in the classroom. There are 4 statements about teacher emotions. First 3 out of 4 teachers strongly agree that they need to express organizationally desired emotion during interpersonal interaction in the classroom. All of them strongly agree that they need to control emotion in the classroom. All of them strongly agree that they should not bring their own problem in the classroom. Finally, all of them also strongly agree that they to be careful with their own emotion in the classroom. From this finding, the researcher concludes that teacher have a strong belief about their emotion.

B. Discussion

Based on the all the findings above, the researcher concludes that all the English teachers in SMAN 1 Banuhampu have a balanced belief about their learner, the teachers are lack in beliefs about learning, and they have a strong belief about themselves. Teachers have the balanced belief that the

students are not only raw material, resisters, and receptacle, but also clients, partners, individual explorers, and democratic explorers. They do not only force their learner to understand the material as fast as possible, but they also alter their relationship with the students and they also design the language learning activities based on the students' needs. Most of them do not agree that textbook are helpful in learning and they also agree that they need to teach what will be on the test. However, they have beliefs that teaching strategies is important to learning English. Lastly, they have a strong belief about their self-efficacy and emotion in the classroom. They are strongly agreed that confident, readiness, and emotion control is really important in the classroom

Related to the teacher belief about learner, Li Xu said that the first three constructs are heavily teacher-dominated while the latter constructs involve increasingly active learner participation. If teachers consider their students as resisters, receptacles or raw materials, they will force learners to master a language, fill learners with knowledge, and shape learners according to the teacher‘s wishes. While, if teachers consider their students as clients, partners, individual explorers or democratic explorers, then they will alter the nature of the relationship between teachers and learners. The teachers will have the language learning activities from learners' needs, and take themselves as co-learners, facilitators and co-operators. In SMAN 1 Banuhampu, the English teacher the teachers consider both of them. Teachers have the balanced belief that the students are not only raw material, resisters,

and receptacle, but also clients, partners, individual explorers, and democratic explorers. They do not only force their learner to understand the material as fast as possible, but they also alter their relationship with the students and they also design the language learning activities based on the students' needs.

Furthermore, related to the teacher belief about learning Li Xu said that teachers' beliefs about learning appear to rely on a great deal of visible, behavioral evidence rather than on assessment of student meaning-making. In SMAN 1 Banuhampu, they have belief that they should teach what would be on the test, it is different with the theory, which means that the teachers should not only teach what would be on the test. Li Xu also said that teaching strategies a teacher uses in the language classroom reflect his/her beliefs about learning. In SMAN 1 Banuhampu, English teachers have beliefs that teaching strategies is important to learning English.

Finally is the teacher' belief about themselves. Li Xu said that self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. In SMAN 1 Banuhampu, all of the teachers have a strong belief about their self-efficacy. They are confident about what they teach; they are always ready to enter the classroom. Li Xu added that teachers need to express organizationally desired emotions during interpersonal

transactions. As such, emotional labor has been associated with job dissatisfaction, health symptoms and emotional exhaustion, which are key components of burnout and related to teachers who drop out of the profession. In SMAN 1 Banuhampu, all of the teacher strongly agree that they need to express organizationally their desired emotion during interpersonal transaction in the classroom. They have belief that bringing their personal problem to the classroom would bring no good to the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding of the research, the researcher concludes that all the English teachers in SMAN 1 Banuhampu have a balanced belief about their learner, the teachers are lack in beliefs about learning, and they have a strong belief about themselves. Teachers have the balanced belief that the students are not only raw material, resisters, and receptacle, but also clients, partners, individual explorers, and democratic explorers. They do not only force their learner to understand the material as fast as possible, but they also alter their relationship with the students and they also design the language learning activities based on the students' needs. Most of them do not agree that textbook are helpful in learning and they also agree that they need to teach what will be on the test. However, they have beliefs that teaching strategies is important to learning English. Lastly, they have a strong belief about their self-efficacy and emotion in the classroom. They are strongly agreed that confident, readiness, and emotion control is really important in the classroom.

B. Suggestion

Based on those findings, the researcher would like to give suggestion as follows:

1. For the next researcher

The next researcher is expected to conduct a research about teacher belief with different method and approach. Especially teacher belief about learning and its problem, since the findings in this research stated that there were lacks of teacher belief about learning.

2. For the teacher

   The teacher is expected to have more belief about learning. The test is only a media to find out the students understanding, not the goal of the learning itself.

3. For the government

   The government is expected to provide better textbooks for English learning, since this research showed that there was none of the teacher agree that textbooks are useful in learning English.