

**TEACHERS' BELIEFS ABOUT ENGLISH TEACHING
AT VOCATIONAL SCHOOLS IN BUMIAYU: CASE STUDY**



A THESIS

**Submitted as a Partial Fulfillment of the Requirements
for the Master Degree in English Education**

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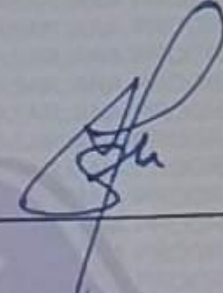
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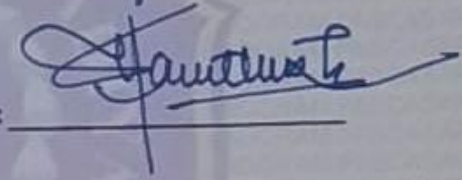
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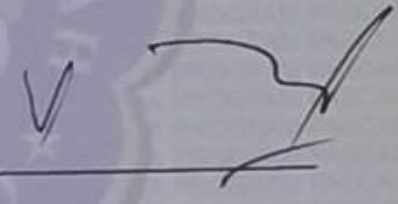
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This thesis was examined by the Board of Examiners on November 28th, 2019 and was declared acceptable.

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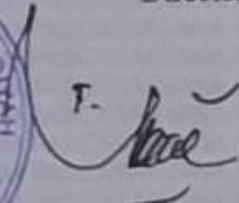
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DECLARATION

I certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other writer's opinions or findings included in this thesis are quoted or cited in accordance with the academic writing standards.

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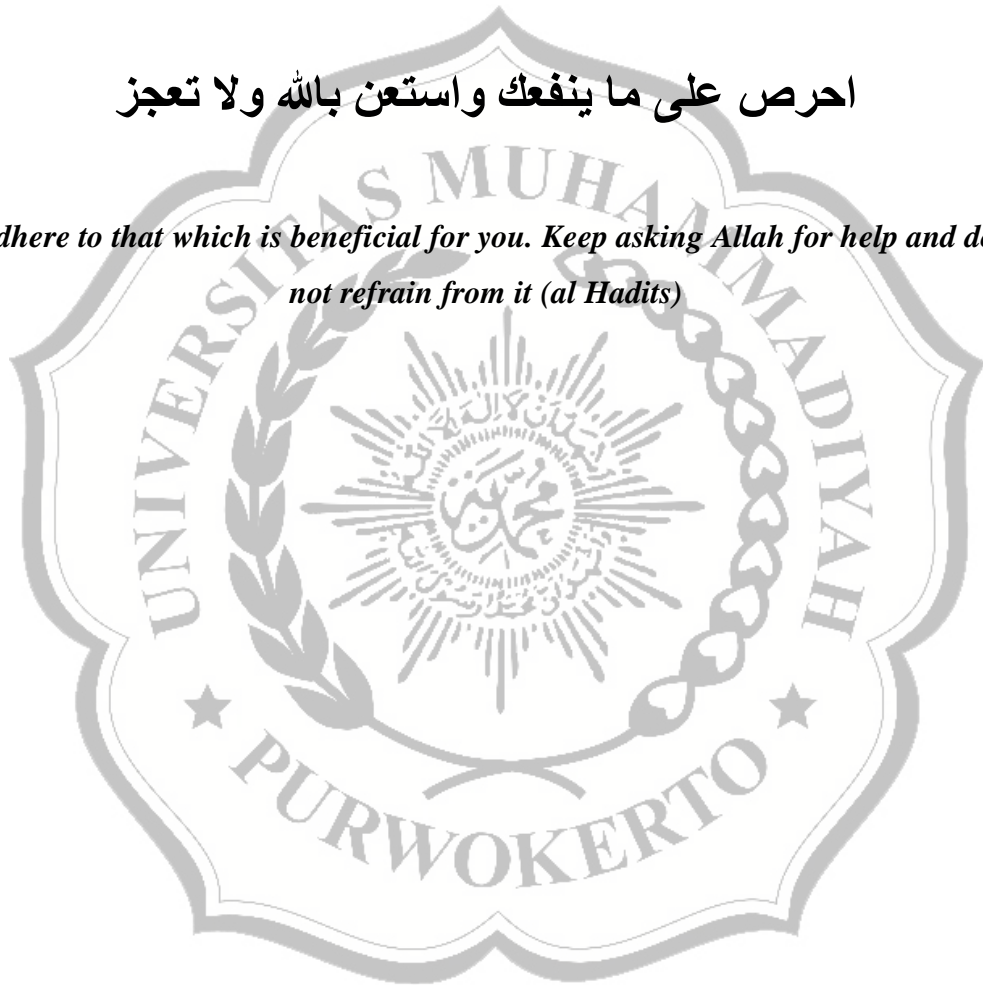
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MOTTOS

*"Be the happiest person who spending the time for thinking al Quran
and al Hadits"*

احرص على ما ينفعك واستعن بالله ولا تعجز

*Adhere to that which is beneficial for you. Keep asking Allah for help and do
not refrain from it (al Hadits)*



DEDICATION

I dedicate this thesis to:

My wife Yanri Isfahani, S.Pd.

My dreamed lovely children



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All praise is to Allah SWT for everything, so that I could finish this thesis.

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I realize that this thesis is far from being perfect. Thus, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

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ABSTRACT

Muhammad Firmanudin. 2019. **Teachers' Beliefs about Teaching English in Vocational School : A Case Study**. Purwokerto : The Post Graduate Program in English Language Studies, Muhammadiyah Purwokerto University.

In Vocational School, English is one of an adaptive subjects. Since English course in vocational school is categorized as an English as Foreign Language (EFL), it should be in general. EFL teachers are highly influenced by their beliefs in designing a communicative course. It influences the way they plan their lessons, decisions they make, and also their action or their behavior toward the students. Therefore, this research attempts to investigate the beliefs that the teachers hold in teaching English in Vocational School and what factors contribute in shaping the teachers' beliefs. In this case, the researcher focuses on the aspects of EFL teaching, namely learning objective, designing syllabus, instructional material, Classroom procedure, Classroom technique, technique, teachers' role, students' role, and learner assessment.

This was a qualitative research with case study. It was conducted towards three English teachers at Vocational School, Bumiayu. The data were obtained through doing classroom observations in the English class, interviewing the teachers, and collecting documents. The participants were interviewed twice. Two observations for each of the participants were conducted.

The findings of the research revealed eight points. First, the teachers believe that learning objective, designing syllabus, instructional material, using conceptual procedure, improving an appropriate technique, implementating teachers' role, understanding students' role and creating suitable assessment are very important in supporting the teaching English. Second, most of the teachers' beliefs were consistent with their classroom practices although the researches 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.

Keywords: teachers' beliefs, qualitative research, teaching English, Vocational School