

CHAPTER I

INTRODUCTION

A. Background of the Study

The learning process of vocational high school students is particularly Purposed at preparing the graduates to gain supporting skills of any careers and ability of self-improvement in order to adapt with science and technology evolution. In response, the training and education program in vocational high school are divided into three groups, there are Kelompok Mata Pelajaran Wajib A, Kelompok Pelajaran Wajib B, and Kelompok Mata Peminatan (Kejuruan). In this case, English subject in vocational high school, which is included into Kelompok Pelajaran Wajib A, taught for 36 hours per semester for X grade, XI and XII grade. Each season runs for 45 minutes However, in 2013 Curriculum English subject for SMA/MA and SMK/MAK has equal contents which consist of content of curriculum (KI/KD) and content of subject (mata pelajaran) (Kemendikbud, 2012, p. 15).

Hawanti (2014) said that in developing an English language program, it was important for teachers to know what sort of program they are delivering. By citing Smith & Lovat (2003), she added that teachers who did not have an adequate understanding about the rationale for a particular program, its objectives, and its targets, they might not be able to achieve the goals required. As a teacher, it is significant to understand the language

program either its curricula, syllabus, method and strategy and classroom management. Those should be totally considered before practicing and making it into the classroom process. Its essentiality are to grow the measurable-planning, gradual-acting and calculable-evaluating on its own teaching learning program.

Teaching English at vocational high school is a process of education that prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific occupation or vocation. The ultimate aim of teaching English at the vocational high school is to prepare students to master the English language skills and knowledge base which will support the achievement of competencies and skills to implement the program expertise and skills mastery of English language skills in oral and written communication at an advanced level (Kemendikbud, 2013, p. 9).

Teachers at Vocational School have a crucial role in enhancing the progress of the students' competencies in English. They must be able to implement to the expected learning activities which enable the students understand about what they teach. Processing of preparing the curriculum, designing syllabus, stating the learning objective, measuring the appropriate strategy and technique, applying the suitable assessment are deeply considered before they do the teaching and learning process. Besides, they also should know well about their own roles and their own students' role in order to be more aware of fulfilling the responsibilities in the teaching learning process.

When doing an interaction among the teachers, English teachers are also expected to share ideas or information about implementing teaching-learning process. They tell about appropriate strategy, fun method, the preparation of equipment which will be used for practice teaching learning and the problems might be faced by the students, and so on. Next, it will create convenient atmosphere among them as they are struggling on overcoming the similar problem, such as the students' delinquency, the unexpected students' results or marks, and the rules of management which might need improvement for enhancing the students' motivation and achievements, etc.

However the interaction tends to give some judgment for their children. Some of them says that the students are difficult to understand the lesson, others tells that the students are difficult to be control and do not like paying attention. Moreover some says that the students are in low level students. While there are teachers who blaming the curricula, such as, its content, unsuitable materials and also condemning the strategy or method which they should apply.

The above facts, is contrary to the ideal-teachers, it seem they are sinked down into the unessential matters. The role of the teacher to be the designer for syllabus, creator of classroom procedure, applier for classroom technique, and students' problems solver for the students become missing. And when those are missing, so it will be bad for the development of the students' achievements.

To understand and enhance educational processes, the values, practices and attitudes of teachers are critical. These are closely linked to the approaches of teachers to deal with difficulties in their daily professional life and their general well-being, and these form that they can be expected to mediate the impact of job-related policies—such as changes in curricula for the learning environment of teachers' initial education or professional development students and affect student motivation and achievement. In addition—on understanding the student. (OECD 2009, Barbara Ischinger). By knowing the three, teacher could make some plans dealing with processing the success of teaching learning. Beside that, teacher will also be more prepared on facing the students' problem which might happen during the teaching learning process.

Bloom said the mindset/belief and values of teachers regarding students provide the basis for their teaching philosophy (Bloom, n.d.). Teachers enter teaching with prior knowledge and beliefs about learners, learning, classroom instruction (i.e. target setting, learning experience and assessment), and the nature of classroom interactions and so on (Martin, 2004). Teachers' beliefs about learners, learning and classroom instruction are the result of teachers' knowledge and experiences. Sikka, Nath and Cohen argue that one critical issue that affect teachers' beliefs about assessment is high stakes testing, that is, situations where testing has significant effect on students' lives, reputation of schools and its personnel, funding and so on. Such a high stakes testing encourages teachers to alter their instructions (Sikka, Nath, & Cohen, 2007).

Since beliefs are understood to be action agendas (Ajzen, 1985; Pajares, 1992) and the teacher is a key figure of educational reforms (Bybee, 1993), identifying and understanding the beliefs of teachers regarding any educational reform idea becomes critical (Bybee, 1993; Cuban, 1990; Fullan & Miles, 1993). Studies examining the constructivist beliefs of teachers are necessary to understand a teacher's journey as they attempt to implement constructivist teaching and learning practices (Haney & McArthur, 2002).

Researchers (Hampton, 1994; Golombek, 1998; Richards, Galio & Renandya, 2001) affirm the notion that changes in teachers' beliefs precede changes in their teaching practices. For example, Edwards (1996) posited that a teacher with a strong static view of mathematics would need to have her beliefs about the subject challenged before her teaching practice would be affected in spite of being involved in an innovative constructivist experience.

Though, the relationship between beliefs and practice is not a simple one-way relationship from belief to practice, but a dynamic two way relationship in which beliefs are influenced by practical experience (Thompson, 1992). Sometimes, teachers are firmly supposed to propose their experience in learning English to be implemented by their students. Their past experience influence the use strategy during the teaching learning process.

The teachers' statements about the curricula (designing syllabus, applying method and technique), teaching learning process, facilities and students are the important thing to be researched. The statements which

delivered by them, show the characters, attitudes and belief in the profession they have. The big question is whether their thought or belief affect their performances during the teaching learning process. Is there any correlation, consistency and discrepancy of the EFL Teachers' beliefs and its teaching English activities at Vocational School in Bumiayu?

B. Statement of Problem

Based on the background of the study mentioned above, the problem of identifications of the research are:

1. What are the teachers' belief about the teaching of English in Vocational Schools?
2. How do teachers implement their belief in their teaching?

C. Objectives of Research

This research is conducted to fulfill the following purposes:

1. to describe the teachers' belief about the teaching of English in Vocational Schools
2. to explain how teachers implement their belief in their teaching.

D. Significance, Scope and Definition

a. Significance

The study is expected to have a significant contribution theoretically and practically for :

a). ***School Managements***

By learning through the teacher belief, the school management will realize that the teacher' belief is one of important part in effecting the teacher performance during the teaching learning process. On account of that, they should make some programs for rebuilding the teachers' inner-belief for succeeding teaching.

b). ***English Teachers***

Teacher belief is expected to be awared by English teacher so that they could make good performances during the teaching learning process.

c). ***Other Researchers***

The results of this research can be used as a reference for other researchers to conduct a similar study but in different focus discussion.

d). ***Decision Makers***

The reasearch will help the decision makers to make a good policy for enhancing the teachers' belief in teaching of English, such as make a appropriate training program which covers of rebuilding the teahers' belief in teaching of English.

b. Scope and Definition

The following terms will be used regularly in the study according to these definitions:

a) Teachers' beliefs

The term here refers to teachers' pedagogic beliefs (Borg 2001), which are related to convictions about language and the teaching and learning of it. These beliefs are manifested in teachers' teaching approaches, selection of materials, activities, judgments, and behaviors in the classroom.

a) Teaching English

Teaching English is a matter of transferring English knowledge or skill through the giving of instruction.

E. Thesis Outline

Apart from this introductory chapter, the thesis is organized into four more chapters.

Chapter Two reviews the relevant literature on teachers' beliefs, and its effect to the teachers' performances during the English teaching learning process.

Chapter Three describes the methodology that use to conduct this research. It presents the subjects of the study, research design and procedure of data collection.

Chapter Four illustrates and analyzes the data collected, in an attempt to provide an answer to the research questions.

Chapter Five, finally, summarizes the findings, specifies how these answer the research questions, points out the main limitations of the study and provides suggestions for further research