

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews some theories to support the study on teachers' beliefs about teaching English in Vocational School. It consists of three parts; the review of related literature, related studies, and the conceptual framework.

#### **A. Literature Review**

This part covers theories related to the research topic. They are theories about teachers' beliefs, teaching English to Vocational students, teaching English as Foreign Language (EFL), and review of related studies. Theory of teachers' beliefs comprises the definition of belief, teachers' beliefs, sources of teachers' beliefs, and types of teachers' beliefs. Teaching English to Vocational school students discusses the definition of Vocational school students as high/intermediate learners and their characteristics. Theory of teaching English as Foreign Language explores the definition of English as Foreign Language (EFL), types of EFL, characteristics of EFL, structure of EFL, EFL teaching strategies, and the role of EFL teacher in high/intermediate level. Related studies review previous studies of teachers' beliefs in teaching English for Specific Purposes.

#### **1. Teachers' Beliefs**

To expand a comprehensive understanding about teachers' beliefs, this part discovers the definition of belief, the understanding of

teachers' beliefs, the sources of teachers' beliefs, the types of teachers' beliefs, and teachers' beliefs about teaching.

#### *a. Definition of Belief*

Belief is about what people think about themselves, about something, and about the world. Borg (2001) defines a belief as an evaluative scheme or plan which is accepted as true and held by the individual. Belief can be conscious and unconscious and is made as guide to thought and behavior. Furthermore, Puchta (1999) also gives definition about belief by stating that belief functions as a guiding principle owned by each person and it can manipulate their understanding of and reaction toward new information. He also adds that belief is the main thing that control what people do and what people act (Puchta, 1999). It means that beliefs help people in determining how they think and what they want to do.

Belief is significant in many aspects of teaching, as well as in life. As Borg (2001, p. 186) says that "beliefs are included in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected". In other words, beliefs help someone in making judgment, in understanding and evaluating about some things. Moreover, Pajares (1992) in his work says that belief is actually observable even though belief is closely related to personal conceptions and internal mental processes. He also adds that to identify and observe someone's belief,

people can see it through their attitudes, values, expectation, theories and assumption they make. From the explanation above, it can be concluded that beliefs can influence someone's behaviors and decisions.

### ***b. Understanding of Teachers' Beliefs***

Teachers' beliefs are central to determine their actual behavior towards students. Borg (2001) defines teachers' beliefs as a term usually used to refer to teachers' pedagogic beliefs or that belief of relevance to an individual's teaching. In addition, Richards and Lockhart (2007) argue belief as "the goals and values that serve as the background to much of the teachers' decision-making and action". Thus, how the teachers teach the students is depending on their beliefs. It is also called that beliefs comes from teachers' professional development. Furthermore, it can be said that beliefs are prior ideas about particular things which can influence someone in thinking and making sense of the things.

Borg (2001) suggests that "teacher beliefs are concerned with what teachers know, believe, and think and teachers may have many competing beliefs in play at any one time". Awareness of teachers' beliefs therefore is important in taking decisions about teaching approaches, materials, and activities in the class. In the same vein, Pajares also argues about the influence of teachers' beliefs.

Teachers' beliefs have a greater influence than the teachers' knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice. If teachers can identify the level of students' capabilities, they will try to select and adjust their behavior and instructional choice accordingly (Pajares, 1992).

As mentioned earlier, teachers' beliefs also strongly influence teaching behavior, practices, and finally learner development. The way teachers act and interact with students are affected by teachers' beliefs. As a result, they guide teachers in making decision such as creating activities in the classroom and designing appropriate assessments for the students. It can be said that the planning of teaching and curricular decisions are shaped by teachers' beliefs. Then, teacher may know to determine what should be taught and what path instruction should follow.

Therefore, it can be concluded that teachers' belief is teachers' knowledge, perspective, and attitude that influence teachers in making decision such as planning lessons, creating activities or classroom practices, and designing students' assessment.

### ***c. Sources of Teachers' Beliefs***

Teachers' beliefs are teachers' personal views about what is teaching and what kind of effective teaching. According to Borg (2001, 186), "teachers' beliefs refer to teachers' pedagogic beliefs, or those beliefs of relevance to an individual's teaching". The area of beliefs commonly discussed are teachers' beliefs about teaching,

learning, and learners. Teachers' beliefs may impact the way of a teacher in teaching the students. Beliefs can be conscious or unconscious. Richards & Lockhart (2007, p.36) state that teachers' beliefs about teaching can be seen through the teachers' role, implemented teaching method, and teaching resources being used in the classroom.

In relation to the sources of teachers' beliefs, Richards and Lockhart (2007) summarize a number of the sources of teachers' beliefs. First, it derives from their own experience as language learners. Their learning experience may influence their beliefs about teaching and learning if they see what their teachers do is accepted, they may imitate their former teacher's teaching. Second, it is the experience of what works best. Some teachers may experience that certain teaching strategies may or may not work in their classes. Third is established practice. A certain teaching style may be preferred in an institution. Fourth is personality factor. Some teachers may prefer a particular teaching pattern or activity because it matches with their personality. Fifth is educational-based or research-based principle. Teachers may want to apply a particular teaching style that they may have learnt from a conference or research article. Sixth is principles derived from an approach or method. Teachers may believe in the effectiveness of a particular approach and apply it consistently in their classrooms (Richards and Lockhart, 2007, p. 30).

Thus, it can be concluded that there are three influential sources or factors affecting teachers' beliefs. First, it is teachers' prior experience as students or learners. The experience as students/learners informs the teachers the most appropriate teaching and learning process the students may prefer. Second, it is teachers' professional development. This development may come from their teaching experience within the class, their experience joining a course or seminar, or their experience by reading journals/books related to teaching approach or teaching method. Third, it is contextual factors. This factor usually comes from the institution where teachers work or teach.

#### ***d. Types of Teachers' Beliefs***

Calderhead (1996) explores and classifies types of teachers' beliefs as teachers' beliefs about teaching, learning, and learners, subject matter (i.e. EFL or language), self as a teacher, or the role of a teacher. It can be elaborated that belief about teaching refers to teachers' beliefs about the purposes of teaching. It makes the teachers think whether the teaching is a process of transmitting knowledge or it is about facilitating and guiding students' learning. Next, beliefs about learning to teach refer to teachers' beliefs about professional development. The experiences of the being an educator help the teachers in choosing what appropriate materials, techniques, activities, and media to teach students. After that, beliefs about subject deal with

how teachers view the subject. In this case, it depends on the learners' needs. Then, the teacher can decide the subject which need and want to learn. After that, the materials are intergrated with other skills. The last is beliefs about self and the teaching role deal with teachers' beliefs about their teaching roles and how these beliefs shape their classroom practice. The teacher can be a knowlgedge transmitter, a facilitator, a guide, or decision maker.

***e. The Role of Teachers' Belief in Language Teaching and Learning***

Teachers always bring their belief in every situation in their lives, including in situations and decisions related to language teaching. Thus, the implementation in teaching is affected by the teachers' belief. It is apparent that belief hold by teachers belongs to crucial aspect in language teaching. Kuzborska (2011) also emphasizes that teachers' belief play a central role in some aspects of teaching and learning process including the classroom practice. Concisely, teachers' belief affects the system of language teaching either the goal, process, or the components. First, teachers' belief underlies the decision in formulating the goal (Graves, 2000). The quality of the output is also influenced by the teachers' belief. If the teachers' belief resulted on the working decision for the students, the goals of teaching can be accomplished well. It has been confirmed by Kuzborska (2011) who find sthe significant relationship between teacher belief and student achievement.

Second, teachers' belief affect the process of teaching, started from the planning up to the making it to be real in class. Xu (2012) states that teachers' belief shape in determining what should be taught and what path of instruction should be followed. It continues to affect the interactions with students.

Third, what teachers hold as their belief influences their decision-making related to the components of teaching. What the teachers do in class whether it is about teaching methodology, language use, classroom management or other aspects in the teaching process is affected by their belief. Richards, Gallo, & Renandya (2001) confirm that teachers' belief strongly affect the materials and activities they choose for the classroom. Besides, teachers' belief also influences the teachers' development (Richards, Gallo, & Renandya, 2001). In fact, those findings are not absolutely true. Phipps (2009) finds that considering on the practical classroom circumstances, the teachers' belief are not always reflected on the classroom practice. Thus, teachers' belief can be affected by the teachers' practices, experiences or other external factors. Clark and Peterson (1986) in Richards, et al. (2001).

## **2. 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 a teacher. The process of teaching in the class must be systematic and structured so that the participants of learning will understand easily with the subjects. Westwood (2008: 1) defined that teaching is a matter of transferring knowledge or skill through the giving of instruction.

In the language teaching, there are some components that can support the teaching. Fauziati (2015: 69) 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) teacher's role (7) students' roles and (8) assessments. These are description of teaching components as follows:

***a. Learning objectives***

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 & Dick (1996.cited in Fauziati, 2015: 70) stated that learning objective is explicit descriptions on what the students are going to do as a result of the instruction they have acquired. Similarly, Arreola

(1998) insisted that learning objective is a statement of what students will do in the learning. Reisa & Dick, 1996; cited in Fauziati, 2015: 69) insists that learning objective is general statements of desired instructional outcomes that usually can be broken down into a variety of much more specific behavior.

Heinich (2002, cited in Fauziati, 2015: 70) offers a form 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.

#### ***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 (Richard, 2001: 152). Widdowson (1984 cited in Nunan, 1988: 6) 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.

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.

The first is grammatical syllabus is a syllabus designed in grammatical item from simplicity to complexity. It has been used as the basis for planning in general course, especially for beginner level. It is broadly used in language teaching.

The second, lexical syllabus oriented on targeted vocabulary. It can be classified in 4 levels: (1) elementary level: 1000 words, (2) intermediate level: 2000 words, (3) Upper intermediate level: 3000 words and (4) Advanced level: more than 3000 words.

The third, functional syllabus is orientated on the language need for current situation such as (on an airplane, at a bank, at a school, on the telephone, at home, at post office etc).

The fourth, topical syllabus is organized around the topics and themes or other unit of contents. The general objective of the topical syllabus is on the content than grammar, function or situation.

The fifth, competence-based syllabus is designed based on the specification of the learners' competencies. Competencies are description of the essential skills, knowledge and attitude required for effective performances of particular tasks and activities. Competence-based syllabus broadly used in social survival and work-oriented language program.

The sixth, skill syllabus is organized around the different underlying abilities that are engaged in using a language for purposes such as reading, writing, listening, or speaking.

The seventh, task-based syllabus is designed for students to complete the target language such as finding a solution to a puzzle, reading a map and giving directions or reading a set of instructions and assembling a toy. Tasks used as the basis for syllabus design are: jigsaw task, information gap-task, problem solving tasks, decision making task, and opinion exchange task.

The eighth, a text-based syllabus is a type of integrated syllabus combining the elements of different types of syllabus such as exchange, forms, procedures, information texts, story text and persuasive text.

The ninth, integrated syllabus is a framework syllabus for a course such as grammar linked to skills and texts, task linked to topics and function.

### ***c. Instructional material***

Instructional material is one of the 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 in teaching aids and instructional material. Patel and Jain (2008, cited in Sulaikah, 2013: 26). In line with the previous definition, Fauziati (2015: 196) explained that:

Instructional material is any systematic description of technique and exercises to be used in the classroom teaching; it provides the content of the lesson, the balance of skill taught and the language practice of the student. For the teacher it provides primarily to supplement the teachers' instruction and for the students it gives the major sources of the content that they have to learn.

The teacher can select a variety of materials such as a text book, workbook, worksheet or non printed material (cassette or radio material, videos, newspaper or computer) Sulaikah (2013: 40). Tomlinson in Richard (2001, cited in Sulaikah, 2013: 41) categorized good language teaching material in 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' different attitudes, stimulate left and right and give feedback.

#### ***d. Classroom procedure***

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 grammar 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 teacher will ask for the students to start working a couple of exercises to answer related to the material, the principal of the session is the more students do the exercises, the better students will understand the material. The last sequence is *Production*, the students are expected to demonstrate their understanding about the material by producing the new examples in the end of the teaching learning activity (Richard, 2009: 162).

Harmer (2001: 27) mentions three elements of classroom procedure in the classroom namely ESA is abbreviation of (Engage, Study and Active), in the first sequence, is *Engage*, the teachers will attempt to attract the students to engage in the learning by showing the picture of playing video related to the topic of the discussion, the second, *study*, the teachers explain the material and demand the students to focus on the subject taught by writing the explanation or making summary of what the teachers have explained. The third, *Activate*, the teacher 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.

Hammond (1992, cited in Sudjana & Nuryanti, 2011: 6) uses another term of classroom procedure with teaching learning cycle (TCL) that is adopted in Indonesia to succeed the implementation of

school based curriculum. The teaching and learning cycle has four continuums namely: (1) *Building Knowledge of Field (BKOF)*; the teachers give brainstorming to the material that will be discussed. The activity includes apperception, introducing vocabulary and grammar that are conducted in an interactive condition between teachers and students so that the condition can support the students to increase their curiosity. (2) *Modelling of the Text (MOT)*; the teachers give certain text (genre) to understand how the structure of the texts are formed and the functions of the text. (3) *Joint Construction of the Text (JCOT)*; the teachers are asked for the students to construct or modify a certain text in group as the follow-up of BKOF and MOT and (4) *Independent Construction of the Text (ICOT)*; in this last sequence, the teachers will provide opportunities for the students to produce a certain text independently.

While implementing for Curriculum 2013 is characterized by a very fundamental change in the learning process, namely learning for emphasizing an active learning. In accordance with Permendikbud No. 65 of 2013 concerning Process Standards, Curriculum 2013 uses a scientific approach as the main approach that needs to be strengthened by discovery-based learning (discovery learning), research-based learning (inquiry learning), and project-based learning (project based learning). The successful implementation of the 2013 curriculum is largely determined by the success of the teacher in

developing learning based on the approach or model of active learning.

The steps for implementing a scientific approach as following:

(1) observing, (2) asking, (3) trying, (4) associating, and (5) communicating. Syahmadi cited by Achmad dan Didi (2015) describe the learning process with table of specification as follows:

**Table 2.1: Scientific-based learning activity in language teaching**

STAGE	LEARNING ACTIVITY
Observing	<ul style="list-style-type: none"> <li>• Students see, observe, read, and listen to teacher's explanation (texts) with or without media. (Listening-reading)</li> </ul>
Questioning	<ul style="list-style-type: none"> <li>• Students deliver some questions that are factual related to the observation and define some questions, hypothesis (speaking-writing). This activity will be guided by teacher until it becomes habitual (independent) activity for students</li> </ul>
Experimenting	<ul style="list-style-type: none"> <li>• Students collect data through available resources such as document, object, book, internet media, experiment (Reading-Listening)</li> </ul>
Associating	<ul style="list-style-type: none"> <li>• Students analyze the data by forming categories and relationship within them (Reading)</li> <li>• Students draw conclusions from the result of data analysis started from the data. (reading-writing)</li> </ul>
Communicating	<ul style="list-style-type: none"> <li>• Students present their conceptual understanding regarding the conclusion they have made in the form of oral and/or written text, chart, diagram or picture (speaking-writing)</li> <li>• Students begin to write a text they have learnt through guided or free writing task (writing)</li> </ul>

Translated from Syahmadi (2013)

#### *e. Classroom technique*

Anthony (1963, cited in Kumaradivelu, 2008: 84) mentioned that technique is a certain trick, strategy or contrivance used to gain an immediate goal. 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, 2011: 43-50) classify some technique based on the approach the teachers use in the classroom, there are the descriptions:

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 questions; the teachers give a text to comprehend the 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 exercise which needed to write in short answer (3) dictation;

the teachers read some words then the students will jot down what the teachers read (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 technique: (1) dialogue memorization; the teachers provide some dialogues then 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 dialogue; the teachers ask for the students to complete the dialogue based on story told or listening played in the class.

***f. Teacher's role***

Teachers have their own perspectives about their roles in classroom, some say teachers is a great orator who can influences 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' role proposed by (1) Richard & Lockhart, 1994; Brown, 1995, (2) Harmer (2007) and Scrivener (1994).

Richard & Lockhart, (1994); Brown (1995) cited in Renandya (2012: 67) have similar categorization of teachers'role in three roles, namely; (1) *Needs Analyst*, according to Richard & Lockhart (1994) 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 basis and make use of the information to customize their lessons so that the needs and aspirations of 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.

While, Harmer (2007: 108-110) used other terms to categories 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 of a discussion, (3) *A*

*Participant or Facilitator*, teacher as a participant or facilitator 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 Resourcer*, 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.

In the other hand, Scrivener (1994: 6) simplifies the teachers' role into three categories: (1) *The Explainer*, the teacher tend to be teacher-centered in which the learners just have a little involvement during the lesson (2) *The Involver*, this rule is similar to the Harmes' concept called a participant, in which the aim is to get students attention by creating engaging and interesting tasks which may contribute to enhanced students' performances and active participation in the class and (3) *The Enabler*, is the compilation of a few different teacher's role including a guide, a counselor or a resource, depending on the circumstances and students' needs.

Suwartono emphasized that while applying the teachers' roles, they must be creative in presenting their roles. They must be aware of conducting the classroom management, too. Both are completely important in supporting in their way of implementing the teaching and learning process. It has been seen that beyond the roles have been mentioned above, as a teacher should be a creativity maker who create

a creativity for loosing the boredom of teaching learning process and vary the fun method, strategy and technique. After that, as a teacher is obliged to be a classroom manager to control and maintain the classroom process as it has been planned before.

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 prompter.

**g. Students' roles**

Baile (2009, cited in Mujahidin, 2015: 58) 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, students should be able to find some prior experience of knowledge to be learned. In the case they should mentally prepare themselves to learn more about the new concept of idea and (3) *Coordinator*, the learner role here is to take given information of instructions and coordinate that task for himself of 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 (Mujahidin 2015: 58).

Meighan (1990, cited in Xu, 2012: 1398) 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 learners 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 a 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 teachers' wishes. While, if teachers consider their students as clients, partner, 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.

Oz (2014) divided the learners' role into three, they are (1) *Recorder*, the learners are encouraged to write down the important information during the lesson, (2) *Summarizer*, the learners summarize the material delivered by the teacher during the class, (3) *Assessor*, the learners evaluate their own progress of each work (portofolios) in the lesson.

Based on the explanation above, there are two experts in Education who classify the students' roles: (1) Meighan (1990) proposed students' roles into seven classifications: (a) resister (b) receptacle (c) raw material (d) client (e) partner (f) individual explorer (g) democratic explorer while (2) Baile (2009) classifies into three classifications: (a) active participant (b) motivated participant and (c) coordinator (3) Oz (2014) mentions three roles; (a) recorder (b) summarizer (c) assessor. Understanding students' roles in language teaching will be helpful to pick the appropriate role for the learners to achieve the learning goal in education.

#### ***h. Assessments***

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 (2007: 15) differentiates assessment and evaluation. Assessment is a process of getting information how far the learning achieved based on the competency, whereas, evaluation refers to indentification of activity to see whether a program that har been planned can run efficiency or not on the program.

Griffin & Nix (1991. Cited in Haryati, 2007: 15) insist that assessment is a statement taken from the facts to explain the learners' characteristic. Cross (1989, cited Resmini) defined that assessment is a program conducted continuously to decide the success of learning. Based on Government rule no 19, 2005 (cited in Inasari, 2013) 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 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 Educationa Standar Board. Additionally,

assessment is categorized in 3 types based on its functions (*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.

### **3. Vocational Students as Intermediate Learners**

This discussion is divided into two big headings including definition of Vocational School students as intermediate learners and characteristics of intermediate learners. A number of theories are incorporated to construct understandable information of those aspects.

#### **a. The Definition of Vocational Learners**

Students or learners are people who receive influence from a person or group of people who carry out educational activities. Students are not animals, but they are human beings who have reason, mind, or intelligence. Students or learners are important human elements in educational interaction activities. It is used as the subject matter in all movements of educational and teaching activities (Djamarah, 2010).

In a pedagogical perspective, students or learners are a type of creatures who want education. In this sense students or learners are called a type of creature "*homo educandum*". Education is a necessity

which given to students or learners. Students or learners as potential human beings need to be fostered and guided by the teacher. Potential latent-students need to be actualized so that students or learners are no longer said to be "animal educable", a type of animal that allows them to be educated, but they must be considered as human beings absolutely, because students or learners are indeed humans. Students or learners are human beings who have the potential of reason to be used as strength in order to become capable human beings (Djamarah, 2010).

Vocational High School is one of the secondary education levels with the specificity of preparing the graduates ready to work. Vocational education has various meanings, but it can be seen a common thread. According to Evans defines that vocational education is part of the education system that prepares someone to be more able to work in a group of job or one field of job than other fields of work. With the understanding that each field of study is vocational education as long as the field of study is studied more deeply and that depth is intended as a provision to enter the workforce (Martua, 2009).

Based on several theories and definitions above, vocational students are students who are required to be able in all fields, but there are certain fields to be chosen. The aim of becoming a vocational student is to prepare for the industrial world or the world of work and

enter the era of free markets that are increasingly modern and also with creativity that is increasingly developing.

***b. The Characteristics of Vocational Learners***

Learners have characteristics. Barnadib, Suwartono, and Mechaty (Djamarah, 2010) stated that learners or students have certain characteristics, namely:

1. Do not have adulthood morality so that it is still the responsibility of educators
2. Still perfecting certain aspects of maturity, so it is still the responsibility of educators
3. Have basic human traits that are developing in an integrated manner that is biological, spiritual, social, intelligence, emotion, ability to speak, limbs to work (feet, hands, fingers), social background, biological background (skin color, body shape, etc.), and individual differences

***c. English as a Foreign Language***

EFL is one of many terms in English language teaching that stands for English as Foreign Language. It is the context which is applied in the process of teaching reading to Indonesian vocational high school since English in Indonesia is defined as a foreign language. Harmer (2007: 19) states that EFL described situations where students were learning English in order to use it with any other English speakers in the world – when the students might be tourists or

business people. Students often studied EFL in their own country, or sometimes on short courses in Britain, the USA, Australia, Canada, Ireland, New Zealand, etc. He also states that students of EFL use English in global context or, in other words, the students use English for international communication. Using English for international communication, especially on the internet, means that our students are in fact part of a global target-language community.

Teaching EFL students, especially reading, must be done systematically. Teachers have to provide the students a good selection of text. Good texts can be in the form of authentic texts which means that they use the original language that the native speakers use. From this point, the students can understand the style and manner how the native speaker uses the language in the texts. Hedge (2003) in Alyousef (2006: 66) states it should be built into an EFL/ESL programs provided the selected texts are “authentic” – i.e. “not written for language learners and published in the original language” – and “graded”. Teachers with EFL/ESL learners at low levels can either use “pedagogic” or “adapted” texts.

It is true that selecting good and appropriate text is a teacher’s responsibility. However, the teacher must also understand the essence of teaching reading to their EFL students. Hedge (2003) in Alyousef (2006: 67) also points out the importance of teaching reading to EFL/ESL, they are:

1. The ability to read a wide range of texts in English. This is the long range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. Building a knowledge of language which will facilitate reading ability
3. Building schematic knowledge.
4. The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning)
5. Developing an awareness of the structure of written texts in English
6. Taking a critical stance to the contents of the texts

In teaching reading to EFL students, teachers have to provide an appropriate lesson systematically by considering the importance of teaching. Moreover, using authentic text in teaching reading is also necessary since it can show the EFL students the style and manner how the native speaker uses the language in the texts.

#### ***d. Methods in Teaching Vocational High School***

Vocational high school is a formal institution which deals with teaching and learning English as a foreign language. In teaching the students, knowing the method is necessary for the vocational high school teacher. There are several appropriate methods that suit the characteristics of the vocational high school students like Grammar-Translation, Direct Method and Audiolingualism, Presentation,

Practice, and Production (PPP), Communicative Language Teaching (CLT), Task-Based Learning (TBL), Total Physical Response (TPR), or Silent Way method. Since methods in teaching English are numerous and there are many experts who have different kind of methods, teachers must wisely select the one that suitable with the students. Harmer (2007: 63) states several types of method in teaching EFL. They are:

1) Grammar-Translation, Direct Method and Audiolingualism

In Grammar-translation method, students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points. These sentences had to be translated from the target language (L2) back to the students' first language (L1) and vice versa. Direct method, which arrived at the end of nineteenth century, was the product of a reform movement which was reacting to the restrictions of Grammar - translation. The sentence was still the main object of interest, and accuracy was all important. Crucially it was considered vitally important that only the target language should be used in the classroom. Audiolingualism relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design the drill.

## 2) Presentation, Practice, and Production

A variation on audiolingualism is the procedure most often referred to as PPP, which stands for presentation, practice, and production. In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language too is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills.

## 3) Communicative Language Teaching (CLT)

A major strand of CLT centers around the essential belief that if students are involved in meaning-focused communicative tasks, then language learning will take care of itself, and that plentiful exposure to language in use and plenty opportunities to use it are vitally important for a students' development of knowledge and skill. Activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use.

## 4) Task-based learning (TBL)

It makes the performance of meaningful tasks central to the learning process. It is informed by a belief that if students are focused on the completion of a task, they are just as likely to

learn language as they are if they are focusing on language forms. Instead of a language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve.

Furthermore Richards and Rodgers (2001: 73) also state several methods in teaching. They are:

1) Total Physical Response (TPR)

This method is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

2) Silent Way

This method is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible.

The methods in teaching English at vocational high school are so varied. In this case, the teacher of vocational high school should be able to select the appropriate methods that really suit the characteristics and the needs of the students in the class that he/she teaches.

#### *e. Four Macro-Skills in Teaching Vocational High School*

Macro-skills are important terms that the students of vocational high school have to understand in learning a language. Macro-skills are divided into two types. They are receptive skills and productive skills. Receptive skills consist of reading and listening, and productive skills consist of writing and reading. The classification of those four skills is based on the human nature. According to Brown (2001: 232) the human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading.

Macro-skills are indeed connected each other. That is why in teaching reading the teacher has to be able to synchronize the reading skill with other skills. Each receptive skill always has relationship with each productive skill. Nation (1990) in Nan and Mingfang (2009: 26) describes word knowledge in terms of receptive and productive knowledge, which together comprise the four language skills. Receptive knowledge is recognizing and understanding the words in listening to a conversation or reading a text and productive knowledge is using words fluently and appropriately in speaking and writing. Nation (2001b) in Nan and Mingfang (2009: 27) also states that the receptive and productive skills relate to each other in important ways and can also be categorized as written skills (reading and writing) and oral skills (speaking and listening). For example, a student cannot

write without reading and cannot hold a meaningful conversation without listening. This interrelationship between productive and receptive skills makes it crucial to adopt a four-skill approach to vocabulary teaching. The receptive skills, and especially reading, are known to be effective ways to acquire vocabulary, but those same words do not easily come to mind when the learner is speaking or writing.

#### **4. EFL in Vocational School of Bumiayu**

English in Vocational School, Bumiayu has three hours meeting. This subject is obligatory to all students. The objective of the lesson is to make students able to communicate effectively and able to use English in verbal and written communication.

The English course in Vocational School, Bumiayu is aimed to aid students with knowledge and skills in English so that the students are able use English, not only for communication but also could finished the national examination well.

#### **B. Related Studies**

There are some studies that discuss similar topic. The first is Larenas, et al., (2013) who investigated EFL teachers' beliefs about the teaching and learning of English in public education. The study presented seven categories of teachers' beliefs regarding English teaching and learning. They are the use of English in EFL lessons, the teacher role, the student role,

the teaching components, the role of the teaching and learning context, the role of the language curriculum, and the relationship between the language curriculum and the course book contents.

The second is Ahsan (2012) who conducted a research to investigate Pakistani teachers' beliefs and perceptions about teaching and learning. He presented four categories of Pakistani teachers' beliefs. They are beliefs about themselves as professionals and individuals, beliefs about their knowledge and training needs, beliefs about roles, pedagogic and management skills, and beliefs related to students, administration, curricula, parents, and society at large.

The third is Tayjasant and Barnard (2010) who investigated teachers' beliefs about communicative English language teaching and their classroom practices. The study revealed four categories of teachers' beliefs. First, the aim of language learning ought to be communicating fluently. Second, learning is studying, searching, and experimenting by oneself and with other people's guidance. Third, learning is an active process. Fourth, it is teacher and student roles in teaching and learning activities. They believe that teacher should be knowledgeable while active and motivated students would succeed in language learning.

In addition, the following studies are carried out by Indonesian researchers. The first study is by Prijambodo and Arifah (2014). Their study is aimed at finding out the teacher's roles in the teaching and learning process of EFL to nursing program students. Their study is also aimed at

finding out the students responses towards the roles in the teaching and learning process of EFL to nursing program students. The study focuses primarily on understanding in depth the teacher's roles in the teaching and learning process. They focus on the roles played by the teacher in the teaching of EFL and the students' response towards the teacher's roles. The study found that the kinds of roles played by the research subjects were as the lecturer, clinical or practical teacher, role model, facilitator, mentor, assessor, curriculum assessor, resource developer, and study guide producer. This study also found that the students' responses towards the teacher's roles were that they liked when the teacher could do their roles well in the class. The students could also be able to understand their response towards the teacher's roles that would have impact to their learning process, thus they became active and enthusiastic.

The second study is by Saragih (2014). His study focuses on designing EFL materials for nursing students based on needs analysis. The study aims at providing EFL materials for 50 nurses based on need analysis. The need analysis used in Saragih study are *Target situation Analysis, Present Situation Analysis, Deficiency Analysis, Strategy Analysis, Constraint Analysis, Pedagogic Need Analysis, and Subjective Need Analysis* (Lowi, 2009). He uses quantitative and qualitative methods in his study and the findings describe the real needs of students of EFL for nurses, the lecturers' view points on the practice of EFL instructions, and descriptions of EFL for nurses used in English speaking countries. He stated that the results

of the study are very significant for designers of EFL of various fields for they reflect the real needs of nursing students. He also suggested that Nursing English textbooks should be based on the Need Analysis by EFL designers.

The third study is by Marwan (2009). In his study he highlights about the challenges of EFL teaching in Indonesian Vocational Higher Institution. The study was carried out within the framework of interpretive inquiry and the semi-structured interview was used as the instrument for data collection. Marwan's study revealed the teacher's EFL teaching challenges such as motivation, curriculum expectation and students' English proficiency, learning resources and teachers' teaching load have a significant influence on the quality of EFL teaching. These four factors require serious attention from the stakeholders, particularly school administrators and teachers. Teachers, for instance, should also, in addition to their subject matter teaching, make efforts to help improve students' motivation to learn. In other words, they need to create a fun atmosphere in the process of EFL teaching and learning. Marwan also suggested that EFL learning will not be effective if students are not motivated to learn.

The fourth study is by Nurmainiati (2015). Her study focused on teaching EFL to nursing school. Her study was an evaluative descriptive study which described preparation by the lecturer, the teaching technique used, the teaching activities, the teaching materials and resources, the assessment of the students, etc. The result of the study showed that the EFL teaching in nurse school is not administered properly because the lecturer did

not prepare lesson plan before the lesson, the teaching activities focused only on speaking and the syllabus did not fully cover the objectives in the curriculum.

The fifth study is by Syaripah (2014). In her study she focuses on the teaching English for medical purposes at Mona Midwifery Academy in Banda Aceh. The study is aimed to provide a description of the actual condition of EFL teaching at Mona (Especially English for Medical Purposes). The research is a case study at Mona Midwifery Academy in Banda Aceh. The results of this study shows that the English teachers did not conduct analysis toward the students, the focus of the teaching and learning process is mainly on grammar and vocabulary, the syllabus made did not cover all midwifery subjects, the teacher used GE instead of EFL in the teaching and learning process, and the assessment did not follows the guideline as proposed by the curriculum.

Furthermore, there are also more studies carried out by the graduate student of English Language Studies, Sanata Dharma University. The first is written by Evi (2013). In her study, she identified the beliefs that the teachers hold in teaching English in a bilingual primary school. Three points were revealed in her study. First, the explicit goal of teaching enables the students to use English in written and oral forms correctly. Second, the teachers believe that time management in preparing materials, questions, activities, media, and worksheets is the important process in teaching. Third, the teaching materials should be completed with various activities that the skills

are intergrated, interesting, and clear. The next study is conducted by Muryanti (2016) entitled *Teachers' beliefs about Teaching English to Young Learners in Primary School: A Study of Classroom Practice*. There are twenty-six beliefs of the teachers. Those beliefs are classified into three areas, comprising language are based on the structural view, language learning are based on the view of language learning as the process which should be supported by suitable condition for the learning process to happen, and the language teaching is a transmission of knowledge and management of learning.

### C. Conceptual Framework

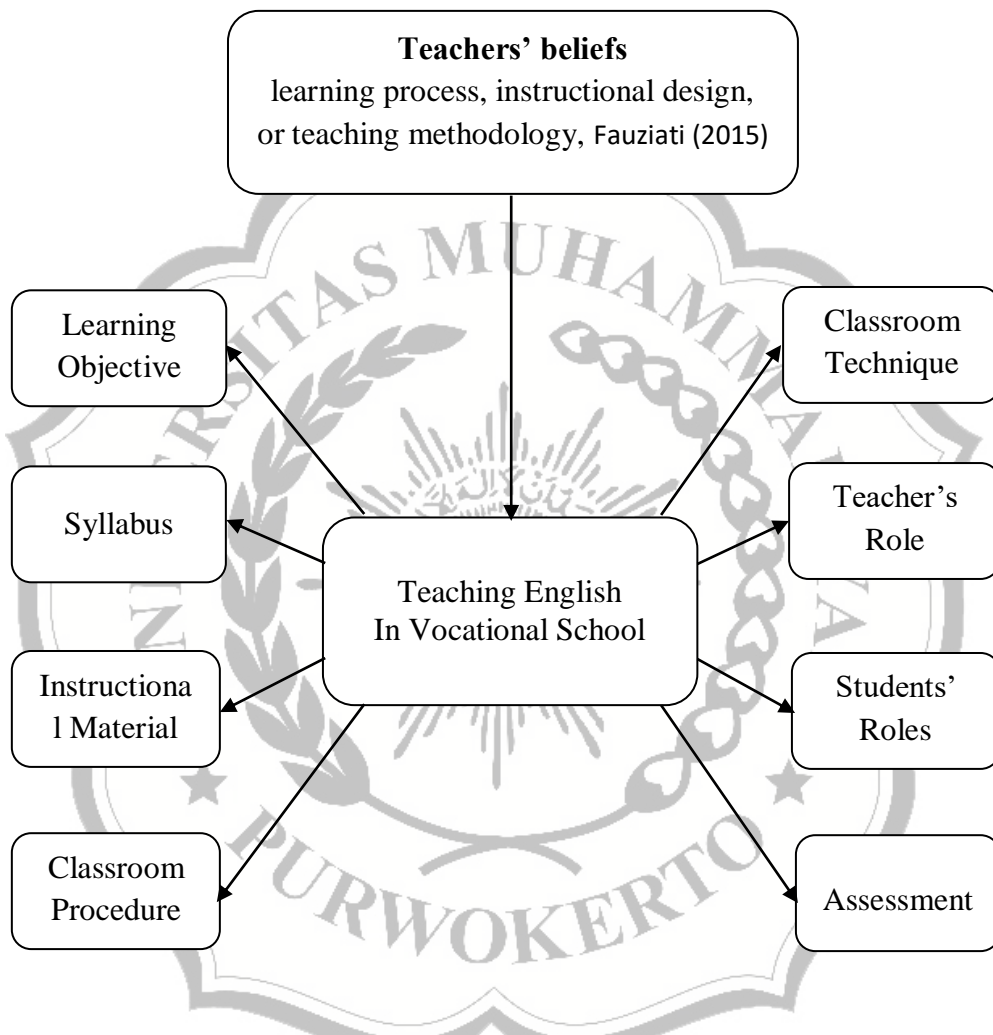
To achieve the goals of the study a conceptual framework is needed to make the study focus. This study focuses on teachers' beliefs in teaching English to students of Vocational School.

Pajares (1992) describes belief as an "individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do". Borg (2001, p. 186) states that "belief is a preposition that may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment". In the same line, Esplor (1987) delivers the comprehension about belief with the accepted idea that teachers' way of thinking and understanding are vital components of their practice. From this point of view, it is noticeable that teachers' belief, in

the realm of ideas is what the teachers think and what teachers know regarding to their profession which affect them in their performance. He also mentions that teachers' belief is a significant influence that affects them in conceptualizing tasks. The importance of beliefs in teaching could be denied at all. From all the theorist above, belief is a foundation or a basis for teaching since the way teacher act and think are influenced by the belief.

In the other way, the question comes up about what things that could shape someone" beliefs. One of them is experience. As Nespor (1987) says that experience becomes a factor that shape teachers" belief whether experience as a student or a teacher. It is also supported by Borg (2001). He states that the teachers" belief can be indicated by several factors that affect it, such as their schooling, professional coursework, contextual factors and classroom practice. The schooling includes their experience in learning in the classroom. This schooling factor informs both their beliefs and their professional coursework. The later factor takes account of teacher educational courses they receive prior and throughout their teaching career, which are intended to enhance their professional knowledge and instructional practice. Another factor that shapes teachers' beliefs is contextual factors. Contextual factors like society, institution where they work, standardized test like national examination, curricula, motivation, and expectation also influence of belief that the teachers hold.

Based on the teachers' belief framework adapted from Fauziati (2015) above, the conceptual framework of this study can be seen in figure 2.1.



**Figure 2.1. Conceptual Framework**

The study digs deeper on teachers' beliefs of three English teachers working in Vocational School, in Bumiayu. The participant consists of one male teacher and two female teachers. One of them is a certified teacher and others are uncertified teachers.