AN ANALYSIS OF TEACHER’S BELIEF AND PRACTICE ON TEACHING IN ISLAMIC JUNIOR HIGH SCHOOL PANCASILA IN THE ACADEMIC YEAR 2018/2019

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial fulfillment of the Requirements for the degree of Sarjana Pendidikan (S.Pd.)

English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN)

Salatiga

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SALATIGA
2018
DECLARATION

"In The name of Allah the Most Gracious and the Most Merciful"

Hereby the writer declares that this graduating paper is written by the researcher, and it does not contain materials written and have been published by others and other people’s idea except the information from the references.

The researcher is responsible for her graduating paper if in the future, it is proved of containing others “idea or in fact, the researcher imitates the other” graduating paper.

The declaration is written by the researcher and she hopes that this declaration can be understood.

Salatiga, September 21st 2018

The writer

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The Attentive Counselor’s note
Lailatul Hidayah

To the Dean of Teacher Training
and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Lailatul Hidayah’s graduating paper entitled “AN ANALYSIS OF TEACHER’S BELIEF AND PRACTICE ON TEACHING IN ISLAMIC JUNIOR HIGH SCHOOL PANCASILA IN THE ACADEMIC YEAR 2018/2019”. I have decided and would like propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

Hammam, S. Pd., M. Pd., Ph. D.
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A GRADUATING PAPER

AN ANALYSIS OF TEACHER’S BELIEF AND PRACTICE ON TEACHING IN ISLAMIC JUNIOR HIGH SCHOOL PANCASILA IN THE ACADEMIC YEAR 2018/2019

WRITTEN BY:

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Has been brought to the board of examiner of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on (day and date), and hereby considered to have completed the requirement for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

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Salatiga, April 21th, 2019

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MOTTO

“Nak ra kuat, dikuat-kuatke”

(If not strong, have to be strong)

~My beloved mother~
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, my mother (Maesun) and my father (Rochani) who always pray and support me. So I can study at IAIN.

2. My teacher, Mr. Mansur Hidayat that gives me the inspiration so I can make this graduating paper.

3. My old sister in PP. Pancasila, Sakinatul Birroh who helps me and gives me many things.

4. All of my friends.
ACKNOWLEDGMENT

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the writer could finish this graduating paper as one of the requirement for Sarjana Pendidikan (S. Pd) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without support, guidance, advice, helps, and encouragement from individual and institution. Therefore, at this moment the researcher would like to express her deepest gratitude and appreciation to:

1. Dr. Rahmat Hariyadi, M. Pd. As the Rector of the State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M. Pd, as the Dean of Teacher Training and Education Faculty.
3. Noor Malihah, M. Hum., Ph. D. As the head of the English Education Department.
4. Hammam, S. Pd., M. Pd., Ph. D. as the counselor who has educated, supported, directed and given the researcher some advice, suggestion, and recommendations for this graduation for this graduating paper from the beginning until the end.
5. Prof. Dr. MUH. Zuhri as an academic counselor who has supported and guided the researcher during this time in the English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.

6. All of the lecturers in the English Education Department, the researcher deeply thanks you all for your knowledge, advice, kindness and for everything.

7. My lovely parents, thanks for everything you do for the researcher until now.

8. All my friends in IAIN Salatiga and Pancasila Islamic boarding school.

9. All of the person, who helped the writer to finish this graduating paper that the writer cannot mention one by one, thanks all.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contributing from the readers for the improvement of the graduating paper.

Salatiga, October 5th, 2018

The writer

[Signature]

Lailatul Hidayah
Nim 113-14-004
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ABSTRACT


Education was an important thing to get a better life. It needed the teacher to teach and educate students. A good teacher was a teacher who had the belief and ability to teach natural. The aims of this study were: (1) To know the teachers’ belief on teaching (2) to apply the belief in teaching learning process (3) gaps between teacher’s beliefs and practice in the classroom, and factors contributing to shaping the teacher’s belief in Islamic Junior High School Pancasila in the academic year 2018/2019. The subject of the research is an English teacher of MTs Satu Atap Pancasila who taught the nine grade. The methodology of the research was qualitative research. The techniques of collecting data were the interview, observation, document analysis. The result of this research was the gaps between the teacher’s belief and practices. This research also gave descriptions about the factors contributing to shaping the teacher’s belief.

Key Words: belief; teacher’s belief and practice.
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CHAPTER I

INTRODUCTION

A. Background of the research

Education is the most important thing in our life. Without education, the human is like animals. People can get everything they want to be through education. Good education is a key to get a better life and civilization. The goal of education is to produce qualified human resources. There are some interactions required to achieve the goal through education like a teacher, student, and material (resources). Those have to go harmony and interplay each other. Education also needs practitioners who control the teaching-learning process. The practitioners in education are such as a bridge that can connect between knowledge and practice. Everyone knows that the teacher is the main instructor determining the teaching-learning process. The teachers have a major role in education. A teacher's job is to teach and educate students. So providing a model of a teacher is very important and cannot be negotiable. A good teacher is a teacher who has the confidence and ability to teach natural.

In education, teaching is a very complex process. It has many different tasks, like selecting learning activities, presenting learning activities, asking questions, checking students’ understanding, monitoring students’ learning, giving feedback student learning and
many others. In the other hand, to know the teacher deal with these teaching measures, it is necessary to know the belief of the teacher about their classroom action.

Belief is the judgment made by the person about what they can do with the skills that they possess. Belief is confidence in the ability to overcome difficulties in teaching. Based on Richardson in Mansur Hidayat that belief is an important thing in the teaching-learning process. Belief is a set of perception that human hold improving the way human behave in their life. Belief can be defined as ‘psychologically held understandings, premises, or propositions about the world that are felt to be true. (Richardson 1996: 102).

Belief can make the teachers can handle every situation in classroom practice. It also gives the confidence to the teachers to hold the classroom activity. Like activity is useful for the classroom, materials and method will implement in the classroom. According to Michaela Borg (2001) beliefs play an important role in any aspect of teaching. For the teachers who have the belief that learners will understand the lesson when they exercise lesson consistent with memorization, they will ask the learners to memorize the subject during teaching and learning process. In other ways, teachers who have the belief that learners will be able to understand the lesson easily. The teacher will improve the material to engage the students actively in the teaching and learning process.
The teachers as reflective practitioners, if they want to be effective in whatever approach they decide to take, are expected to act consistently in accordance with their expressed beliefs. (Marion Williams et al., 1997 in Li Xu, 2012). The teacher must have high confidence and belief because the teacher is the controller of the process of teaching and learning in class. Having teachers' beliefs is important because teachers' beliefs influence teachers’ actions in teaching and the methods they use. In teaching and learning process, teacher belief is an important aspect to control the teaching and learning process successfully. According to Fauziati in Hidayat that teachers' belief is very important for understanding and improving the educational process (2015: 53).

MTs Satu Atap Pancasila is a school under the auspices of Ponpes Darul Muhlasin and most of the students are santri. Their characters are different from the other student in formal school. They are not interested the English lesson. They consider that English is not an important lesson, it just one of obligation lesson that must be studied.

MTs Satu Atap Pancasila has two English teachers. They have different beliefs and background in the teaching, but in this study, the writer just uses one of them. So then to know specifically about the teachers' belief, the writer conducted research entitled "An Analysis of Teacher’s Belief and Practice on Teaching at Islamic Junior High School Pancasila in Academic Year 2018/2019 ".

3
B. Research questions

Based on the background and problem identification, the writer has formulated the following question in this research:

1. What are the teacher’s belief about teaching English?
2. How is the belief of English-teaching applied in teaching-learning process?
3. Are there any gaps between the teacher’s beliefs and practice in the classroom?
4. What are the factors contributing to shaping the teacher’s belief?

C. Objectives of the research

Based on the research questions above, this research has aimed to find out the following:

1. To explore the teacher's belief about teaching in English teaching.
2. To explore the teaching applied in the learning-teaching process.
3. To explore the gaps between teacher’s beliefs and practice.
4. To explore and analyze the factors that influence teacher’s beliefs and their classroom practice in the classroom.

D. Benefits

By the completion of this research, the writer hopes the result of the study will expect to bring significant and contribution in teaching learning English.
1. For Institution (IAIN)

In the framework of the development of science for further research, the results of this study are expected to contribute knowledge about teachers’ belief and practices

2. MTs Satu Atap Pancasila

By knowing teachers’ belief, expected to create good teaching and can evaluate teachers’ practice in their teaching and recognize their beliefs in English teaching.

3. Students

By knowing teachers’ belief so it is hoped can be used as substantial consideration to adapt how to learn so it can be obtained the achievement

4. Future research

This research can be a reference for future researchers who have a similar topic of study. Moreover, this research will help the next researchers to generate a better study.

E. Limitation of the research

This research uses the English teacher in Islamic Junior High School Satu Atap Pancasila.
F. Definition of key terms

1. Belief

Loucks-Horsley et al. (1998) argued that "beliefs are more than opinions: they may be less than ideal truth, but we are committed to them (2009: vol. 24, p. 25-28). According to Peacock (2001), beliefs are psychologically held appreciations, assumptions, or theorems about the world that are felt to be correct. According to Gurbuzturk in Mansur Hidayat (2017: p.15), he said that belief is an individual's judgment of truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human being say, intend, and do. The other definition stated Cabaroglu & Roberts (2000) beliefs are conceptual portrayals that signal a reality, truth, or trustworthiness to its holder to ensure reliance upon it as a guide to personal thought and action. From those definitions, belief is the opinion about something that is believed as truth.

2. Teacher’s belief

Zhou Guotao and Liu Xiaoming (1997) and Li (2012) expressed that teachers’ beliefs are shaped during their teaching processes and indicate the teachers’ subjective knowledge of the educational phenomenon, particularly towards their own teaching abilities and their learners. According to Kagan in Fauziati (2015) in Mansur Hidayat (2017: p. 18-19) he defined teacher beliefs as
“tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught.”. from those definition, teacher beliefs are abilities of teacher to deal with students, classrooms, and the academic material that is from their experience.

G. Organizing of the graduating paper

The graduating paper is divided into five chapters that consist of: chapter I contains the background of the study, the problem of the research, the objective of the research, the benefits of the research, the definition of the key terms, the review of previous research, the research method, and outline the graduating paper. Chapter II presents the previews of the research study and theoretical framework which includes the definition of belief, the nature of teachers’ beliefs, the source of teacher’s belief. Chapter III explains the research methodology of this research that contains the research design, the research setting, data and data source, the technique of the data collection, the technique of the analyzing data. Chapter IV explains the data presentation and discussion. Chapter V is closure at the end of the graduating paper that consists of conclusions and suggestion.
CHAPTER II

REVIEW OF RELATED THEORIES

A. Previous Research Study

The connection between teachers’ beliefs and their teaching practices have been reported by many researches (Attardo & Brown, 2005; Johnson, 1992; Jones & Fong, 2007; Poynor, 2005; Yook, 2010).

Johnson (1992) applied studies and lesson plan analyses to examine teachers’ beliefs about L2 teaching and learning. The results obtained from this study indicated that many teachers held determined theoretical beliefs which indicated one of the three methodological methods: function-based, skill-based, and rule-based approaches. A lot of instructors had theoretical beliefs pertinent to the function-based approach at the time of the research. Johnson observed three teachers’ classroom teaching chosen from 30 participants based on their various beliefs. The obtained results showed that three teachers’ teaching practices were consistent with their theoretical attitudes. Johnson concluded that teachers teach based on their theoretical beliefs.

Jones and Fong (2007) in (Gilakjani & Sabouri, 2017) interviewed 30 pre-service and 27 in-service teachers and indicated that teachers’ experience had played an important role in forming their teaching beliefs which were teacher-centered, textbook-based, and grammar-oriented. The results also showed that a lot of teachers held to their previous beliefs despite their exposures to various teaching methods.
Schulz (2001) carried out a study to investigate the cultural differences in learners' and teachers' realization of the importance of grammar teaching. Schulz (2001) used a questionnaire to 607 Colombian foreign learners and 122 of their teachers and 824 U.S. foreign learners and 92 of their teachers. Schulz revealed that most teachers from both U.S. and Colombia thought that the teaching of grammar was significant in foreign language teaching and Colombian teachers believed in the important role of grammar instruction than their U.S. teachers.

Algozzine, Kissau, and Yon (2012) studied teachers’ predetermined beliefs about teaching and understood that these beliefs differed among teachers. There were 222 teachers participated in this study. Teachers who had 10 years of teaching experience had strong beliefs about the significance of teaching grammar. Less experienced teachers found more attention to grammar rules to stop the development of oral proficiency.

Johnston and Goettsch (2000) examined teachers’ beliefs about grammar instruction. According to the results of their study, teachers believed that a conscious perceptual understanding of the different grammatical points was essential and useful and it was indicated in their grammar instruction.

Burns (1992) used class observations and interviews to investigate teachers' beliefs about teaching writing and the effect of these beliefs on their learners' writing. The obtained results from this study indicated that
the teachers used written language to show the usage of the accurate pronunciation of the spoken language, placed emphasis on enhancing learners' reliance, practice, and repetition, and realized themselves as directors of the classroom and facilitators of class interactions. These beliefs had a great impact on the teachers' classroom writing instruction.

Macalister (2012) did a study in Malaysia. There were 60 Malaysian teachers were selected by the researcher to understand the role of teacher training courses in forming teachers' beliefs about the role of vocabulary in language learning. The results of his study showed that teachers have various beliefs about teaching and professional development that disregards teacher trainees' prior beliefs cannot be effective in affecting their beliefs about teaching.

B. Theoretical Framework

1. Definition of Belief

According to Pehkonen and Pietilä (2003) that quoted by (Gilakjani & Sabouri, 2017), a belief is a kind of knowledge that is subjective and experience-based. According to Pajares, 1992 as quoted by (Ali, 2009) belief, as a term, has been defined in a variety of different ways in the literature and used interchangeably with a variety of other terms including attitudes, values, judgments, opinions, ideology, perceptions, conceptions, conceptual systems, dispositions, implicit theories, explicit theories, internal mental processes, action
strategies, rules of practice and perspectives. However, according to Pajares, the confusion focuses on the distinction between beliefs and knowledge. Therefore, it is necessary to clarify the differences between beliefs and knowledge.

Raymond (1997) cited by (Gilakjani & Sabouri, 2017) defined the term belief as a personal judgment formed from experiences. According to Rokeach (1972) and Pourhosein Gilakjani (2012) that quoted by (Larenas, Hernandez, & Navarrete, 2015), a belief is any premise that starts with the term "I believe that." Beliefs that are related to other beliefs are regarded as "core" or "central beliefs." If a belief is associated with other beliefs, it will have more outcomes for them.

Beliefs guide teachers’ behavior and inform teachers’ practice by serving as a kind of interpretative framework through which they made sense of what they do in their classrooms (Larenas, Hernandez, & Navarrete, 2015). According to Kunter and Pohlmann (2009) that quoted by (Bender, Schaper, Caspersen, Margaritis, & Hubwieser, 2015), teachers’ beliefs contain understandings and assumptions about phenomena and processes related to schools and lessons including an evaluating component.

According to Cabaroglu & Roberts (2000) that quoted by (Gilakjani & Sabouri, 2017) beliefs are conceptual portrayals that signal a reality, truth, or trustworthiness to its holder to ensure reliance
upon it as a guide to personal thought and action. According to Ford (1994) in (Khader, 2006) beliefs are defined as a group of ideas which are shaped in persons by their experiences and the overlapping of notions during the learning processes. According to Peacock (2001) as quoted by (Gilakjani & Sabouri, 2017) beliefs are psychologically held appreciations, assumptions, or theorems about the world that are felt to be correct. According to Barcelos (2003) in (Khader, 2006) beliefs are reflections that involve all subjects that the teachers do not have enough knowledge about them but the teachers have enough confidence to work on them. According to Kunt (1997) and Wang (1996) as quoted by (Gilakjani & Sabouri, 2017), the terms “opinions” and “ideas” or “views” refer to “beliefs.”

Huang (1997) in (Gilakjani & Sabouri, 2017) defined beliefs as preconceptions language learners have about learning a language. Beliefs are judgments and evaluations that we make about ourselves, others, and the world around us. They are personal ideas based on observation or rational thinking (Khader, 2012 in). Beliefs are defined as the teachers’ arguments and their views on teaching and learning (Haney, Lumpe & Czerniak, 1996; Khader, 2012).

So belief is a psychological state that regards a premise as true. And then shown with attitude because she felt quite know and reach the truth.
2. The Nature of Teachers’ Beliefs

According to Clark & Peterson, 1986 as quoted by (Gilakjani & Sabouri, 2017) Teachers' beliefs show a large number of knowledge and teachers understand their world by shaping a complicated system of personal and professional knowledge. A lot of teachers' professional knowledge is appropriately considered as belief. As teachers' experiences in the profession enhance, this knowledge also develops more and forms a highly personalized belief system that limits the teachers' understanding, judgment, and behavior (Kagan, 1992). According to Richard & Lockhari (1994) beliefs are made slowly over time. Beliefs involve both subjective and objective aspects and act as the background to teachers' decision making and classroom actions.

Whether a belief is held consciously or unconsciously, it is regarded as true by the persons and guides thought and behavior (Borg, 2001 in (Gilakjani & Sabouri, 2017)). Beliefs are shaped early in life as a result of persons’ education and experience (Johnson, 1994). Beliefs about learning and teaching are formed when students complete education. According to Calderhead (1996) in (Bamanger & Gashan, 2014) there are five main categories of teachers’ beliefs – beliefs about learners and learning, teaching, curriculum, learning to teach, and about the self and the nature of teaching. These five categories are well connected with each other.
Woods (1996) in (Gilakjani & Sabouri, 2017) demonstrated that beliefs are non-consensual, include the existence of abstract entities, are evaluative, have a high degree of episodic/anecdotal materials, have different degrees of strengths, ranging from strong to weak, and have a high degree of overlap. Richard said that an important source of teachers' practices is belief systems. That is, the information, views, values, anticipations, theories, and thoughts about teaching and learning that teachers make over time and bring with them to the classroom. According to (Abdi & Asadi, 2015), teachers' belief systems are divided into core and peripheral beliefs. Core beliefs are constant and use a more powerful impact on behavior than peripheral beliefs.

Burns (1992) that quoted by (Gilakjani & Sabouri, 2017) examined the beliefs of six teachers and indicated a core of some important beliefs that affect their approach to language teaching. These beliefs are pertinent to the nature of language as it is related to beginning language learning, the relationship between written and spoken language in beginning language learning, the nature of beginning language learning and the strategies related to language learning, learners and their ability to learn English, and the nature of the language classroom and the teacher’s role in it.

Abdi & Asadi (2015) expressed that teachers’ beliefs about teaching and learning are affected by their own experiences as learners
and are established when they go to university, act as a filter through which teachers explain new information, exert a deep effect on teachers’ instructional practices, are, not always indicated in what they do in the classroom, have a great impact on their teaching decisions, and greatly affect what and how they learn during language teaching education.

3. Sources of Teacher’s Beliefs

According to Abdi & Asadi (2015) the sources of teachers’ beliefs are as follows:

a. Teachers’ experience as language learners. A lot of teachers know that they were previously learners and how they were taught and these helped them form their beliefs about teaching.

b. Experience from teaching. Teaching experience is the main source of teachers’ beliefs in how a specific method is used for a specific group of learners may result in the beliefs about that method.

c. Teachers’ personality. Some teachers prefer a particular method because it corresponds to their character.

d. Education-based or research-based principles. Teachers can get their beliefs from learning principles of second language acquisition research, education, or schools of thoughts like psychology.
Zhou Guotao and Liu Xiaoming (1997) that quoted by (Li, 2012) expressed that teachers' beliefs are shaped during their teaching processes and indicate the teachers' subjective knowledge of the educational phenomenon, particularly towards their own teaching abilities and their learners. According to Xin Tao and Shen Juliang (1999) as quoted by (Li, 2012), the sources of teachers' beliefs are the result of social history and culture. Li (2012) emphasized that beliefs originate from teachers' experiences. The teacher has various processes of self-construction. Social psychologists stated that social-cultural has a great effect on teachers' beliefs. They state that these beliefs are shaped during accepting culture.

According to Richardson (1996) that quoted by (Gilakjani & Sabour, 2017) three main sources of teacher beliefs are a personal experience, experience with instruction, and experience with formal knowledge. Kukari (2004) in (Gilakjani & Sabou, 2017) demonstrated that there is a relation between cultural and religious practices of teaching and learning. These practices define the understanding of teaching and learning that teachers hold before becoming learners of teaching.

Knowles (1992) in (Nasser, 2009) said that teachers' beliefs are formed throughout their life and are impacted by different factors such as happenings, experiences, and other people in their lives. McGillicuddy-De Lisi and Subramanian (1996) in (Gilakjani &
Sabouri, 2017) declared that some beliefs are taken from culture. Some are formed by experiences adjusted by culture. Persons have almost identical experiences as a child, as a member of a family, and as a parent or teacher. These experiences form their beliefs about learners and curriculum development.

According to Shulman (1987) that quoted by (Nasser, 2009) teachers’ beliefs originate from four sources. They are content knowledge, educational materials, formal teacher education, and experience. Nasser expressed that teachers' teaching beliefs concerning their roles, learners' roles, the goals of science and their teaching methods were formed by personal religious beliefs obtained from the principles existing in religion. The researcher continued that teachers' religious beliefs worked as a ‘schema' which affected their perception (Nasser, 2009). According to Richards and Lockhari (1994), past experience in learning or teaching is not the sole source of beliefs. Some other sources are involved in forming beliefs. They have established a practice, teachers' personality factors, educational principles, research-based evidence, and principles originated from a method.

According to Mansour (2008) there are two kinds of experiences; formal and informal. A formal experience is indicated in the formal education through which teachers have passed, either at school or at a university level. The informal experience is indicated in teachers'
every-day life contacts that may adjust, support, challenge, or change their beliefs and knowledge. In this regard, Zeichner (1980) in (Gilakjani & Sabouri, 2017) represented that both informal and formal experiences are ‘socialization influences,’ saying that teachers’ teaching at schools had more power in impacting teachers' beliefs than their formal university experiences.

From the opinion of experts can be concluded that the source of teachers’ belief is the knowledge and experience of teachers. Whether it's from formal or informal experience.

4. Teacher’s Practice


Nasser (2009) said that much research has indicated that teachers’ classroom practice is influenced by their beliefs, there is still a need to examine teachers’ beliefs in order to clarify how they affect their practice. Beliefs become personal pedagogies or theories to guide teachers’ practices: teachers’ beliefs play a major role in defining teaching tasks and organizing the knowledge and information relevant to those tasks. However, some researchers have noted that reflecting
on practice can change beliefs. Shulman (198) in (Nasser, 2009) argued that change in belief preceded change in practice.

Basturkmen (2004) found that quoted by (Nasser, 2009) inconsistency between second language teachers’ beliefs and what they actually do through their classroom teaching practices regarding teaching instruction that focuses clearly on the form of the language. The study showed that there was no consistency between what teachers believe about the appropriateness to teach the forms of the language during a lesson that seems to focus on the meaning. The study also failed to find any significant correlation between the beliefs of the ESL teachers and the type of the techniques used when they correct the mistakes of the learners. They argued that the differences between what teachers believe and their classroom practice are challenges that require resolution.

5. Teaching

Teaching is a complex process which can be conceptualized in a number of different ways. (Jack C Richards, 1994)

a. Teacher Roles

The teacher is essential to the success of the method, since the textbook is able to describe activities for the teacher to carry out in class. The teachers’ function is threefold. In the presentation stage of the lesson, the teacher serves as a model, setting up a situation in which the need for the target structure is created and
modeling in the new structure for a student to repeat. Then teacher "becomes more like the skillful conductor of an orchestra, drawing the music out of the performers". The teacher is required to be skillful of the manipulator, using questions, command, and other cues to elicit correct sentences from the learners (Jack C Richards, 1994).

b. Approach & method

Approach refresh to theories about of nature of language and language learning that serve as the source of practices and principles in language teaching. The method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural (Richard & Rodgers, hal. 15).

Kellen in (Warso, 2017) said that there are two main approaches in teaching-learning: (1) teacher centered approached (2) student-centered approach.

1. The teacher-centered approach is the learning that places the students as objects in learning and it is a classical learning activity.

2. Students centered approach is learning places the students as the subject in learning and it is a modern learning activity. The
learning model that includes this approach is the scientific approach.

Waskito (2017: 79-82) said that there is some learning method to be used for the teacher:

1. Lecture
   A lecture is an oral presentation given to a class by the teacher.
   (Sharon & Weldon, 1997)

2. Experiment
   The students are given the chance to do the experiment alone or with their groups.

3. Discussion
   The discussion includes the acts of listening, questioning, sharing comments and evaluating a topic by the students and teacher or students and student.

4. Project
   This method is used to channel the differences in student interest.

5. Study tour
   This method is used to broaden the students' experience. So students do not just study in the class.

c. The syllabus
   Tom Hutchinson & Alan Waters said that a syllabus is a document which says what will (or at least what should) be
learned. The benefit of the syllabus is as guidance in learning improvement, like making of the lesson plan, management of the learning system, and management of assessment system. (Majid, 2011)

d. Learning Resource

Wasisto in (Warso, 2017) said that *sumber belajar yaitu segala sesuatu yang dapat digunakan untuk memfasilitasi kegiatan.* (Learning resource is everything that can be used to facilitate the activities.). There are two learning resources: resources by design. Example: *LKS,* and Resources by utilization. Example: museum.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative which done with scientific condition. This research tries to solve the problem by describing the problematic that happened. Creswell (1998) in (Satori & Komariah, 2017) said that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in natural setting. Case data is obtained by interviewing, observing, and studying documents related to the topic under study (Sugiarto, 2015).

B. The Technique of Sampling

According to Hollowey & Wheeler (2010) sampling was the purposeful selection of an element of the whole population to gain knowledge and information. Punch (2005) assumed that sampling decisions were required not only about which people to interview or which events to observe, but also about setting and process.

Hollowey & Wheeler (2010) in their book said that the sampling strategies of the qualitative researcher are guided by principles of ethics and the opportunity of gaining to people whom they can observe and interview in-dept, and from whom they can obtain rich data. The selection of participants (setting, or units of time) is criterion-based, that is, certain
criteria are applied, and the sample is choosed accordingly. The researcher could select purposive sampling.

This research used purposive sampling technique because the researcher knew the problem of the sample that be studied well.

C. Research Setting

This research setting consisted of two parts. The first part describes the time of the research, the second one gives information about the place where the research was carried out.

1. Time

The research was conducted from July 26\textsuperscript{th}, 2018 until August 2\textsuperscript{nd}, 2018 in the first semester of the academic years of 2018/2019. Here is the time schedule of the research.

\textbf{Table 3.1 the time schedule of the study}

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yulfa Fitria, S. Pd</td>
<td>Preliminary observation</td>
<td>July 26\textsuperscript{th}, 2018</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td>July 27\textsuperscript{nd}, 2018</td>
</tr>
<tr>
<td></td>
<td>Observation 1</td>
<td>July 30\textsuperscript{th}, 2018</td>
</tr>
<tr>
<td></td>
<td>Observation 2</td>
<td>August 1\textsuperscript{st}, 2018</td>
</tr>
<tr>
<td></td>
<td>Discussion (confirmation of Teachers’ beliefs related to the study)</td>
<td>August 2\textsuperscript{nd}, 2018</td>
</tr>
</tbody>
</table>
The vision of the school is terwujudnya generasi ahli fikir, ahli dzikir dan ahli ikhtiar yang berakhlaqul karimah (to realize of generations of thinkers, dhikr experts, and experts endeavor that berakhlaqul karimah). The missions are menyelenggarakan pendidikan yang berkualitas baik akademik maupun non akademik yang bertumpu pada Iman dan Taqwa. Menguasai ilmu pengetahuan dan teknologi serta berakhlaqul karimah, dalam rangka terwujudnya pribadi muslim yang tangguh dan mandiri. (To provide quality education, both academic and non academic who rely on the Faith and Piety, mastering science and technology and berakhlaqul karimah, in order to realize a strong and independent Muslim self).

In addition, this school has approximately 134 students, 15 teachers, 5 classes, and 16 lessons. This school possessed experienced qualified teachers resources, especially in English. There are two English teachers with having the good qualified and educational background. There also had joined many seminars and workshop about English teaching and practice.

2. Place

The research was conducted at MTs Satu Atap Pancasila Salatiga on Fatmawati street No. 11 Blotongan Sidorejo Salatiga. MTs Satu Atap Pancasila Salatiga is one of Islamic Junior high school in Salatiga that is a school under the auspices of Ponpes Darul Muhlasin and most of the students are santri. The profile of the school as follows below:
D. Data and Data Source

In qualitative research type, data is a collection of information or notes based on the observation. According to Zuldafril, qualitative data take the form of words (spoken or written) and action (Zuldafril & Lahir, 2012). According to Denscombe in (Hidayat, 2017) There were two classifications of data namely: (1) Primary data is verbal data, attitude that was done by trusted subjects (informants) related to the problems studied, and the researcher as participant observer (2) Secondary data is the data resulted from documents (syllabus, lesson plan, observation). However,
the data sources of this study were conceptualized in general category as follows:

1. Event

The event was all the teaching and learning activities carried on by the teachers in the classroom. The activities would be taken as data. The event of this research was started from July to August 2018.

2. Informant

According to Susanti, the informant was someone who could give some information about the situation of the object of the study. (Hidayat, 2017) The informants of the study were two English teachers at MTs Satu Atap Pancasila Salatiga as follows:

The English teacher taught English in the ninth grade. She had been taught in this school since 2011 and she had been teaching English for seven years. The English teacher enjoyed the teaching and learning activity, the total the number of training joined by her was 9 pieces of training.

In Mts SA Pancasila, There were two English teachers. But in the research, the researcher used an English teacher because one of them could not be included to the informant. He was busy and he could not teach fully.

3. Document

According to Smith, the document was written texts that served as a second or a piece of evidence of an event or fact (Hidayat, 2017).
The document in this research used to analyze was a lesson plan, syllabus, transcript of interview and transcript of observation. The functions of the document are to check the data that has been collected, to give the evidence of the research and to check the compatibility of data.

### E. The Technique of Data Collection

In order for data and information to be used in reasoning, the data and information must be facts. In its definite position as fact, the materials are ready for use as a piece of evidence.

In this research, the writer used some technics:

1. Observation

   Sukmadinata stated that observation was a technique to collect the data by observing the ongoing activity (Hidayat, 2017). There was two observations, participant & nonparticipant. the observation used by this study was participant observation. The observation used by this study was non-participant observation.

   In this observation, the writer did several stages during observation:

   a. The writer determined the objectives
   b. The writer recorded the necessary data and adapted it to the purpose /function of observation.
   c. The writer conducted a spot survey and continued observation.
d. The writer met a resource person for an interview as proof of amplifier and reference source.

e. The writer recorded the observation.

2. Interview

According to (Moleong, 2009), the interview is a conversation that is accompanied by a certain goal. In similar, when two persons exchange their ideas and information it is assumed interview. Lincoln and Guba as quoted by (Moleong, 2009) also explained that an interview is aimed to construct someone, events, organization, feelings, motivation, what have the experiences happened to someone.

The structured interview of the study was adopted from Richards and Lockhart's model (2007) with some modifications as the context of the study, the questions of the interview were formulated based on the research questions that proposed by the researcher in chapter 1.

The instrument used by the researcher is the mobile phone. It is considered as the appropriate equipment to record the interview process. The researcher used Bahasa Indonesia to do the structured interview because the teachers felt more comfortable to pose their thoughts.

In this interview, the writer did several stages:

a. Before doing the interview, the writer made several main questions related to the purpose of the research.

b. The writer met the interviewees and asked several main questions.
c. The writer guided the interviewees to stay on the direction and purpose of the research.
d. The writer recorded the interview process.

3. Document Analysis

According to Dinata, document analysis was a technique of data collection by gathering and analyzing documents, whether written documents, pictures, and electronic (Hidayat, 2017). The document could be taken as an inseparable unit of analysis. Those documents were the syllabus, lesson plan and material delivered by the teachers.

F. Data Validity

According to Kirk and Miller, Validity qualitative research meant the interpretation of the observations whether or not the researcher measures what must be measured. The researcher used data triangulation (Hidayat, 2017). The data triangulation meant that if the information was from one respondent, it should be examined to another respondent of documents to acquire countable information through a variety of methods and data source gained such as open-ended questionnaire, interview, and classroom observation, document analysis and the writer as a participant observation to crosscheck the validity of the study.

In the quantitative study, the researchers often use validity and reliability to examine the data validity and the major criterion of quantitative must be valid, reliable and objective.
1. Credibility

According to Lincoln & Guba insist that credibility accounts for what happened, accurately, and without contamination through other factors. Then, they add that ensuring credibility is one of the most important factors in establishing trustworthiness. The technique to validate the data, the researcher can do the following options:

a. Extension of observation means the researcher comes back to the setting of the study to observe, do interview with the data sources encountered.

b. Triangulation is a qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data source of multiple data collection procedures.

c. Increasing perseverance is an activity to observe or capture the phenomenon more accurate.

d. Analyzing negative case is a process of selecting an irrelevant case with the result of the study to clarify the case as a consideration to infer the result of the study.

e. Member check is testing of data, analytic categories, interpretation, and conclusion by the member of those stakeholding groups from whom the data were originally collected (Moleong, 2009).
Data for this study is going to be collected over a period of a week. The interview is going to be conducted based on the preliminary observation to capture the cases or theme appears in classroom practices.

2. Transferability

Transferability refers to the extent to which the findings from a study can be applied to other settings and contexts. This is realized by providing a rich, thick description, to allow readers to determine how closely their situations match and whether or not the findings of this study can be transferred to their setting or context.

3. Dependability

Dependability refers to the extent to which the data and interpretation are reliable and consistent. It means that if the study is repeated, in the same context, with the same methods, and with the same participants, the results are going to be the same.

4. Confirmability

According to Shenton confirmability is the qualitative investigator's comparable concern to objectivity (Hidayat, 2017). The study is objective if the result of the study is agreed by lots of participants and Confirmability means examining the result of the study related to the process. If the result of the study is the function
of the research process that has done, so the study has completed the confirmability standard.

Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. However, the purpose of triangulation is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon.

Denzin classify kinds of triangulation as follows: source, method, the other researcher, and theory (Moleong, 2009).

In this study, the writer uses data triangulation to acquire countable information through a variety of methods and data source gained such as interview and observation, document, journal, field note, picture and the writer as non-participant observer to crosscheck the validity of the study.

G. The Technique of Analyzing Data

According to Sugiyio, Data analysis is the process of systematically searching and compiling the data obtained from interviews, field notes, and other materials, so it can be understood easily, and its findings can inform others (Hidayat, 2017).

In analyzing data having been collected, the researcher uses Case Study research formulated by Miles and Hubberman (1993). As using this
technique, the researcher collects data, arranges data and presents data. The qualitative method is a kind of research without using any calculation or statistic procedure. To discover teacher beliefs on teaching at MTs SA Pancasila Salatiga (Zuldafril & Lahir, 2012).

1. Data Reduction.

Data reduction is a form of analysis that classifying, directing, and organizing data in such a way, so that it can be reduced data verification. Collecting the data obtained from interviews, observations, and documentation.

2. Data Display.

The data have been reduced and then made the presentation of data. The presentation of data can be done in the form of a brief description, charts, the relationship between categories, and so on. The most frequent form of data display for qualitative research data in the past has been a narrative text. By data display, then the data is organized, arranged in a pattern of relationships that would be easily understood.

3. Conclusion Drawing/ Verification.

Conclusion drawing and verification presented preliminary conclusion is still tentative and will change if not found evidence that supports strong data collection on the next stage. The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from the beginning, but maybe not, because it
has been stated issues and problems in the qualitative research is still tentative and will be developed after research in the field.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher is going to depict the outline of this chapter, the first is research findings and discussion will present then. This is the following findings of this research entitled “The analysis of Teacher’s Belief and Practice on Teaching In Islamic Junior High School Pancasila in The Academic Year 2018/2019”

In the research findings and discussion, the researcher would like to describe and discusse the (1) What are the teacher’s belief about teaching English? (2) How is the belief of English-teaching applied in teaching-learning process? (3) Are there any gaps between the teacher’s beliefs and practice in the classroom? (4) What are the factors contributing to shaping the teacher’s belief? And will explain the discussion of the research finding.

1. Teachers’ Belief on Teaching at MTs Satu Atap Pancasila

After doing the interview and observation, the researcher finds that the teacher's belief consists of knowledge, experience, belief, assumption, truth, and perception about teaching English. This is as stated by Pehkonen & Pietila (2003), Rokeach (1972), Peacock (2011), and Huang (1997).

However, in reality, the teacher's belief is teaching not only knowledge but also the perception of the teacher itself. According to English teacher that teaching does not transfer knowledge. It is more complex. It is stated by her bellow:

D.3 “Mengajar bukan hanya sebagai kegiatan mentransfer ilmu dari guru ke murid tapi juga merupakan kegiatan menciptakan suatu kondisi atau
lingkungan yang menunjang siswa untuk melakukan kegiatan belajar. Jadi guru harus berperan sebagai fasilitator siswa dalam memperoleh ilmu”

( Teaching is not only as activities to convey knowledge from teacher to student but also it is the activities to create supporting conditions and environment for the student to do activities of the study. So the teacher must play a role as facilitator student in obtaining science.)

D.4“Mengajar bahasa Inggris bukan hanya menyampaikan materi selesai, yang penting materi sudah disampaikan beres tanpa memperhatikan psikologis siswa didik. Bukankah seorang guru menginginkan siswa enjoy, merasa senang terhadap materi bahasa Inggris yang disampaikan dengan metode yang tepat.”

( Teaching English is not just conveying the finished material, the important thing is the material has been delivered properly without paying attention to the psychological students. The teacher wants the students to enjoy, feel good about the English language material delivered with the right method. Isn’t it?)

And also according to the English teacher that the teacher’s belief is the opinion about the truth how to teach based on the belief.

D.11 “Menurut saya mengajar yang benar itu yang sesuai hati nurani, karena melihat fakta yang dan kondisi dilapangan. Kalau untuk kurikulum masih sangat idealis dan belum bisa diterapkan untuk semua sekolah-sekolah karena perbedaan SDM dan fasilitas yang ada. Tapi karena disini pendidikan formal, jadi harus mengikuti
kurikulum. Untuk itu saya kombinasikan antara kurikulum dan hati nurani.”

(I think the truth of teaching based on the belief because it looks at the facts and conditions in the field. The curriculum is still very idealistic and cannot be applied to all schools because of differences in human resources and facilities. But because this school is a formal education, it must follow the curriculum. For this reason, I combine the curriculum and my belief.)

**Table 4.1**

**Teacher’s Beliefs Teaching**

1. Teaching is not only as activities to convey knowledge from teacher to student but also it is the activities to create supporting conditions and environment for the student to do activities of the study. So the teacher must play a role as facilitator student in obtain science.

2. Teaching English is not just conveying the finished material, the important thing is the material has been delivered properly without paying attention to the psychological students. The teacher wants the students to enjoy, feel good about the English language material delivered with the right method.

3. the truth of teaching based on the belief because it looks at the facts and conditions in the field. The curriculum is still very idealistic and cannot be applied to all schools because of differences in human resources and facilities.
The finding of the study was correspondent with Haney, Lumpe & Czerniak (1996; Khader, 2012) Beliefs are defined as the teachers’ arguments and their views on teaching and learning). Jack C. Richard and Charles Lockhari (1994: 36) said that teaching was a very personal activity and it was not surprising that individuals teacher brought to teaching very different beliefs and assumption about what constitutes effective teaching.

The fifth previous study was conducted by Algozzine, Kissau, and Yon (2012). In his study, he discussed about teachers’ predetermined beliefs about teaching and understood that these beliefs differed among teachers. The finding showed the belief influenced the teaching in classroom practice. Researcher mentioned that teachers’ beliefs was influenced by the teacher’s experience as learner, teacher’s training, teacher’s personality and teaching experience. It was said by Nasser (2009) beliefs become personal pedagogies or theories to guide teachers’ practices: teachers’ beliefs play a major role in defining teaching tasks and organizing the knowledge and information relevant to those tasks.

2. The Implementation of Belief on Teaching English

As a formal school, the school has to obey the curriculum provided by the government. Sometimes many schools are not able to implied the curriculum because students’ inability and the schools' facilities are not supported. It is like in MTs Satu Atap of Pancasila. The implementation teachers' belief in teaching learning process has to combine with the curriculum in order to the teaching-learning process can be going and the students can understand the material.
D.11 “Saya mengajar sesuai dengan apa yang saya yakini, tapi saya kombinasikan dengan kurikulum. Bagaimanapun untuk pendidikan formal kita harus mengikuti kurikulum yang sudah disediakan”

(I teach according to my belief, but I combine it with the curriculum. However, for formal education we must follow the curriculum that has been provided)

The teacher added that she also taught based on the curriculum. To make the students understood the material, the teacher taught based on the curriculum approximately 80%.

D.9"Saya mengajar sesuai dengan kurikulum. Tapi hanya sekitar 80% karena ketidakmampuan siswa untuk mengikuti kurikulum. Biasanya standar belajarnya saya turunkan sedikit agar siswa mampu memahami pelajaran.”

(I teach according to the curriculum. But only around 80% due to the inability of students to follow the curriculum. I usually lower the standard of learning so that students are able to understand the lesson).

The teacher’s statements that had to combine her belief and the curriculum was according to Guotao and Xiaoming (1997) in (Li, 2012) expressed that teachers’ beliefs are shaped during their teaching processes and indicate the teachers’ subjective knowledge of educational phenomenon, particularly towards their own teaching abilities and their learners. It was said by Pajares (1992) in (Nasser, 2009) sums up research on teachers’ beliefs by suggesting “a strong relationship between teachers’ educational beliefs and their planning, instructional decisions, and classroom practices.
3. The Gap Between Teacher's Belief and Practice

Based on the classroom observation, interview and analysis document conducted there were gaps between teacher’s beliefs aspect and classroom practice. The teacher did not give understanding to students that English was easy at the beginning of the meeting. She asked the student to pray and asked the material that day directly. The teacher did not ask the students to memorize for five minutes before the learning was started. She just gave the students a piece of paper containing a dialogue about giving congratulations. She gave an example of how to pronounce the dialogue and all students follow. After that, she told the students to look for hard words and then told them to write them on the board. Students one by one took turns writing it down. She did not teach based on the lesson plan. In the association part of the lesson plan, it is written that Siswa melengkapi percakapan di kertas masing-masing, dengan ejaan dan tanda baca yang benar. Peserta didik mengucapkan setiap kalimat yang sedang ditulisnya (the students complete the conversation in each of their paper, right spelling, and punctuation). But in fact, the teacher asked the students to translate the dialog and asked the students to look for the difficult word and then write in the whiteboard. She also did not inform the next material in last teaching-learning.

D.6 “Kalau untuk yang anggapan bahwa bahasa Inggris itu sulit, diawal pertemuan biasanya saya tanamkan pengertian dahulu bahwa bahasa Inggris itu mudah. Semuanya hanya tergantung pada kemauan masing-masing individu untuk mempelajarinya. Untuk siswa yang melamun atau yang tidur biasanya saya kasih pertanyaan. Dengan itu baru mereka mau mencari tahu
jawabannya. Kalau untuk yang malu atau kurang percaya diri biasanya saya iming-iming tambahan nilai. Tapi biasanya yang mau maju atau bertannya hanya sebagian siswa.”

(For the reason to the assumption that English is difficult, at the beginning of the meeting I usually instill the understanding first that English is easy. Everything depends only on the willingness of each individual to learn it. For students who are daydreaming or sleeping, I usually give the questions. With that, they want to find out the answer. For those who are ashamed or not confidence I usually lure additional value. But usually, just some students that want to go forward or ask).


(Usually, I ask them to memorize five vocabularies at the first meeting. But many of them do not memorize with the reasons they have had many memorizations in the Islamic boarding school. Then I give 5 minutes to memorize. They just want to memorize it).

Menalar/mengasosiasi

- Siswa melengkapiperbincangan di kertas masing-masing, dengan ejaan dan tanda baca yang benar. Peserta didik mengucapkan setiap kalimat yang sedang ditulisnya
- (the students complete the dialogue on each their of paper with the pronunciation and punctuation correctly)

D.9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.</td>
</tr>
<tr>
<td>b.</td>
<td>Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</td>
</tr>
<tr>
<td>c.</td>
<td>Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual</td>
</tr>
<tr>
<td>d.</td>
<td>Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.</td>
</tr>
<tr>
<td>e.</td>
<td>Salam</td>
</tr>
</tbody>
</table>
Table 4.2

Result of Classroom Observation of Teachers’ Beliefs on Teaching

<table>
<thead>
<tr>
<th>Teacher’s Belief on Teaching</th>
<th>Checklist of Classroom Practice</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1. The teacher teaches based on her belief and the curriculum.</td>
<td>-</td>
<td>V</td>
</tr>
<tr>
<td>2. The teacher gives understanding to students that English was easy at the beginning of the meeting</td>
<td>-</td>
<td>V</td>
</tr>
<tr>
<td>3. She doesn’t teach based on the lesson plan. In the association part of the lesson plan,</td>
<td>-</td>
<td>V</td>
</tr>
</tbody>
</table>
students to translate the dialog and asked the students to look for the difficult word and then write in the whiteboard. She also did not inform the next material in last teaching-learning.

This current finding is in line with Macalister (2012) said that that teachers have various beliefs about teaching and professional development that disregards teacher trainees’ prior beliefs cannot be effective in affecting their beliefs about teaching. Basturkmen (2004) found that quoted by (Nasser, 2009) inconsistency between second language teachers’ beliefs and what they actually do through their classroom teaching practices regarding teaching instruction. There was no consistency between what teachers believe about the appropriateness to teach the forms of the language during a lesson that seems to focus on the meaning.

4. The Factors Contributing to Teachers Beliefs shaping at MTs Pancasila

Based on the interview carried out by the researcher, there are three factors that shape the teacher's belief and classroom practice at MTs SA Pancasila. Those are experienced as a language learner, training and workshop, and experience works best. According to the English teaching experience as a language learner is an important role to shape her beliefs to conduct teaching and learning activity.

D.16 "Proses pendidikan yang saya alami di awal pembelajaran bahasa Inggris setelah saya lulus dari pendidikan bahasa Inggris
memiliki peran penting untuk membentuk kegiatan belajar mengajar”

(The education process which I undergo at the beginning of English learning after I graduated from English education has an important role to shape my beliefs to conduct teaching and learning activity).

Training and workshop also influence teacher’s belief. The English teacher said that the teacher gets the new knowledge about teaching English and to be able to share knowledge together.

D.11“Biasanya kita dapat materi yang berupa aplikasi untuk English Language Teaching seperti membuat video dan membuat vocabularies, kadang kita juga review silabus dan RPP bersama. Jadi disana juga kita bisa berbagi ilmu bersama.

(From MGMP we usually get material in the form of an application for English Language Teaching such as making videos and making vocabularies, sometimes we also review syllabi and lesson plans together. There we also share knowledge together).

The English teacher believed that the most dominant factors that influenced teachers’ beliefs are teaching experience work best. She affirmed that automatically what she had undergone cause the implementation in the classroom. T1 added:

D.19“Apa yang kita alami di kelas mempengaruhi praktik pengajaran kita, maka itu sangat berkontribusi jika peristiwa yang kita alami berulang kali”
(What we undergo in the class influences our teaching practices, then it contributes strongly if the event that we undergo many times).

What the teacher has undergone in the class could influence the belief. The teacher could understand the situation and condition in the class. The teacher also could know what would be the teacher done to understand the students.

Zhou Guotao and Liu Xiaoming (1997) and Li (2012) in (Gilakjani & Sabouri, 2017) expressed that teachers’ beliefs are shaped during their teaching processes and indicate the teachers’ subjective knowledge of educational phenomenon, particularly towards their own teaching abilities and their learners. According to Xin Tao and Shen Juliang (1999) in (Li, 2012) the sources of teachers’ beliefs are the result of social history and culture. Li (2012) emphasized that beliefs originate from teachers’ experiences. According to Richardson (1996) in (Gilakjani & Sabouri, 2017) three main sources of teacher beliefs are personal experience, experience with instruction, and experience with formal knowledge. According to Shulman (1987) that quoted by (Nasser, 2009) teachers’ beliefs originate from four sources. They are content knowledge, educational materials, formal teacher education, and experience.
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes the discussion from the previous chapter which is presented in a conclusion. In conclusion, the result of the analysis is employed by the researcher to answer the research question. In addition, it also shows some suggestions for the readers related to the matter as well as for further study in the relevant field. The writer conducted some advice about what to do the next and what improvement should be done as the follow up of the study has been presented.

A. Conclusion

There are four conclusions as of the final result of this research.

1. Teachers’ Beliefs on Teaching

   Teacher’ belief in teaching is indicated by two elements: knowledge about teaching English and creating condition and environment that support students to study the material of English.

2. Implementation of Belief to Teach English

   Apparently, the implementation of belief to teach English is a combination of the teacher’s assumption or perception and curriculum understanding. The teacher cannot apply the teacher’s belief or the curriculum in total because the situation and condition of the student and the school are sometimes not supported.
3. The gap between Teacher’s Beliefs and Practice

The gaps between teacher’s beliefs and classroom practice are the teacher does not give the understanding to students that English was easy in the first meeting. The teacher did not ask students to memorize for five minutes before the learning was started. The teacher did not teach based on the lesson plan.

4. Factors Contributing to Shape The Teacher’s Beliefs

The factors contribute to shaping teachers' beliefs at MTs Satu Atap Pancasila are experience as a language learner, training or workshop, and experience teaching work best.

B. Suggestion

Based on the conclusion above, the researcher would like to propose some suggestions that hopefully will be very useful to improve the teaching and learning English, especially at MTs Satu Atap Pancasila.

1. For Prospective Researchers

The researcher suggests the prospective researchers use the research on teachers’ beliefs on teaching by making a comparison of teachers' beliefs and classroom practices between two or more different schools. So, the research will be able to provide a complete picture of teachers’ beliefs and practices.

2. For the Teachers

The researcher suggests that the teachers have to improve their quality of teaching by giving a variety of method and media in the classroom. In the end, their teachers’ beliefs and classroom practice will be consistent and relevant.
3. **For the Principal**

The researcher suggests some training or workshop for the teachers are done by the principal to assist the teachers in implementing the teaching appropriately. So, their ability in teaching can be improved. It can also increase the students' ability in English because they get a good learning process. In the end, good name and reputation can be got by the school.


APPENDIXES
Appendix 1 : Guidance of Interview

GUIDANCE OF INTERVIEW

TEACHER’S BELIEF AND PRACTICE ON TEACHING IN ISLAMIC JUNIOR HIGH SCHOOL PANCASILA IN THE ACADEMIC YEAR 2018/2019

1. Menurut anda, apa yang anda ketahui tentang mengajar?
2. Bagaimana pengalaman anda mengajar bahasa Inggris?
3. Apakah anda mengajar bahasa Inggris sesuai dengan apa yang anda yakini?
4. Menurut anda, mengajar yang diyakini benar itu yang seperti apa?
5. Menurut Anda, mengajar yang ideal itu seperti apa?
6. Bagaimana praktek mengajar anda di kelas?
7. Faktor apa saja yang mempengaruhi keyakinan anda?
Appendix 2 : Transcription of Interview

Day/Date : Thursday, July 26th, 2018
Place : The office of MTs SA Pancasila
Time : 08.00-08.30

   A :Ya mbak.

2. Q :Sudah berapa lama anda mengajar disini?

3. Q :Apa yang anda ketahui tentang mengajar?
   A :Mengajar bukan hanya sebagai kegiatan mentrasfer ilmu dari guru ke murid tapi juga merupakan kegiatan menciptakan suatu kondisi atau lingkunagn yang menunjang siswa untuk melakukan kegiatan belajar. Jadi guru harus berperan sebagai fasilitator siswa dalam memperoleh ilmu.

4. Q :Apa yang anda ketahuai tentang mengajar bahasa Inggris?
   A :Mengajar bahasa Inggris bukan hanya menyampaikan materi selesai, yang penting materi sudah disampaikan beres tanpa memperhatikan psikologis siswa didik. Bukankah seorang guru menginginkan siswa enjoy, merasa senang terhadap materi bahasa Inggris yang disampaikan dengan metode yang tepat.

5. Q :Bagaimana pengalaman anda mengajar bahasa Inggris?
   A :Selama mengajar Bahasa Inggris saya sering menjumpai siswa yang menganggap bahasa Inggris itu sulit. Selain itu banyak siswa yang tidak suka dengan bahasa Inggris dengan alasan bahwa bahasa Inggris sulit tadi serta tidak ada minat mempelajari

6. Q :Bagaimana cara anda mengatasi masalah-masalah tersebut?

7. Q :Bagaimana untuk mengatasi vocab yang terbatas?

8. Q :Apakah anda mengajar bahasa Inggris sesuai dengan apa yang anda yakini?
A :Iya. Saya mengajar sesuai dengan apa yang saya yakini, tapi saya kombinasikan dengan kurikulum. Bagaimanapun untuk pendidikan formal kita harus mengikuti kurikulum yang sudah disediakan.

9. Q :Apakah Anda mengajar sesuai dengan kurikulum?

10. Q :Apakah ada perbedaan antara keyakinan dengan kurikulum?

11. Q :Menurut anda, yang diyakini benar itu yang menurut hati nurani (belief) atau kurikulum?
A :Menurut saya mengajar yang benar itu yang sesuai hati nurani, karena melihat fakta yang dan kondisi dilapangan. Kalau untuk kurikulum masih sangat idealis dan belum bisa diterapkan untuk semua sekolah-sekolah karena perbedaan SDM dan fasilitas yang ada. Tapi karena disini pendidikan formal, jadi harus mengikuti kurikulum. Untuk itu saya kombinasikan antara kurikulum dan hati nurani.

12. Q :Menurut Anda, mengajar yang ideal itu seperti apa?
A :Menurut saya mengajar yang ideal itu yang guru harus berperan sebagai fasilitator, konduktor, dan juga motivator yang bisa membimbing siswa menjadi lebih aktif, reaktif, dan eksploratif. Jadi diperlukan guru yang energetik, kreatif dan inovatif sehingga kelasnya menjadi hidup.

13. Q :Menurut anda mengajar yang ideal itu seperti apa. Apakah seperti hati nurani atau kurikulum?
A :Kalau menurut saya mengajar yang ideal itu yang sesuai dengan kurikulum. Tapi karena situasi dan kondisi di lapangan yang
masih belum bisa sepenuhnya sesuai kurikulum, jadi harus dikombinasikan dengan hati nurani. Yang terpenting materi bisa tersampaikan dan siswa mampu memahami materi.

14. Q : Kalau untuk praktiknya, metode apa yang anda gunakan dalam mengajar?

15. Q : Biasanya anda mengambil sumber belajar darimana?

16. Q : Faktor apa saja yang mempengaruhi keyakinan anda?
A : Untuk yang pertama yaitu pengalaman belajar bahasa Inggris waktu di sekolah. Proses pendidikan yang saya alami di awal pembelajaran bahasa Inggris setelah saya lulus dari pendidikan bahasa Inggris memiliki peran penting untuk membentuk kegiatan belajar mengajar.

17. Q : Apakah anda pernah mengikuti workshop?

18. Q : Apa yang anda dapatkan dari workshop atau MGMP tersebut?
A : Biasanya kita dapat materi yang berupa aplikasi untuk English Language Teaching seperti membuat video dan membuat vocabularies, kadang kita juga review silabus dan RPP bersama. Jadi disana juga kita bisa berbagi ilmu bersama.

19. Q : bagaimana kalau teaching experience works best apakah juga mempengaruhi?

A : iya. Apa yang kita alami di kelas mempengaruhi praktik pengajaran kita, maka itu sangat berkontribusi jika peristiwa yang kita alami berulang kali.


A : Iya sama-sama mbak.
Appendix : Field Note

Observation 1

Date of observation : July 30th, 2018
Time : 11.15-12.25
Place : kelas IX
Teacher : Yulfa Fitria, S.PdI.

Observation 2

Date of Observation : August 1\textsuperscript{st}, 2018

Time : 11.15-12.25

Place : kelas IX

Teacher : Yulfa Fitria, S.PdI.

Appendix 4 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah: MTs SA Pancasila
Mata pelajaran: Bahasa Inggris
Kelas/Semester: IX / Ganjil
Materi Pokok: Congratulations
Alokasi Waktu: 2 x 40 Menit

A. Kompetensi Inti (KI)
KI.1 Menghargai dan menghayati ajaran agama yang dianutnya
KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tangungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI.3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahuny tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar (KD)
1.1. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komuikasi internasional yang diwujudkan dengan semangat belajar
2.3. Menunjukkan prilaku tangungjawab peduli, kerja sama, cintadamai dalammelaksanakan komuikasi fungsional
3.1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya, sesuai dengan konteks penggunaannya.
4.1. Menyusun teks lisan dan tulis sederhana untuk mengucapkan dan merespon ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi
1.1.1. Peserta didik secara aktif menyatakan harapan atau doa dan mengucapkan selamat, secara urutan dan rurut dengan bahasa Inggris yang benar dan sesuai
konteks. Melalui kegiatan tersebut, peserta didik akan menangkat kecerdasan sosialnya.

2.3.1. Menunjukkan perilaku santun saat menggunakan ungkapan ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responsnya
2.3.2. Menunjukkan perilaku peduli dengan tidak segan memberikan ucapan yang mengandung harapan atau selamat atas suatu kebahagian atau prestasi

3.1.1. Menggunakan dengan tepat struktur teks ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responsnya sesuai dengan konteks penggunannya
3.1.2. Menggunakan unsur kebahasaan yang tepat untuk melaksanakan fungsi sosial dari ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responsnya, sesuai dengan konteks penggunaannya

4.1.1. Menyusun teks tulis untuk menyatakan harapan atau doa dengan unsur kebahasaan dan struktur teks yang tepat
4.1.2. Menyusun teks tulis untuk menyatakan selamat atas suatu kebahagiaan dan prestasi dengan struktur teks dan unsur kebahasaan yang tepat
4.1.3. Melakukan interaksi mengungkapkan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi dengan struktur teks dan unsur kebahasaan yang tepat

D. Materi Pembelajaran

a. Unsur Kebahasaan

Berikut ini adalah beberapa unsur kebahasaan yang perlu dipelajari untuk dapat mengucapkan selamat dan menyatakan harapan dan doa.
(1) Kosakata: hope, so, Congratulations! happy for you.
(2) Tata bahasa: will, can
(3) Penggunaan nominal singular dan plural secaratepat, denganatautanpaa, the, this, those, my, their, dansebagainyasecaratepatdalamfrasasemanimal
(4) Ucapan, tekanan kata, intonasi
(5) Ejaandантandabaca
(6) Tulisantangan

b. Fungsi Sosial

Kebiasaan mengucapkan harapandandoa serta selamat atas kebahagiaan dan prestasi orang lain serta responnyasecaratepatdanberiterimasangat bermanfaat untuk menjaga dan meningkatkan hubungan interpersonal dengan
sesama.

c. Struktur Teks
Dalambabindesetadidikbelajarmengungkapkanharapandandoa dengan kata 'hope', seperti hope everything is fine. I hope so, dansemacamnya, danmengucapkan selamat dengan kata 'congratulations', seperti got the first price of Speech Contest. Congratulations. I'm happy for you. You did it well. Thanks, dansemacamnya

E. Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran)

a. Pendekatan : Pendekatan Saintifik (Scientific Approach)
b. Strategi : Observe – Practice
c. Metode : Discovery based learning
d. Teknik : Role play

F. Media, Alat, dan Sumber Pembelajaran

A. Media
   I. Gambar

B. Alat/bahan
   I. Laptop
   II. papan tulis

C. Sumber Belajar
   I. Kurikulum 2013
   II. Buku Bahasa Inggris "Think Globally Act Locally" kelas IX
   III. Internet

G. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Langkah Pembelajaran</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Kegiatan Pendahuluan | Salam
   • Berdoa
   • Mengabsen siswa
   • Apersepsi
   - menanyakan pengalaman siswa
   - Menyampaikan tujuan pembelajaran dan ruang lingkup cakupan pembelajaran | 15 menit |
| Kegiatan Inti | Mengamati
   - Siswa mengamati gambar
   - Siswa mendengarkan / membaca kalimat yang mengandung ungkapan ‘congratulation’
| Menanya
   - Dengan bimbingan dan arahan guru, siswa mempertanyakan ungkapan ‘congratulation’ | 55 menit |
**Mengumpulkan informasi/mencoba**
- Peserta didik menyimak guru mendiktek setiap kalimat yang diucapkan oleh setiap karakter sampai selesai.
- Menirukan guru membacakan pernyataan setiap karakter secara lengkap dan bermakna dan jelas, dengan ucapan, tekanan kata, serta intonasi yang baik dan benar.

**Menalar/mengasosiasi**
- Siswa melengkapi percakapan di kertas masing-masing, dengan ejaan dan tanda baca yang benar. Peserta didik mengucapkan setiap kalimat yang sedang ditulisnya.

**Mengkomunikasikan**
- Peserta didik mengucapkan setiap kalimat yang sudah ditulisnya.
- Guru memberikan balikan dalam bentuk komentar, koreksi, dan penghargaan, terhadap pekerjaan peserta didik secara umum, ke seluruh kelas.

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.</td>
<td></td>
</tr>
<tr>
<td>g. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>h. Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual</td>
<td></td>
</tr>
<tr>
<td>i. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td>j. Salam</td>
<td></td>
</tr>
</tbody>
</table>

**Penilaian**

A. Teknik penilaian

I. Teknik : Tertulis dan lisan

J. Bentuk : Melengkapi teks dan membuat dialogue

<table>
<thead>
<tr>
<th>INDIKATOR</th>
<th>PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TEKNIK</td>
</tr>
</tbody>
</table>
3.1.1. Menggunakan dengan tepat struktur teks unggkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya sesuai dengan konteks penggunaannya

3.1.2. Menggunakan unsur kebahasaan yang tepat untuk melaksanakan fungsi sosial dari unggkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya, sesuai dengan konteks penggunaannya

<table>
<thead>
<tr>
<th></th>
<th>Tes Tulis</th>
<th>Melengkapi Soal</th>
<th>Complete the following dialogue!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tes lisan</td>
<td>Membuat dialogu e sederhana</td>
<td>Make a short dialogue</td>
</tr>
</tbody>
</table>

A. Instrumen penilaian Pengetahuan

1. **Complete the following conversation!**
   1. Ayu : " .........."
      Bagus : " Thanks a lot Ayu."

2. Adi : "Prepare your best for the competition, will you? I hope you will win the first prize, too. Good luck"
   Yaya : " ..............."

3. Bayu : Congratulations for being the champion of the class, Adi! I hope you will be the winner of the school’s competition too
   Adi : " ..............."

4. Mr Agung : " ..............."
   Kadek : "Thanks Sir, I’ll do my best for the next contest"

5. Tata : " ..............."
   Wawan : "Thank you very much Tata. I’ve managed fiercely like a tiger to become the champion of the fight."
II. Make a short dialogue that consist of ‘hope’ and ‘congratulation’

III. Pedoman Penskoran
rubrik Penilaian untuk indikator 3.9.3

<table>
<thead>
<tr>
<th>No</th>
<th>Kriteria</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jawaban benar</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Kriteria penilaian dapat dilakukan sebagai berikut:

Penetapan nilai: \[
\frac{\text{Skor Diperoleh}}{\text{Skor maksimal}} \times 100
\]

IV. Rubrik Penilaian untuk indikator

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>weight</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Spelling</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jumlah

Keterangan:

K. = Sangat Baik
3 = Baik
L. = cukup
1 = Kurang Baik
Nilai akhir:

\[
\frac{\text{content} \times 4 + \text{grammar} \times 3 + \text{vocabulary} \times 2 + \text{spelling} \times 1}{\text{Skor maksimal}} \times 100
\]

A. Rubrik Penilaian Aspek Sikap

<table>
<thead>
<tr>
<th>No.</th>
<th>Butir Sikap</th>
<th>Deskripsi</th>
<th>Perolehan Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jujur</td>
<td>5: selalu jujur</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: sering jujur</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: kadang-kadang jujur</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: jarang jujur</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1: tidak pernah jujur</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Bertanggung jawab</td>
<td>5: selalu tanggung jawab</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: sering tanggung jawab</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: kadang-kadang tanggung jawab</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2: jarang tanggung jawab</td>
<td>1: tidak pernah tanggung jawab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Kerjasama</td>
<td>5: selalu kerjasama</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: sering kerjasama</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: kadang-kadang kerjasama</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: jarang kerjasama</td>
<td></td>
</tr>
<tr>
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<td>1: tidak pernah kerjasama</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Disiplin</td>
<td>5: selalu disiplin</td>
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<td></td>
<td></td>
<td>4: sering disiplin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: kadang-kadang disiplin</td>
<td></td>
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<td></td>
<td></td>
<td>2: jarang disiplin</td>
<td></td>
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<td>1: tidak pernah disiplin</td>
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</tr>
<tr>
<td>5</td>
<td>Percaya diri</td>
<td>5: selalu percaya diri</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: sering percaya diri</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: kadang-kadang percaya diri</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: jarang disiplin percaya diri</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1: tidak pernah percaya diri</td>
<td></td>
</tr>
</tbody>
</table>

Mengetahui
Kepala MTs SA Pancasila
Nur Fadhilah, S.PdI
NIP ---

Salatiga, 20 Juli 2017
Guru Mata Pelajaran
Yulfa Fitria, S.PdI
NIP ---
## Appendix 5 : Display of Data

### DISPLAY OF DATA

**TEACHER’S BELIEF & PRACTICE ON TEACHING**

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Detail of Category Content</th>
<th>Source</th>
</tr>
</thead>
</table>
| 1  | Menurut anda, apa yang anda ketahui tentang mengajar? | - Mengajar bukan hanya sebagai kegiatan mentrasfer ilmu dari guru ke murid tapi juga merupakan kegiatan menciptakan suatu kondisi atau lingkungan yang menunjang siswa untuk melakukan kegiatan belajar. Jadi guru harus berperan sebagai fasilitator siswa dalam memperoleh ilmu  
- Mengajar bahasa Inggris bukan hanya menyampaikan materi selesai, yang penting materi sudah disampaikan beres tanpa memperhatikan psikologis siswa didik. Bukankah seorang guru menginginkan siswa enjoy, merasa senang terhadap materi bahasa Inggris yang disampaikan dengan metode yang tepat. | Interview |
<p>| 2  | Bagaimana pengalaman anda | - sering menjumpai siswa yang menganggap bahasa | Interview |</p>
<table>
<thead>
<tr>
<th>3</th>
<th>Apakah anda mengajar bahasa Inggris sesuai dengan apa yang anda yakini?</th>
<th>Iya, tapi fakta di lapangan masih ada ketidak konsistenan antara keyakinan dan prakteknya</th>
<th>Interview &amp; Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Menurut anda, mengajar yang diyakini benar itu yang seperti apa?</td>
<td>Yang sesuai keyakinan dikombinasikan dengan kurikulum</td>
<td>Interview</td>
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<td>5</td>
<td>Menurut Anda, mengajar yang ideal itu seperti apa?</td>
<td>Menurut saya mengajar yang ideal itu yang guru harus berperan sebagai fasilitator, konduktor, dan juga motivator yang bisa membimbing siswa menjadi lebih aktif, reaktif, dan eksploratif. Jadi</td>
<td>Interview</td>
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| 6 | Bagaimana praktek mengajar anda di kelas? | diawal pertemuan biasanya saya tanamkan pengertian dahulu bahwa bahasa Inggris itu mudah  
- suruh menghafalkan vocab 5 diawal pembelajaran  
- menggunakan based learning method. Jadi anak-anak diberi sebuah kasus kemudian mereka mendiskusikan kasus tersebut dengan kelompoknya atau tidak biasanya saya masih menggunakan metode ceramah. Dan kadang pembelajaran masih teacher center  |
| 7 | Faktor apa saja yang mempengaruhi keyakinan anda? | - yaitu pengalaman belajar bahasa Inggris waktu di sekolah  
- workshop workshop  
- MGMP  
- Pengalaman mengajar  |
Appendix 6

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ungkur Salatiga KM.2 Telepon (0298) 6031394 Korek Ple 00718 Salatiga
Website: http://tarbiyah.iansalatiga.ac.id e-mail: tarbiyah@iansalatiga.ac.id

Nomor : Bpkn/In.21/D1.1/PN 03.1/05/2018 Salatiga, 7 Mei 2018
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala MTS PANCASILA SALATIGA
Di tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :
Nama : LAILATUL HIDAYAH
NIM : 113-14-004
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan
Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah :

AN ANALYSIS TEACHERS’ BELIEFES AND PRACTICES AT SENIOR HIGH SCHOOL OF ANINDHAM AND JUNIOR HIGH SCHOOL OF PANCASILA SALATIGA

Dosen Pembimbing : HAMMAM, P. HD

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMK PANCASILA, mulai tanggal 7 MEI 2018 s.d selesai Demikian, atas bermohon izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Mufiq, S.Ag., M.Phil.
NIP. 19490617 199603 1004
SURAT KETERANGAN

Yang bertanda tangan di bawah ini:
Nama : Nur Fadhilah, S.PdI
NIP : -
Pangkat/golongan : -
Jabatan : Kepala Madrasah

Menerangkan dengan sebenarnya bahwa:
Nama : Lailatul Hidayah
NIM : 113-14-004
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : TBI

Mahasiswa tersebut telah selesai mengadakan penelitian di sekolah kami, mulai tanggal 26 Juli 2018 sampai 2 Agustus 2018. guna memperoleh data yang diperlukan dalam penelitian Skripsi yang berjudul “AN ANALYSIS TEACHER’S BELIEFS AND PRACTICES ON TEACING AT ISLAMIC JUNIOR HIGH SCHOOL (MTS) OF PANCASILA IN THE ACADEMIC YEAR 2018/2019”.

Demikian surat keterangan ini disampaikan, agar digunakan sebagaimana mestinya.

Salatiga, 1 September 2018
Kepala Madrasah

Nur Fadhilah, S.PdI
## SATUAN KETERANGAN KEGIATAN

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STATEMENT OF ORIGINALITY AND PUBLICATION’S WILLINGNESS

For myself who got a signature below:

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Students Number : 113-14-004
Faculty : Teacher Training and Education Faculty
Program : English Education Department

The researcher fully declares that this graduating paper was made by the writer herself, and it is not contained the materials written or has been published by other people and other people’s ideas. The materials and ideas from the other people in the graduating paper were cited scientifically. The writer be pleased if this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, April 2nd, 2019

The researcher

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NIM. 11314004
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3. 2011-2014: MA Annidham

2014-2018: State Institute for Islamic Studies (IAIN) Salatiga