

CHAPTER 1

INTRODUCTION

1.1 Background

The practice of English Language Teaching (henceforth ELT) nowadays is a dynamic and complex process. As a complex process, Renandya & Widodo (2016) stated diligently that following one English language teaching method has been proven to be not working under authentic classroom conditions (p. 4). It happens because methods may go against teachers' teaching style and it may fail to consider the larger learning context. In an authentic classroom condition, teachers may apply a mixed teaching method to facilitate better learners' needs. Moreover, the educational system and policy keep on amending to make a generally accepted system in a diverse country such as Indonesia. These changes obligated Indonesian English teachers to adapt to the new policy on the way they teach language as it is affecting their beliefs on the practice of ELT.

Teachers' practice of ELT that implements curriculum 2013 (K-13) used the scientific approach in the teaching and learning process that contributes to the current teachers' belief. Li (2013) argued that teachers' beliefs are serving as teachers' pedagogy and classroom interaction (as cited in Farrell and Guz, 2019). Teachers' belief as teachers' practice foundation is greatly influenced by teacher personality, learning experience, pre-service education, duration of teaching involvement, and education-based or research-based principles (Gilakjani & Sabouri, 2017; Farrell and Guz, 2019). Thus, seeing ELT teachers' practice based on teachers' belief in an Indonesian EFL context was explored in this study.

The previous study by Farrell and Guz (2019) on the consistency of teachers' beliefs and their practices from an experienced English as Academic Purpose (EAP) teacher when teaching L2 reading resulted in a pattern of convergence and divergence. These differences happen because of students' abilities, the program's expectations and requirements, and the constantly changing classroom environment. Meanwhile, the recent study focused on what two experienced teachers' beliefs based on the practice

of ELT in a general classroom context in one of the junior high schools in Tasikmalaya, Indonesia. As they believed that learning a language isn't only about gaining a better score in learning but also getting better social interaction from students and their environment.

1.2 Formulation of the Problem

The formulation of the problem in this research is "What are teachers' beliefs on the practice of ELT in Indonesia?"

1.3 Operational Definitions

To prevent misunderstanding, here are the operational definitions of the keywords:

1. English Language Teaching in Indonesia : A series of instructions to teach English Language with the purpose of enabling students to use English by means of communication in one of Junior High Schools in Indonesia.
2. Teachers' Belief : Teachers' assumptions and principles are based on teachers' learning experience about students and how academic materials are taught following the current policy and curriculum. It is often held tacitly and has a powerful impact on their teaching practice.

1.4 Aim of the Research

The aim of the research is to know the teachers' belief in the practice of English language teaching.

1.5 Uses of the Research

The result of this research is expected to provide some advantages, as follows:

1.5.1 Theoretical Use

This research will expand the theory about teaching methodology in the ELT classroom. It also provides the theoretical information to the next researcher

about the benefit of knowing the teachers' beliefs on his practice in ELT classrooms.

1.5.2 Practical Use

This research will provide empirical insights into what teachers' beliefs on teachers' classroom practices in ELT classrooms.

1.5.3 Empirical Use

This research will serve the teachers with the realization of how important teachers' beliefs are in his practice in the classroom.