#### **CHAPTER I**

#### INTRODUCTION

This chapter presents issues related to the reason why the researcher attempts to have this study. Such issues will be clarified in the background of the study. Then, the problems of this study is written in the form of questions and formulated along with objectives of the study. This chapter also presents significance of the study to inform how the results of the study will be useful. Scope and limitation of the study clarifies about the focus and the limit of the study. Definition of key terms is presented in the last part of the chapter.

#### A. Research Background

Nowadays, it is necessary to learn language for communication. As one of language in the world, English is supposed and implemented as international language since it is very popular and has been spoken and learnt by almost people in the world. It is proved that 129 out of 190 countries in all over the world use English as their means of communication. In other words, around 68% of those countries are speaking in English.

As English is international language, it becomes very important for human life. Therefore, Indonesian should master English because of two main reasons, we can communicate with almost all of people in this world with English and it helps us to make a change for our country and also our live. First, there are many countries in the world which have their own languages. Nevertheless, a language that used most by people in the world is English, so that people need to learn English for communication. Second, English can help us to make a change for our country and also our live. If we care enough for something in around us, we can

conclude that almost of all technology use English. It means that people have to learn English in order to be able operate the technology.

English is taught as foreign language in Indonesia. Foreign language means that a language which is not learnt for communication in some countries where the language is taught. English is officially taught as foreign language in Indonesia along with decree of educational and cultural minister on 1967. It means that English is taught as compulsory subject in every school in Indonesia as foreign language since 1967. Mr Nasir, an English teacher, states that the students only have English subject two meetings in a week. Every meeting is about 90 minutes. It means that students get English subject for 3 hours in a week.

However, it is not enough for the students. It is supported with the fact which I got from my preliminary research, most of students cannot speak English or even they do not really understand what they learn from English subject and also many students get low score. Therefore, SMAN 4 Sidoarjo as the object of this study conducts additional English subject for students after school hours. It is called as an intensive English learning program. SMAN 4 Sidoarjo is the only one State Senior High School that conducts intensive English learning program itself. It means that the school does not cooperate with any courses and creates their own material.

The aim of conducting intensive English learning program is to improve and optimize the students' English skill based on their ability. In more detail, the purposes of intensive English learning program are to understand their basic English ability, to improve their English ability, to solve their learning problem and to create an effective and efficient learning situation. In other words, the school's expectation of conducting intensive English learning program is to improve the

students' English skill. After following the program, the students are expected to be able speak English or practice their English ability.

SMAN 4 Sidoarjo applies intensive English learning program for the students because the school follows decree of educational and cultural minister number 81A year 2013. The decree of educational and cultural minister number 81A year 2013 about the implementation of the curriculum states that the school can give additional learning program in a week accord with students' need. The school has responsibility in conducting this program. It means that intensive English learning program is not a must for every school. The school may and may not to conduct the program. If the school chooses to conduct the program, the consequences belong to the school.

Suherman stated that intensive learning program is a process of helping students by developing a conducive learning situation and improving students' ability in order to make students be able to solve their learning program. It means that the teachers have to facilitate the students, so that the students can solve their learning problem and achieve their learning goal. In other words, conducting intensive English learning program or additional English learning program means that the teachers create an interesting class which can improve their English ability.

Based on my preliminary research, the intensive English learning program does not run well. Almost all students are sleepy when they join intensive English learning program, even some of them are slept in the class. Although they follow intensive English learning program, they still cannot speak English and do not understand what they learn.

Teaching is not an easy process. Teachers must be able to facilitate the

students' learning, motivate the students, and even manage the class well. Based on the experts of national education written on the paper of National Standard of Education, they said that there will be no development on the students' achievement if there is no teacher's progress. It is also explained by Michael G. Fullan that educational change depends on what teachers do and think. It means that the teacher has a very important role in increasing and developing the education system, especially on the students' achievement. Therefore, the teachers have to prepare well before teaching the class.

The intensive English learning program does not run well might because of two main factors. First, the teacher's mental contents or schemas, particularly the system of beliefs concerning mathematics (English), affect the teaching learning process in the class. This refers to what the teachers' have on their mind about teaching and learning process. Second, the social context of the teaching situation also influences how the teaching and learning process runs. It refers to environmental factor. It means that the situation and the condition of the environment affect the teaching and learning process.

Therefore, the researcher chooses to analyze the first main factor, teachers' beliefs. Teachers' beliefs seem to play main role in teaching and learning process. It is supported by some researchers. What teachers do in the classroom is said to be governed by what they believe, and these beliefs often serve to act as a filter through which instructional judgments and decisions are made. Nasser also stated that the study of teachers' beliefs forms part of the process of understanding how teachers conceptualize their work which in turn is important to the understanding of teachers' practices and their decisions in the classroom.

Moreover, a research that has done by Kuzborska entitled "Links between

teachers' beliefs and practices and research on reading" revealed that teachers' beliefs are thought to have a profound influence on their classroom practices. An understanding of this relationship is important for the improvement of teachers' professional preparation and the successful implementation of new curriculum. It means that teachers' beliefs has an enormous impact on teachers' practice in the classroom and the relationship between teachers' beliefs and teachers' practice is needed for teachers' progress and implementation new curriculum successfully.

The researcher conducts this study to analyze the teachers' beliefs and practice in teaching intensive English learning program at SMAN 4 Sidoarjo. The researcher chooses to analyze intensive English learning program in SMAN 4 Sidoarjo because SMAN 4 Sidoarjo conducts intensive English learning program itself. The researcher wants to analyze what the teachers' beliefs about teaching and learning process in intensive English learning program, how their practice in teaching intensive English learning program and whether their practices match with their beliefs or not. The researcher really hopes that the result of this study give much information for the school and the teacher about the reality of their practices in teaching intensive English learning program so that it can help them to reach the goal of conducting intensive English learning program.

#### **B.** Research Questions

- 1. What are the teachers' beliefs about teaching and learning process in intensive English learning program at SMAN 4 Sidoarjo?
- 2. How are the teachers' practices in teaching intensive English learning program at SMAN 4 Sidoarjo?
- 3. Are the teachers' practices appropriate with the teachers' beliefs?

### C. Objectives of the Study

Knowing the problem statement above, the objectives of this study are:

- To find out what the teachers' beliefs about teaching and learning process in intensive English learning program are.
- 2. To observes how the teachers practice their beliefs in teaching intensive English learning program.
- 3. To find out whether the teachers' practices appropriate with the teachers' beliefs or not.

## D. Significance of the Study

This study is significant that it analyzes the teachers' beliefs about teaching and learning process in intensive English learning program and how the teachers practice their beliefs in teaching intensive English learning program at SMAN 4 Sidoarjo. Besides, this study is an important reading for the English teachers and for the school. They are:

## 1. For the English teacher

By reading the result of this study, the teachers can assess their practices in teaching intensive English learning program, so that the teachers can improve their teaching practices.

### 2. For the school

The school also gets benefit from this study. It can help the school in considering the policy of conducting intensive English learning program. If the intensive English learning program has to be held, the school has to think about how to make that program be effective as what the school wants.

#### E. Scope and Limit of the Study

This study focuses on the teachers' beliefs of teaching and learning process in intensive English learning program at SMAN 4 Sidoarjo. As the measurement, the researcher will limit this study on the teachers' practice in teaching intensive English learning program based on their beliefs about teaching and learning process in intensive English learning program because teachers' beliefs play an important role in teaching and learning process of intensive English learning program.

# F. Definition of Key Terms

#### 1. Teachers' Belief

Teachers' belief is defined as the attitudes and values about teaching students and the education process that those teachers bring to classrooms. They are the thoughts held by the teacher about the teaching and learning process, which influence his/her classroom practices. In this study, teachers' belief is the teachers' idea or concept about teaching and learning process in intensive English learning program.

### 2. Teachers' Practice

Teachers' practice is a set of teaching strategies and methods of instruction employed in the classroom. In this study, what the teachers do in the class during the intensive English learning program or the way teacher teaches intensive English learning program is called as teachers' practice.

## 3. Intensive English learning program

Intensive English learning program are courses in which students participate in

a higher number of classes in a shorter period. In this study, intensive English learning program means that additional English subject for students after school hours.

