CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer would like to elaborate the theory related to the research and shows the related literature. This focuses on the theory of teachers' beliefs, teachers' practice and intensive English learning program.

A. Review of Related Literature

- 1. Teachers' Belief
 - a. The Definition of Belief

There are some definitions about beliefs by some researchers. First, beliefs are evaluations about what we have done which based on personal reason or opinion. Second, beliefs are described as the most important psychological idea refers to the teacher's educational background. Then, teachers' beliefs are the classroom instructions that teachers bring to the classroom. In other words, teachers' beliefs are thoughts held by the teacher about the teaching and learning process, which influence his/her classroom practices.

In conclusion, the definitions about teachers' beliefs are ideas or thoughts or what the teachers have on their mind about teaching and learning process of intensive English learning program.

b. Beliefs about The Nature of Teaching and Learning Process

The definition of teaching and learning process based on law about

national education system number 20 tahun 2003 section 1 verse 20, is an interaction process between learner and teacher and learning source in a learning environment.

The beliefs about the nature of teaching and learning which are the focus of Teaching And Learning International Survey (TALIS) include "direct transmission beliefs" and "constructivist beliefs". These dimensions of these beliefs are well established in educational research at least in Western countries.

The direct transmission view of student learning implies that a teachers' role is to communicate knowledge in a clear and structured way, to explain correct solutions, to give students clear and resolvable problems, and to ensure calm and concentration in the classroom. In other word, direct transmission belief is teacher-centered belief. This kind of belief stresses that teacher is the main role in the teaching and learning process or teacher as instructor and the students are just the passive participants.

In contrast, a constructivist view focuses on the students not as passive recipients but as active participants in the process of acquiring knowledge. Teachers holding this view emphasize facilitating student inquiry, prefer to give students the chance to develop solutions to problems on their own, and allow students to play active role in instructional activities. Here, the development of thinking and reasoning processes is stressed more than the acquisition of specific knowledge. This kind of belief can be called as student-centered belief. It means that the students are the main role in the teaching and learning process while the teacher is just a facilitator.

c. The Development of the Teacher Beliefs Interview

Educational researchers have focused on epistemological beliefs. These beliefs concern teachers' views about nature and the acquisition of knowledge. Such beliefs are intertwined with teachers' beliefs about learning, understanding, teacher's knowledge, student's knowledge, student's assessment or evaluation and environment; as how a teacher conceptualizes knowledge impacts their teaching beliefs. In order to capture and describe these types of beliefs, the research process must allow teachers to describe and elaborate on their beliefs about knowledge and teaching. The teachers' beliefs interview questions deals with the categories are: how do you maximize student learning in your classroom? (learning), how do you describe your role as a teacher?(teacher's knowledge), how do you know when your students understand? (understanding), how do you decide what to teach and what not to teach? (student's knowledge), how do you decide when to move on to a new topic in your classroom?(student's evaluation), how do your students learn English best?(environment), how do you know when learning is occurring in your classroom?(learning).

The emergent categories for the questions are traditional, instructive, transitional, responsive and reform-based. Traditional and instructive responses represent teacher-centered beliefs, while transitional, responsive and reform-based responses represent student-centered beliefs. Although transitional represents student-centered beliefs, transitional responses reflect a view of students that focuses on primarily behaviorist and affective attributes of students, not always the cognitive involvement.

Figure 2.1

Luft and Roehrig' Capturing Beliefs of Maximizing Student Learning



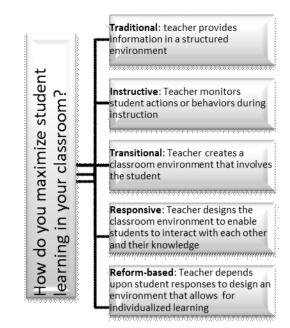


Figure 2.1 shows that there are five responses deal with the teachers' way in maximizing students' learning. When the teacher provides information in structured way such as lesson planning well, use a study guide, arrange students to face the teacher, the teacher belongs to traditional response. When the teacher monitors student actions or behaviors during instruction such as paying attention in students' response, watch students closely when they do a work, the teacher belongs to

instructive response. When the teacher creates a classroom environment that involves the students such as using different types of activities, having relationship with the students outside the classroom, the teacher belongs to transitional response. When the teacher designs the classroom environment to enable students to interact with each other and their knowledge such as grouping students to make hypothesize and giving students chance to defend their ideas, the teacher belongs to responsive response. The last, when the teacher depends upon students responses to design an environment that allows for individualized learning such as allowing students to choose learning sources, the teacher belongs to reform-based response.

Figure 2.2

Luft and Roehrig' Capturing Beliefs of Teacher's Role



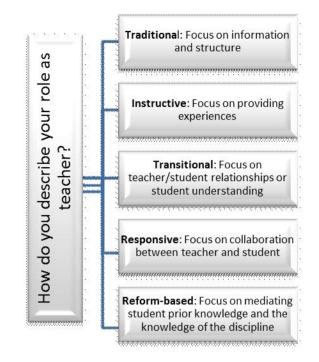
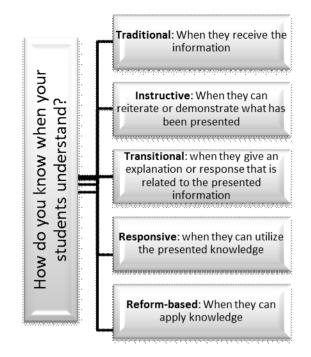


Figure 2.2 above shows that answers for describing teacher's role are categorized into five responses; traditional, instructive, transitional, responsive and reform-based response. Traditional response explains that the teachers focus on information and structure, such as delivering information, give classroom rules. Instructive response explains that the teachers focus on providing experiences. Providing experiences mean that the teachers tell their experiences which relate to the material, so that the students can learn from it. Besides, it also means that the teachers use their experiences to minimize problem in teaching and learning process. The third response is transitional response. It explains that the teachers describe their role by focusing on teacher/student relationships or student understanding. This means that the teachers try to build good rapport with the students to make them comfortable, so that the students can learn easily. For responsive response, the teachers focus on collaboration between teacher and student. Collaboration between teacher and student means that the teachers try to give chance to the students to decide the material or the classroom setting. The last response is reform-based response. This response explains that the teachers describe their role by focusing on mediating student prior knowledge and the knowledge of the discipline. In other word, the teachers are just a tour guide who guides the students to develop and share what they have known about the material.

Figure 2.3

Luft and Roehrig' Capturing Beliefs of Checking Student Understanding



As like the previous figures, figure 2.3 also shows that answers of checking students' understanding are categorized into five responses. The first is traditional response. This response notes that the way of checking understanding is when the students receive the information. It can be by delivering the information in two or three times, covering the information to the students or covering the lesson in different ways. The second

response is instructive response. It notes that the way of checking understanding is when the students can reiterate or demonstrate what has been presented. It means that the students understand when they can answer the written test correctly. Transitional response which notes that the students understand when they give an explanation or response that is related to the presented information. In other word, the students understand when they can ask a basic question about the presented information or when they get excited or their faces light up. The teachers ensure that the students understand when the students can utilize the presented knowledge, such as share their ideas about the presented knowledge within evidence or experience or discuss with their friends about the phenomena which is related to the presented knowledge. This belongs to responsive response. For the reform-based response, the teachers are sure that the students understand when they can apply knowledge, such as the students come up with questions or comments that use the knowledge in a new situation which is not experienced in the class.

Figure 2.4

Luft and Roehrig' Capturing Beliefs of Moving to New Topic

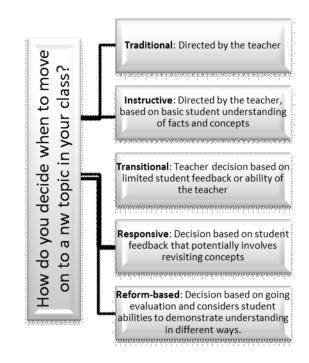
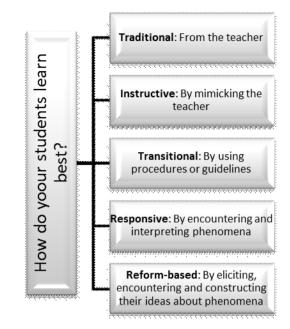


Figure 2.4 above also shows that the answers of deciding to move a new topic are categorized into five categories. When it is directed by the teacher, the answer belongs to traditional category. Directed by the teacher means that it depends on the teacher, when the teacher wants to move to a new topic, whether when the teacher runs out the time or when the teacher has covered the material or when the unit is over. When it is directed by the teacher, based on basic student understanding of facts and concepts, the answer belongs to instructive category. It can be by giving quizzes once a week, feeling that the students get it or asking the students to explain the material with their own terms. When it is the teacher's decision based on limited student feedback or ability of the teacher, such as look at the students do exercise correctly or when the students use the ideas in group discussion, it belongs to transitional category. When the teachers move to a new topic by decision based on student feedback that potentially involves revisiting concepts, like there are no more questions from the students about the topic or the students can use the content in writing or discussion, the answer belongs to responsive category. The last category is reform-based category. It notes that the teachers move to a new topic by decision based on going evaluation and considers student abilities to demonstrate understanding in different ways, like giving spoken test or when the students can apply the concepts.

Figure 2.5

Luft and Roehrig' Capturing Beliefs of Learning Environment

12



As same as the other figures, figure 2.5 also categorizes the answers of building effective learning environment into five categories. Traditional category notes that it is from the teacher. It can be by paying attention to the students or taking good notes of each student. Instructive category notes that the teacher can build effective learning environment by mimicking the teacher. It means that the teacher shows what the students need to do and then the teacher asks the students to do it. Transitional category notes that the teacher can build effective learning environment by using procedures or guidelines, such as by doing conversation or hands-on activities. Responsive category notes that the teacher can build effective learning environment by encountering and interpreting phenomena, such as challenging the students to create their own understanding then share it with friends. The last, reform-based category notes that building effective learning environment by eliciting, encountering and constructing their ideas about phenomena. In means that the students can choose how they want to learn or explore their ideas.

- 2. Teachers' Practice
 - a. The Definition of Practice

Practice is action rather than thought or ideas. Teaching strategies and methods of instruction brought to the classroom by the teachers is called as teachers' practice. Moreover, the teacher-student interaction in order to expand their knowledge through the appropriate classroom management, determination to teach and continuous evaluation to achieve the teaching objectives is also called as teachers' teaching practices.

b. Classroom Teaching Practice

TALIS seeks to identify different profiles of teaching practices rather than a single optimal type of practice. Three indices were established:

1) "Structuring practices" are measured with five items, such as "I

explicitly state learning goals." The other items include summary of earlier lessons, homework review, checking the exercise book, and checking students' understanding during classroom time by questioning students.

- 2) "Student-oriented practices" are measured with four items, such as "Students work in small groups to come up with a joint solution to a problem or task." The other items include ability grouping, student self evaluation and student participation in classroom planning.
- "Enhanced activities" are also measured with four items, such as
 "Students work on projects that require at least one week." The other items include making a product, writing an essay, and debating arguments.
- 3. Effects of Beliefs on Instructional Practices

The importance of teachers' beliefs for teaching practices has been subject to discussion. For student-oriented practices and enhanced activities, the expected predictive pattern was found in 18 and 16 countries, respectively. Both kinds of activities are related to constructivist beliefs rather than direct transmission beliefs. For structuring practices as a predicted (or dependent) variable, results are mixed. In only a handful of countries are these practices tied to direct transmission beliefs rather than constructivist beliefs.

A growing body of research argues that teachers' beliefs should be studied within a framework that is aware of the influence of culture. These studies also argue that teachers' beliefs and practices cannot be examined out of context. This shows that the relationship between teachers' beliefs and their practices is complex and context dependent. Some researchers have found consistencies between teachers' beliefs and their practices whilst others have found inconsistencies. There may be inconsistencies between teachers' beliefs and practices due to the complexities of classroom life, which may constrain teachers' abilities to follow their beliefs and provide instruction that is aligned with their theoretical beliefs. Teachers' theoretical beliefs could be situational and manifested in instructional practices only in relation to the complexities of the classroom. In other words, teachers' beliefs do not always bring effect to teachers' practices in the classroom.

4. Intensive English Learning Program

Intensive English programs are courses in which students participate in a higher number of classes in a shorter period. It means that intensive English learning program is an additional learning program that conducted by the school for the students after school hours. It is supported by the decree of educational and cultural minister number 81A year 2013 about the implementation of the curriculum which states that the school can give additional learning program in a week accord with students' need. The school has responsibility in conducting this program.

B. Review of Previous Studies

The researcher finds similar topic with this study. The similar study also

16

analyzes teachers' belief and their practice but focuses on other objects like social studies, reading and inclusive class. The first is a study entitled "Teachers' Beliefs and Practices Observed in Inclusive Classes". In this study, the first research question is what the teachers' beliefs about inclusive students are. The second research question is how the teachers' practice in teaching inclusive class. The writer was focused on the relationship between the teachers' beliefs and their practice on students with Special Education Needs (SEN). It was a qualitative case study where in-depth interviews and classroom observation of one teacher were conducted. The class had two children with Special Education Needs (SEN) while the remaining fourteen had no obvious SEN. As the result, the writer revealed that there is relationship between the teachers' beliefs and their practices. The relationship is not always a cause-effect relationship but sometimes indistinct relationship since the teacher's individualism affects on it.

Another similar research is a study entitled "Links between teachers' beliefs and practices and research on reading". The writer had three research questions to address the research. First research question is what teachers' beliefs about reading process, learning of reading, teaching of reading are. Second research question is what teachers' reading instructional practices in an EAP Lithuanian university classroom are. The third research question is how teachers' beliefs and classroom practices compare with current research literature on reading. The writer focuses on the relationship between the beliefs of eight teachers and their practices in the teaching of reading to advanced learners. It is used video stimulated recall to obtain measures of teachers' beliefs, while comparing those beliefs and behaviors against the research norms. The beliefs that were identified as congruent with practices of the majority of the teachers reflected a skills-based approach to reading instruction, emphasizing vocabulary, reading aloud, translation, and whole class discussion of texts. As the result, the writer showed that there was a relatively strong relationship between the teachers' beliefs and their classroom practices on teaching reading.

The researcher also finds similar study conducted by Dr. Fakhri R. Khader, a chairman of Educational Sciences Department in Petra University. The title is "Teachers' Pedagogical Beliefs and Actual Classroom Practices in Social Studies Instruction". He conducted the study to investigate the relationship between teachers' beliefs about the teaching of social studies and their actual classroom practices, in an attempt to examine for evidence of convergence or divergence between the two – it presents an argument about the relationship of teachers' beliefs and classroom practices. The result indicates that teachers of social studies in the basic cycle in Jordan may lack the appropriate training for actually applying the pedagogical beliefs and theories in their classrooms and are overworked.

Those previous studies are different from this study. The previous studies analyze teachers' beliefs and teachers' practice about compulsory subjects in the school while this research analyzes teachers' beliefs and teachers' practice about additional subject. Although this study analyzes teachers' beliefs and teachers' practice about additional subject, this study is still important because many schools conduct intensive English learning program recently. In this research, the writer will focus only on teachers' beliefs about teaching and learning process and how their practice in teaching intensive English learning program. In other words, the researcher conducts this study to find out what teachers' beliefs about teaching and learning process in common and how the teachers practice their beliefs in teaching additional learning program. The researcher also look at their practice in English subject class as the complementary data. It occurs since the school's expectation of conducting intensive English learning program is to improve the students' ability in English. Therefore, the teachers' beliefs and practice in teaching intensive English learning program need to be observed.

