#### **CHAPTER IV**

#### RESEARCH FINDINGS

In this chapter, the researcher would like to present and analyze the data which have been collected during the research. The first data are concerning with teachers' beliefs about teaching and learning process in intensive English learning program. The second data are dealing with the way of teachers practice their beliefs in teaching intensive English learning program and whether the teachers really practice their beliefs or not. The researcher obtained all of the data through interview and observation.

#### A. Findings

## Teachers' beliefs about teaching and learning process in intensive English learning program

In this study, three English teachers were interviewed. The interview consisted of seven questions which are concerning with the aspects of teaching and learning process. The questions were taken based on teachers' beliefs interview which was compiled from the theory of beliefs about the nature of teaching and learning set by Organization for Economic Co-operation and Development (OECD) and the development of the teacher beliefs interview created by Luft and Roehrig. The interview was done to find out the English teachers' beliefs about teaching and learning process in intensive English learning program.

In preparing to interview a teacher about his/her beliefs, the researcher began scheduled session by asking the teacher to talk about his or her current experiences as a new teacher or as a student in a teacher preparation program. Based on experience, this allows the teacher to talk about his or her experiences and develops a comfort situation with the interviewer that allows for a deeper discussion of thinking later in the interview process. Following this section of the interview, the researcher began the interview about beliefs. As the interviewees are the teacher, the researcher asked for examples and rich details that highlight the epistemological side of the questions. When the interview was complete, the researcher asked the teacher if there are additional comments he or she would like to make about teaching and learning process in intensive English learning program. The entire beliefs interview process lasted from 20 to 30 minutes, and all of the interviews were digitally audio-taped. The duration of the interview depend on the comfort of the teacher with the interviewer. The interview result of those three English teachers is described as follows:

Table 4.1

The Research Finding: Teachers' Beliefs about Teaching and Learning Process in Intensive English Learning Program

No.	Questions	Interviewee				
		1	2	3		
1.	How do you describe your role as a teacher in intensive English learning program? Are you an instructor or a facilitator?	Facilitator and instructor	Instructor and facilitator	Facilitator		

2.	How do you maximize students' learning in your classroom? Do you ensure the learning is well-structured based on the curriculum and lesson plan or give the students more autonomy?	Lesson planning well, use textbook	Lesson planning well, arranging students to face me	Encourage students, give opportunit ies for defending
3.	How do you build an effective learning environment in intensive English learning program? Do you prefer a quite classroom or the active one?	Active classroom - give humor, paying attention	Active classroom – give humor, paying attention	Active classroom - give humor, hands-on activities
4.	How do you know when your students understand during your class? Are you questioning students or engaging students' response?	Repeating explanatio n, questionin g students	Questionin g students, cover the lesson in different ways	Students can give response, questionin g students
5.	How do you build interaction with the students? Do you build 'teacher-student' interaction or partner interaction?	Teacher- student and partner	Teacher- student and partner	Teacher- student and partner
6.	How do you decide when to move on to a new topic during teaching intensive English learning program? Do you wait the unit is over or check the students' understanding?	The unit is over.	The unit is over	Give evaluation/ test, there's a lull.
7.	How do you solve the problems during teaching and learning process in intensive English learning program? Do you directly give solution or give chance for students to find the solution?	Directly give solution	Directly give solution	Give time for thinking and then discuss it with the students

## a. How do you describe your role as a teacher in intensive English learning program? Are you an instructor or a facilitator?

It can be seen from the table that every interviewee has different answer for the first question which talks about their role in teaching and learning process. Their answers represent their own knowledge about their roles as a teacher in teaching and learning process of intensive English learning program, what are they in their own classroom.

The first interviewee has answer facilitator and instructor. It means that the first teacher's role in teaching and learning process of intensive English learning program is as facilitator and instructor. The first teacher is as facilitator when the teacher lets the students to be an active participant during teaching and learning process and the teacher just guides the students to the material. In other hand, the first teacher is as an instructor when the teacher presents as the main role in the class. Traditionally, the teacher teaches the class through lectures. The teacher presents the English material for intensive English learning program in an oral presentation while the students just listen and take a note.

The teacher's role as facilitator comes first before the teacher's role as instructor. It means that the teacher tends to be a facilitator than an instructor. It can be said that the percentage of the first teacher's role as facilitator is 60% and instructor is 40%. It shows that during teaching and learning process, the teacher acts as a guidance much than acts as a main role.

Role as instructor and facilitator is the second interviewee's answer. The second teacher ensures that during teaching and learning process in intensive English learning program, he acts as both of instructor and facilitator. During teaching and learning process in intensive English learning program, when the second teacher leaves little space for class discussion or hands-on work, the teacher is the focal point and the teacher takes most of the class time, the teacher is playing an instructor role. The teacher is playing a facilitator role when the teacher leads the class to discussion and allows the students to share their personal insight among friends.

In contrast to the first teacher's answer, the second teacher's answer shows that the second teacher's role as instructor comes first before his role as a facilitator. It other words, the second teacher prefers to play a role as an instructor than a facilitator with the scale 70% to 30%. The second teacher's class tends to have lecturing than discussion or group work.

The last interviewee has different answer from those two interviewees. The third teacher explicitly answers that she is a facilitator in teaching and learning process of intensive English learning program. It does not mean that the third teacher do not give any explanation about the material to the students. She still gives explanation or information but it is just in a little scale, it is around 15%. She is sure to answer that she belongs to facilitator role because when she teaches intensive English learning program, she regards the students as active participants in the

process of acquiring knowledge.

ensure the learning is well-structured based on the curriculum and lesson plan or give the students more autonomy?

The second question is about how the teachers maximize students' learning in their classroom. This question deals with learning process. This actually shows about what the teacher does to maximize the students in learning English for intensive English learning program, whether the teachers totally teach based on curriculum and lesson plan or they give their students more autonomy.

The first interviewee has two answers for this question. His answer is belongs to the first choice. He teaches based on curriculum and lesson plan. The first teacher uses textbook and lesson planning the class well in order to maximize the students' learning. The teacher uses textbook as the first strategy in maximizing the students' learning. He notes that by using textbook, the students can learn English during intensive English learning program. It is because textbook is an important source for the intensive English learning program. Textbook is a collection of the knowledge and concepts. By using textbook, the students are able to learn English well as the covered material and the design of each lesson are carefully spelled out in detail. Moreover, the first teacher also designs the lesson well carefully in maximizing the students' learning. By carefully designing lesson plan, the first teacher expects that the teacher can deliver the material in sequence as the lesson plan is a teacher's detailed description of the course

of instruction for the class.

The second teacher has multiple answers. It is belongs to the first choice too. He teaches based on lesson plan and curriculum. First, he designs lesson plan in maximizing students' learning. By designing lesson plan, the teacher has a plan for what will happen in the classroom each meeting. The teacher can decide how to incorporate textbook and develop activities that will promote students' learning. Second, the teacher arranges the classroom in order to make the students can face the teacher during teaching and learning process. It deals with seating arrangement. The teacher arranges the seating arrangement of the class like U shape. When all of the students face the teacher, the teacher can totally control them.

By encouraging the students to do their thinking or understanding and giving them the opportunities to defend their ideas are the third teacher's way of maximizing students' learning in intensive English learning program. It means that the teacher gives the students more autonomy. The third teacher as the last interviewee always tries to encourage the students to share or demonstrate or show their thinking and their understanding of the topic during teaching and learning process. Provided that the students will feel that they are appreciated and they will be more enthusiasm in sharing their ideas. In addition, after the third teacher encourages the students to share their ideas, the teacher also gives them opportunities to defend their ideas. When a student shares his/her ideas, of course other students will comment on that. Therefore, the teacher gives them to defend their ideas in front of their classmates, but the

teacher will give help if it is needed.

English learning program? Do you prefer a quite classroom or the active one?

Concerning the way of building effective learning environment in intensive English learning program, all of the teacher have the same answer. They prefer to build an active classroom than the passive one, but the detail answer of each teacher is different.

The first and the second teacher have the same answer. That is giving humor and paying attention. Both of those teachers expect that by giving humor during teaching and learning process, it will be an effective way to engage students and activate learning. When the teachers share laugh or smile with the students, they help the students feel more relax and comfortable so that they will open to learn. Besides, the teachers also pay attention to the students to build effective learning environment. They give attention to the students in no particular order. They face the students, make eye contact, memorize the students' name and use it as often as the teacher can and give praise of the students' work as the way they pay attention to the students.

The third teacher has different answer from the two teachers. She just needs hands-on activities and little bit gives humor for the students to make the learning environment be effective. Hands-on activities mean the teacher gives activities in teaching which let the students' minds grow and

learn based on their experience and environment. The students can involve in the activities based on their own experience, so it does not book-oriented. It is just like learning by doing. Then, the third teacher also uses humor. By using humor, it will bring enthusiasm, positive feelings and optimism to the classroom so that the students will be ready for learning.

## d. How do you know when your students understand during your class? Are you questioning students or engaging students' response?

The next matter regarding the interview of teachers' beliefs about teaching and learning process in intensive English learning program is the teachers' way of checking students' understanding during teaching and learning process. The teachers check the students' understanding by questioning them or engaging students' response on the teacher's explanation / their friends' statement.

From the table, it can be seen that actually all of the interviewees have the same answer for checking students' understanding, that is questioning the students. Questioning students is expected as the effective way to check students' understanding. By questioning the students, the teacher would like to check what the students know, what students have learned, check whether they are misunderstanding with the explanation or not. When the teachers finish in explaining the material, the teachers usually ask to some students randomly. Once the teacher asks a question, the teacher waits at least 5 second before calling the student's name to give time-thinking for the students. Then, the teacher asks some 3 to 7 students.

However, each of the interviewee has another different answer. The first teacher gave answer repeating explanation. The teacher thinks that he needs to repeat the explanation till three times to make sure that the students really understand the lesson material. The second teacher notices that the way in checking the students' understanding is by covering the lesson material in different ways. The second teacher is sure that by delivering the lesson material in different ways, the students will understand more. When the students are able to give response to their friends' statement or to the teacher's explanation, the third teacher is sure that the students understand the lesson material. That is the third teacher's way in checking students' understanding.

### e. How do you build interaction with the students? Do you build 'teacher-student' interaction or partner interaction?

The fifth question dealing with teachers' beliefs interview is about how the teachers build interaction with the students, are they in teacherstudent interaction or in a partner interaction. For this question, all of the teachers have the same answers. All of the teachers note that they build both of 'teacher-student' interaction and partner interaction. *Teacher – student* interaction means that they are as a real teacher and the students are just as students while partner interaction means that the teacher and the students coordinate in exchanging ideas and information as a team or friend. They place 'teacher-student' interaction first before partner interaction. It means that their interaction as a 'teacher-student' interaction is more than partner interaction. They note that they cannot too close with

the students as a partner because it will cause an issue. Therefore, they build 'teacher-student' interaction more than a partner interaction.

# f. How do you decide when to move on to a new topic during teaching intensive English learning program? Do you wait the unit is over or check the students' understanding?

Next, the interviewees are asked about how the teachers decide to move on to a new topic during teaching intensive English learning program. This question shows the students' evaluation during teaching and learning process in intensive English learning program, whether the teachers directly move to a new topic when the unit is over or they check their understand first by evaluating the students.

The first and the second teacher have the same answer. Their answer is belongs to the first choice. They notes that they will decide to move on to a new topic during teaching intensive English learning program when the unit is over. The last teacher has different answer from those two teachers. The third teacher will move on to a new topic when there is a lull and after she gives evaluation to the students. When there is a lull or a condition where there is not any question from the students about the lesson, she will move on to a new topic. However, if there is a question about the last lesson, the teacher will go back to the last lesson. In addition, the teacher will also move on to a new topic after she gives an evaluation or quiz to the students. It is not a formal evaluation, but it is more like informal evaluation. She usually asks the students to have

conversations in pair or gives them work throughout the topic.

# g. How do you solve the problems during teaching and learning process in intensive English learning program? Do you directly give solution or give chance for students to find the solution?

The last question which OECD mentions is about problem solving during teaching and learning process in intensive English learning program, does the teacher directly give solution or let the students to find the solution. It can be seen from the table that two of the interviewees have the same answer. They notice that during teaching and learning process, if there is a problem dealing with teaching and learning process, they will directly give solution to the students. They choose to directly give solution to the students in order to make teaching and learning process is undisturbed. In contrast to those two interviewees, the third teacher notes that she will give time for thinking the solution to the students when there is a problem during teaching and learning process in intensive English learning program. After that, the teacher will discuss it together with the students. The teacher does not directly give the solution in order to engage students' critical thinking.

#### 2. Teachers' practices in teaching intensive English learning program

After knowing the teachers' beliefs about teaching and learning process in intensive English learning program, the next research instrument that used to obtain the data is observation. The data is obtained by using observation checklist. The observation checklist consists of eighteen aspects of teaching in intensive English learning program which is categorized into eight categories. The categories are based on the categories of interview questions while the aspects were taken based on teachers' practice theory set by Organization for Economic Co-operation and Development (OECD) and the result of teachers' beliefs interview. In addition, the field-notes were taken to complete the data from observation. The observation was done to find out the English teachers' practices in teaching intensive English learning program. The observation result of the observed teachers is described as follows:

Table 4.2

The Research Finding: Teachers' Practices in Teaching Intensive English Learning

Program

No.	Categories		Obse	erved	Tea	Teachers		
			1		2		3	
		Yes	No	Yes	No	Yes	No	
1.	Opening the lesson							
	Teachers explicitly state learning goals in intensive English learning program.		<b>V</b>		1		√	
	• At the beginning of the lesson, teachers present a short summary of the previous lesson.	√		√		√		
	Teachers check students' exercise books.		√		V		$\sqrt{}$	
2.	Teachers' role							
	Teacher gives lecturing to explain the lesson material	√		<b>V</b>		<b>V</b>		
	Teacher groups the students for discussion	√		√		√		
3.	Maximizing students' learning							
	Teacher uses textbook all the time  13	√		√			√	

13

<ul> <li>Teacher uses varied seating arrangement</li> </ul>		√		√		$\sqrt{}$
<ul> <li>Teacher asks students to suggest or to help plan classroom activities</li> </ul>		√		1	<b>V</b>	
Teacher encourages students to construct and defend ideas		√		√	√	
Environment						
<ul> <li>Teacher presents humor and give varied activities to build active class</li> </ul>	√		<b>V</b>		√	
Checking understanding						
<ul> <li>Teacher check students' understanding by questioning them</li> </ul>	√		<b>V</b>		√	
Teacher repeats the explanation	<b>V</b>			√		<b>√</b>
• Teacher covers the material in different ways		V		V		
<ul> <li>Teacher gives time to students for giving response</li> </ul>		√		√	√	
Interaction						
<ul> <li>Teacher involves students to share anything and looks like a friend</li> </ul>	1		<b>V</b>		1	
Teacher looks like a real teacher whom the students respected	<b>V</b>		<b>V</b>		<b>V</b>	
Moves to a new topic						
Teacher directly moves to a new topic when the unit is over	√		<b>V</b>			√
Teacher gives quiz before moves to a new topic		√		√	√	
Problem solving						
<ul> <li>Teacher asks students to work in a small group to find solution</li> </ul>		1		√	√	
	<ul> <li>Teacher asks students to suggest or to help plan classroom activities</li> <li>Teacher encourages students to construct and defend ideas</li> <li>Environment</li> <li>Teacher presents humor and give varied activities to build active class</li> <li>Checking understanding</li> <li>Teacher check students' understanding by questioning them</li> <li>Teacher repeats the explanation</li> <li>Teacher gives time to students for giving response</li> <li>Interaction</li> <li>Teacher involves students to share anything and looks like a friend</li> <li>Teacher looks like a real teacher whom the students respected</li> <li>Moves to a new topic</li> <li>Teacher directly moves to a new topic when the unit is over</li> <li>Teacher gives quiz before moves to a new topic</li> <li>Problem solving</li> <li>Teacher asks students to work in a small group to find</li> </ul>	Teacher asks students to suggest or to help plan classroom activities     Teacher encourages students to construct and defend ideas  Environment     Teacher presents humor and give varied activities to build active class  Checking understanding     Teacher check students' understanding by questioning them     Teacher repeats the explanation     Teacher covers the material in different ways     Teacher gives time to students for giving response  Interaction     Teacher involves students to share anything and looks like a friend     Teacher looks like a real teacher whom the students respected  Moves to a new topic     Teacher directly moves to a new topic when the unit is over     Teacher gives quiz before moves to a new topic  Problem solving     Teacher asks students to work in a small group to find	arrangement  Teacher asks students to suggest or to help plan classroom activities  Teacher encourages students to construct and defend ideas  Environment  Teacher presents humor and give varied activities to build active class  Checking understanding  Teacher check students' understanding by questioning them  Teacher repeats the explanation  Teacher covers the material in different ways  Teacher gives time to students for giving response  Interaction  Teacher involves students to share anything and looks like a friend  Teacher looks like a real teacher whom the students respected  Moves to a new topic  Teacher directly moves to a new topic when the unit is over  Teacher gives quiz before moves to a new topic  Problem solving  Teacher asks students to work in a small group to find	arrangement  Teacher asks students to suggest or to help plan classroom activities  Teacher encourages students to construct and defend ideas  Environment  Teacher presents humor and give varied activities to build active class  Checking understanding  Teacher check students' understanding by questioning them  Teacher repeats the explanation  Teacher gives time to students for giving response  Interaction  Teacher involves students to share anything and looks like a friend  Teacher looks like a real teacher whom the students respected  Moves to a new topic  Teacher gives quiz before moves to a new topic when the unit is over  Teacher asks students to work in a small group to find	arrangement  Teacher asks students to suggest or to help plan classroom activities  Teacher encourages students to construct and defend ideas  Environment  Teacher presents humor and give varied activities to build active class  Checking understanding  Teacher check students' understanding by questioning them  Teacher repeats the explanation  Teacher covers the material in different ways  Teacher gives time to students for giving response  Interaction  Teacher involves students to share anything and looks like a friend  Teacher looks like a real teacher whom the students respected  Moves to a new topic  Teacher gives quiz before moves to a new topic when the unit is over  Teacher asks students to work in a small group to find	arrangement  Teacher asks students to suggest or to help plan classroom activities  Teacher encourages students to construct and defend ideas  Environment  Teacher presents humor and give varied activities to build active class  Checking understanding  Teacher check students' understanding by questioning them  Teacher repeats the explanation  Teacher covers the material in different ways  Teacher gives time to students for giving response  Interaction  Teacher involves students to share anything and looks like a friend  Teacher looks like a real teacher whom the students respected  Moves to a new topic  Teacher gives quiz before moves to a new topic when the unit is over  Teacher asks students to work in a small group to find

Teacher directly gives				
solution when there is a				
problem during teaching and	,	,		'
learning process				

#### a. Opening the lesson

The first category in observing teachers' practices in teaching intensive English learning program is opening the lesson. This category consists of three aspects, that are:

## 1) Teachers explicitly state learning goals in intensive English learning program.

The first aspect that OECD proposes is about stating learning goals of intensive English learning program at the beginning of the class. From the table, it can be seen that the checklists are all in the table "No". It means that those three observed teachers do not state the learning goals of intensive English learning program at the beginning of the lesson. They just tell the lesson materials that they are going to learn in intensive English learning program.

## 2) At the beginning of the lesson, teachers present a short summary of the previous lesson.

The next aspect regarding teachers' practice in teaching intensive English learning program is about review of the lesson, whether the teachers present a short summary of the previous lesson at the beginning of the lesson or not. The three teachers review the last lesson. They present a

short summary of the previous lesson at the beginning of the lesson. It can be seen from the table that the entire checklists for the second aspects are in the "Yes" column.

#### 3) Teachers check students' exercise books.

The third aspect that OECD proposes dealing with teachers' practice in teaching intensive English learning program is about checking students' exercise books. This aspect is proposed in order to make the students more discipline, but in fact, if the teacher checks the students' exercise book, the students feel intimidated. That is why those three teachers do not check the students' exercise books. It can be seen on the table above that the checklists are in *No* column.

#### b. Teachers' role

The second category based on teachers' beliefs interview is about teachers' role in teaching intensive English learning program. This category consists of two aspects, there are:

#### 1) Teacher gives lecturing to explain the lesson material

This aspect represents teacher's role as an instructor in teaching intensive English learning program. The three observed teachers always give lecturing to explain the lesson material, whether they give lecturing much or just a little. It is shown in the table that all the checklists for this aspect are in *yes* column.

#### 2) Teacher groups the students for discussion

In contrast to the previous aspect, this aspect represents teacher's role as a facilitator which leads the class to discussion in teaching intensive English learning program. The three observed teachers always try to lead the class to discussion, whether it is often or seldom.

#### c. Maximizing students' learning

Next, maximizing students' learning is the following category for teachers' practices observation checklist. This category brings four aspects which are developed from the result of teachers' beliefs interview and teachers' practice theory set by OECD. The four aspects are:

#### 1) Teacher uses textbook all the time

For this aspect, there are two checklists in *yes* column which is belong to the first and the second teachers and a checklist in *no* column which is belongs to the third teacher. It means that the first and the second teacher use textbook all the time during teaching intensive English learning program. The teachers explain the lesson material and give the exercise based on the textbook. Differ from the two teachers, the third teacher does not use textbook all the time. She uses it but she also uses other sources like power point presentation.

#### 2) Teacher uses varied seating arrangement

The second aspect dealing with the category of maximizing students' learning is the use of varied seating arrangement. It can be seen from the table that all the checklists are in the *no* column. In other words, the three

observed teachers do not use varied seating arrangement. They just use usual seating arrangement which arranged in four lines.

#### 3) Teacher asks students to suggest or to help plan classroom activities

The next aspect is about planning classroom activities, whether the teachers let the students to help planning the activities or not. From the table, it can be seen that there are two checklists in *no* column and a checklist in *yes* column. The *no* checklists are belongs to the first and the second teacher. It means that they do not ask the students to suggest or help planning the classroom activities. They totally design classroom activities by themselves. It is differ from the two teachers. The third teacher engages the students in designing classroom activities.

#### 4) Teacher encourages students to construct and defend ideas

The last aspect in maximizing students' learning category is about encouraging students to construct and defend idea. The first and the second teacher do not do this aspect. They just let the students to share their ideas in a glance. They do not encourage the students to construct ideas deeply and try to defend it among their friends. It is in contrast to the third teacher. The third teacher exactly encourages the students to share their ideas about the lesson material in every chance and try to defend it among their friends.

#### d. Environment

The fourth category regarding observation checklist of teachers' practices in teaching intensive English learning program is about the learning environment.

This category only has an aspect, that is **teacher presents humor and gives varied activities to build active class.** The result shows that the three observed teachers present humor and gives varied activities in order to build effective learning environment, so that the class is more active. It is shown on the table 4.2 that all checklists are in *yes* column.

#### e. Checking understanding

Checking students' understanding is the fifth category dealing with observation checklist of teachers' practices in teaching intensive English learning program.

This category consists of two aspects, there are:

#### 1) Teacher check students' understanding by questioning them

For checking students' understanding about the lesson material in intensive English learning program, the three observed teachers are questioning the students. The teacher asks question to some students about the lesson. It is shown on the table 4.2 that all the checklists are in the *yes* column.

#### 2) Teacher repeats the explanation

Besides having checklist in *yes* column for questioning students, the first teacher also has checklist in *yes* column for repeating explanation. In other word, the first teacher explains the lesson again to make sure that the students' really understand the lesson.

#### 3) Teacher covers the material in different ways

The third aspect dealing with the category of checking students' understanding is teacher covers the material in different ways. It can be

seen from the table that all the checklists are in the *no* column. In other words, the three observed teachers do not cover the material in different ways. They just deliver the material in common way, by lecturing.

#### 4) Teacher gives time to students for giving response

Another way that can be used by teacher for checking students' understanding is by giving opportunity to the students to give response. The teacher who has checklist in *yes* column for this aspect is only the third teacher. Giving response means that the students give comment on the teacher's explanation or their friends' statement. When there are some students that give comment on the teacher's explanation or their friends' statement, maybe the students give additional information or give correction or just criticize, that situation makes the teacher sure that the students understand.

#### f. Interaction

The following category is about interaction between the teacher and the students. This category is developed based on the result of teachers' beliefs interview. This category brings two aspects, there are:

#### 1) Teacher involves students to share anything and looks like a friend

For this aspect, all checklists are in the *yes* column. It means that all the English teacher whom being observed involve the students to share anything and they look like a friend. Although they look like a friend, the students still keep respect to the teacher.

#### 2) Teacher looks like a real teacher whom the students respected

This aspect is related to the previous aspect, but this aspect emphasizes the interaction between the teacher and the students as the real 'teacher-student' interaction. In other words, the three observed teachers just teach the lesson material to the students and the students just study the lesson material that given by the teachers. They keep interaction in academic reason.

#### g. Moves to a new topic

The next category is about the teacher's way in moving to a new topic in teaching intensive English learning program. This category consists of two aspects which are developed based on the result of teachers' beliefs interview. Those two aspects are:

#### 1) Teacher directly moves to a new topic when the unit is over

The first aspect of moving to a new topic in teaching intensive English learning program is when the unit is over. Based on the table 4.2, the checklists of this aspect are in *yes*, *yes* and *no* column. This result means that the first and the second teacher will directly move to a new topic when the unit is over and the third teacher does not.

#### 2) Teacher gives quiz before moves to a new topic

At variance with the previous aspect, the second aspect of moving to a new topic category is giving quiz before moving to a new topic. When the unit is over, the teacher will give quiz first to decide whether the teacher should move on to a new topic or not. Table 4.2 shows that the checklists for the first and the second teacher are in the *no* column while the checklist for the third teacher is in the *yes* column. It means that only the third teacher who gives quiz before deciding to move on to a new topic.

#### h. Problem solving

Problem solving is as the last category in observation checklist of teachers' practices in teaching intensive English learning program. There will be a problem that happens during teaching and learning process, academic problem like different answer in exercise or different information in explanation. This category has two aspects. The two aspects are in contrary. There are:

#### 1) Teacher asks students to work in a small group to find solution

For this aspect, the result shows that the first and the second teacher do not ask the students to find the solution. That is why the checklists are in *no* column. However, there is a checklist in *yes* column which is belongs to the third teacher. It means that the third teacher asks the students to work in a small group to find solution when there is a problem during teaching and learning process in intensive English learning program.

## 2) Teacher directly gives solution when there is a problem during teaching and learning process

In contrast to the previous aspect, this aspect shows that the teacher directly gives solution to the students when there is a problem during teaching intensive English learning program. For the last aspect, there are

two *yes* and one *no*. The first and the second teachers directly give solution to the students while the third teacher does not directly give the solution.

#### 3. Teachers' practices and teachers' beliefs

After knowing the teachers' beliefs about teaching and learning process in intensive English learning program and the teachers' practices in teaching intensive English learning program, the following research question that will be answered is about the teachers' practices and teachers' belief, whether it is appropriate or not. The answer will be found by relating the result of teachers' beliefs interview and the result of teachers' practices observation checklist. The detail answer is described as follows:

Table 4.3

The Research Finding: Teachers' Practices and Teachers' Beliefs

No.	Category	<b>Teachers' Practices and Teachers' Beliefs</b>					
		Teacher 1	Teacher 2	Teacher 3			
1.	Teachers' role	Appropriate	Appropriate	Appropriate			
2.	Maximizing	Appropriate	Inappropriate	Appropriate			
	students' learning						
3.	Environment	Appropriate	Appropriate	Appropriate			
4.	Checking students' understanding	Appropriate	Inappropriate	Appropriate			
5.	Interaction	Appropriate	Appropriate	Appropriate			
6.	Moving to a new topic	Appropriate	Appropriate	Appropriate			
7.	Problem solving	Appropriate	Appropriate	Appropriate			

#### a. Teachers' role

The first category of the teachers' beliefs interview and teachers' practices observation is teachers' role. Table 4.3 shows that the result of teachers' beliefs interview is appropriate with the result of teachers' practices observation. It means that the teachers' beliefs about teaching and learning process in intensive English learning program are really applied to their practices in teaching intensive English learning program.

Table 4.4

The first category: Teachers' Role

No.	Questions	Interviewee					
		1	2	3			
1.	How do you describe your role as a teacher in intensive English learning program? Are you an instructor or a facilitator?	Facilitator and instructor	Instructor and facilitator	Facilitator			

No.	Categories	Observed Teachers						
		1	L	2		3		
		Yes	No	Yes	No	Yes	No	
1.	Teachers' role							
	Teacher gives lecturing to explain the lesson material	1		V		1		
	Teacher groups the students for discussion	1		1		1		

The table above shows that the result of teachers' beliefs interview about their role in teaching and learning process in intensive English learning program are as facilitator and instructor. It matches with their practices. During teaching intensive English learning program, they explain the material, whether it is in little or in large scale and they also group the students for discussion, whether it is often or seldom.

#### b. Maximizing students' learning

The following category is about the teachers' way in maximizing students' learning. Table 4.3 shows that the result of teachers' beliefs interview and teachers' practices observation is appropriate for the first and the third teacher while for the second teachers, it is inappropriate.

Table 4.5

The second category: Maximizing Students' Learning

No.	Questions		Interviewee				
		1	2	3			
2.	How do you maximize students' learning in your classroom? Do you ensure the learning is well-structured based on the curriculum and lesson plan or give the students more autonomy?	Lesson planning well, use textbook	Lesson planning well, arranging students to face me	Encourage students, give opportunity for defending			

No.	Categories	Observed Teachers			
		1 <sub>25</sub>	2	3	

		Yes	No	Yes	No	Yes	No
2.	Maximizing students' learning						
	• Teacher uses textbook all the time	$\sqrt{}$		$\sqrt{}$			$\sqrt{}$
	Teacher uses varied seating arrangement		V		$\sqrt{}$		$\sqrt{}$
	Teacher asks students to suggest or to help plan classroom activities		V		V	V	
	Teacher encourages students to construct and defend ideas		V		V	V	

For the first teacher, the result is appropriate. The result of the interview shows that the teacher maximize the students' learning by lesson planning the material well and always use textbook. It matches with his practice. During teaching intensive English learning program, the teacher always use the textbook and the teacher also plan the lesson by himself before teaching. It is

proven by the result of observation checklist. The teacher does not ask the students to suggest or help plan classroom activities.

The second teacher is different. The result of his belief interview and his practices in teaching intensive English learning program is inappropriate. The result of his belief interview shows that the teacher plans the lesson well and arranges the students to face the teacher during teaching and learning process. It is true that the teacher plans the lesson well before teaching the class. It is proven by the teacher's practices in teaching intensive English learning program. The teacher does not ask the students to participate in planning the classroom activities. However, the observation checklist shows that the teacher does not use varied seating arrangement while the result of his interview shows that the teacher arranges the students to face the teacher during teaching and learning process. It means that when the teacher does not use varied seating arrangement, the class is arranged in line. It does not engage the students to face the teacher.

For the third teacher, the result of interview and observation are appropriate. The result of interview shows that the teacher encourages the students to construct ideas and gives opportunity to the students for defending their ideas in maximizing the students' learning. It is appropriate with the result of observation. During teaching intensive English learning process, the teacher encourages the students to construct ideas in planning the classroom activities or teaching and learning process. The teacher also lets the students to defend their ideas among their classmates.

#### c. Environment

Next category of teachers' belief interview and teachers' practices observation is environment. Table 4.3 shows that the result of teachers' beliefs interview is appropriate with the result of teachers' practices observation. It means that the teachers' beliefs about teaching and learning process in intensive English learning program are fully applied to their practices in teaching intensive English learning program.

Table 4.6

The third category: Building Learning Environment

No.	Questions	Interviewee					
		1	2	3			
3.	How do you build an effective learning environment in intensive English learning program? Do you prefer a quite classroom or the active one?	Active classroom - give humor, paying attention	Active classroom – give humor, paying attention	Active classroom - give humor, hands-on activities			

No.	Categories	<b>Observed Teachers</b>					
		1		2		3	
		Yes	No	Yes	No	Yes	No
3.	Environment						
	<ul> <li>Teacher presents humor and give varied activities to build active class</li> </ul>	<b>V</b>		√		V	

The table above shows that the teachers' practices in teaching intensive English learning program match with the result of their interview. They prefer to active classroom than the passive one as effective learning environment. The teachers build active classroom by giving humor and pay attention to every students who has an idea or opinion about the material. Besides giving humor, one of the teachers also gives hands-on activities in the class to build an active classroom. Hands on activity means an activity which engage the students to learn from the activity, so the students do not only learn from the book.

#### d. Checking students' understanding

The fourth category of teachers' beliefs interview and teachers' practices observation is checking students' understanding. From table 4.3, it can be seen that the result of teachers' beliefs interview are appropriate with teachers' practices in teaching intensive English learning program. The teachers totally apply their beliefs.

Table 4.7

The fourth category: Checking students' understanding

No.	Questions		Interviewee	
		1	2	3

	How do you know	Repeating	Questioning	Students
	when your students	explanation,	students,	can give
	understand during	questioning	cover the	response,
4.	your class? Are you	students	lesson in	questioning
	questioning students		different	students
	or engaging students'		ways	
	response?			

No.	Categories		Obse	rved	Tea	chers	
		1		2		3	
		Yes	No	Yes	No	Yes	No
4.	Checking understanding						
	Teacher check students' understanding by questioning them	V		V		V	
	Teacher repeats the explanation	√			√		√
	Teacher covers the material in different ways		√		√		√
	Teacher gives time to students for giving response		√		√	√	

Table 4.7 shows that during teaching intensive English learning program, the teachers do some ways to check the students' understanding of the lesson.

All teachers always check students' understanding by giving them questions.

After delivering the material, they ask some students to check their understanding. Besides questioning students, every teacher has another way to check students' understanding. The first teacher repeats the explanation to make sure that the students really understand. The third teacher gives time thinking for the students to give response on the teacher's explanation or comment on their classmate statement. It can be a correction, question or critic.

However, the second teacher is different. The result of his belief interview and his practices in teaching intensive English learning program is inappropriate. The result of his belief interview shows that the teacher covers the material in different ways to ensure that the students understand. In fact, the observation checklist shows that the teacher does not cover the material in different ways. The teacher only delivers the material in common ways like lecturing.

#### e. Interaction

The fifth category of teachers' beliefs interview and teachers' practices observation is interaction. It is about kind of interaction that the teachers build with the students and how they build it. Table 4.3 shows that the result between teachers' beliefs interview and their practices observation are appropriate. For more detail, it can be seen below.

Table 4.8

The fifth category: Building interaction

No.	Questions		Interviewee	
		1	2	3

	How do you build	Teacher-	Teacher-	Teacher-
	interaction with the	student and	student and	student and
	students? Do you	partner	partner	partner
5.	build 'teacher-			
	student' interaction			
	or partner			
	interaction?			

No.	Categories Observe					ved Teachers			
		1		2		3			
		Yes	No	Yes	No	Yes	No		
5.	Interaction								
	Teacher involves students to share anything and looks like a friend	√		√		<b>V</b>			
	Teacher looks like a real teacher whom the students respected	1		√		V			

From table 4.8 above, it can be seen that all teachers are not only a teacher for the students but also a friend during teaching and learning process. The teachers are real teachers when the teachers explain the material or during teaching and learning process, just for academic reason. The students respect the teacher and the teacher presents as a teacher who teaches them or gives

education to the students. In the other hand, the teachers can be partner for the students where the students can share anything as like friend. Of course the students can share anything to the teachers at the rest time of teaching and learning process.

Those explanations above about teachers' practices match with the result of the teachers' beliefs interview. In other word, the teachers really apply their beliefs in teaching intensive English learning program.

#### f. Moving to a new topic

The next category of teachers' beliefs interview and teachers' practices observation is about moving to a new topic, what the teachers do to move to a new topic during teaching intensive English learning program. From table 4.3, the result is appropriate between beliefs and practices.

Table 4.9

The sixth category: Moving to new topic

No.	Questions	Interviewee					
		1	2	3			
6.	How do you decide when to move on to a new topic during teaching intensive English learning program? Do you wait the unit is over or check the students' understanding?	The unit is over.	The unit is over	Give evaluation/t est, there's a lull.			

No.	Categories	(	Obse	rved	Tea	chers	
		1 2				3	
		Yes	No	Yes	No	Yes	No

6.	Moves to a new topic						
	Teacher directly moves to a new topic when the unit is over	$\sqrt{}$		√			V
	Teacher gives quiz before moves to a new topic		√		√	√	

Table 4.9 above shows that the first and the second teacher have same result. In teaching intensive English learning program, they decide to move to a new topic of the lesson when the unit is over. They do not give quiz first before move to a new topic. It is in contrast to the third teacher. The third teacher gives evaluation test or quiz before she decides to move to a new topic. When the score of evaluation test is good in average, the teacher will move to a new topic. Besides, the teacher will move to new topic when there is a lull. Means, there is no more questions from the students about the lesson. Those teachers' practices in teaching intensive English learning program are totally appropriate with their beliefs of teaching and learning process in intensive English learning

program.

#### g. Problem solving

The last category of teachers' beliefs interview and teachers' practices observation is problem. It is about the way that teachers do to solve a problem that happens during teaching intensive English learning program. From table 4.3, it shows that the result of teachers' beliefs interview matches with teachers' practices. This table 4.10 below shows the result of teachers' beliefs interview and teachers' practices observation.

Table 4.10

The seventh category: Problem solving

No.	Questions		Interviewee	
		1	2	3
7.	How do you solve the problems during teaching and learning process in intensive English learning program? Do you directly give solution or give chance for students to find the solution?	Directly give solution	Directly give solution	Give time for thinking and then discuss it with the students

No.	Categories	<b>Observed Teachers</b>				·	
		1	1	2		3	
		Yes	No	Yes	No	Yes	No
7.	Problem solving						
	Teacher asks students to work in a small group to find solution		√		<b>V</b>	V	
	Teacher directly gives solution when there is a problem during teaching and learning process	<b>V</b>		V			<b>V</b>

The table above shows that during teaching intensive English learning program, the first and the second teacher directly give solution when there is a problem in teaching and learning process. This matches with their beliefs which say that they will directly give solution as the way of their problem solving.

In contrast to those two teachers, the third teacher gives time thinking for students and discusses it together. This means that the teacher's way of problem solving is asking the students to find the solution in a small group then the students and the teacher will discuss together to find best solution. That totally matches with the result of teacher's beliefs interview.

#### **B.** Discussion

### 1. Teachers' beliefs about teaching and learning process in intensive English learning program

Based on the result of analysis, two of three teachers have the same answers in describing their role in teaching and learning process of intensive English learning program. They are not only as instructor but also as facilitator. They are in line with the theory of beliefs about the nature of teaching and learning as explained by Organization for Economic Cooperation and Development (OECD). OECD stated that the beliefs about the nature of teaching and learning include "direct transmission beliefs" and "constructivist beliefs".

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 the teacher is an instructor.

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 stresses that the teacher is a facilitator.

The second theory supports the third teacher's answer that the teacher is a facilitator during teaching intensive English learning program. In other word, the class is in student-centered classroom. It means that the students are the main role in the teaching and learning process while the teacher is just a facilitator.

The next issue of teachers' beliefs interview about teaching and learning process in intensive English learning program is dealing with maximizing students' learning. This aspect needs to be observed because it deals with the students' learning process. When the teacher can maximize students' learning, the lesson can be fully learned by the students. Sousa stated that teachers need to break up their lessons more during the class period and get the students moving if they want optimal learning to occur. Moreover, Sousa stated that one of maximizing students' learning aspects is let students do the talking. The teacher should have students talk about what they've learned.

That Sousa theory supports the third teacher's answer, which the teacher encourages students to share their ideas and try to defend it in front of their friends. This means that the teacher encourages students to talk more or be active in the class. Besides, the third teacher's answer is also supported by Luft and Roehrig. Based on their journal about the development of the teacher beliefs interview, the third teacher's answer belongs to transitional and responsive response which stated that teacher creates a classroom environment that involves the student and teacher designs the classroom environment to enable students to interact with each other and their knowledge. However, the first and the second teachers' answers are belongs to traditional response

which stated that teacher provides information in a structured environment.

The next category is about building effective learning environment in teaching and learning process of intensive English learning program, whether the teacher prefer to active or passive classroom. The classroom environment is the setting in which student learning takes place. Classroom climate is one of the most important predictors of student achievement. Based on the result of analysis, the first and the second teacher's answers belong to traditional response which stated effective learning environment is from the teacher. Means that the effective learning environment can be built by the teachers' creativity, it might be by giving humor or paying attention to the students.

However, the third teacher's answer belongs to transitional response which stated that teacher can build effective learning environment by using procedures or guidelines. A procedure is a sequence of actions, processes and responsibilities required to achieve a particular result or goal. A guideline is a statement to assist with the determination of a course of action. A guideline aims to streamline processes according to the requirements of an expected practice and also ensure the quality of these processes. This is in line with the third teacher's answer who said that the teacher gives hands-on activity to build effective learning environment. Hands-on activity let the students' minds grow and learn based on the experience and the environment they are exposed to. As the students become familiar with the subject they are learning, they begin to make decisions, requiring less teacher support and allowing more interactive learning experiences to occur. There are some guidelines that provide support as educators create an environment that promotes hands-on

activities.

The next category of teachers' beliefs interview about teaching and learning process in intensive English learning program is about checking students' understanding. Based on the result of analysis, the first and the second teacher's answers which mentioned repeating explanation and covering the material in different ways are belongs to traditional response. Traditional response stated that the students understand when they receive the information. It means that the teacher only needs to ensure that the students receive the lesson. In contrast, the third teacher's answer that mentioned students are able to give response is belongs to transitional and responsive response. It stated that the students understand when they give an explanation or response that is related to the presented information and when they can utilize the presented knowledge.

However, each of teachers has another answer, that is checking students' understanding by questioning them. After giving the explanation, then the teachers ask some students dealing with the presented material. In guided instruction, questioning is the predominant tool for determining what students know. It is important to recognize that what is done with the question is essential. This means that the way of checking understanding by giving question is needed.

Interaction is the following category of teachers' beliefs interview about teaching and learning process in intensive English learning program. Student – teacher interaction, both in and out of the classroom is influenced strongly by the teaching perspective embraced by the teacher. Based on the result of

analysis, the three interviewed teachers have the same answer, that is teacher-student interaction and partner. The teacher – student relationship is very important for children. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching and learning will establish a positive relationship in the classroom. Moreover, understanding the students' problem, fear, or confusion will give the teacher a better understanding the students' difficulties. Thus are can be defined that between the teacher and the students need to show respect and interest during teaching and learning process to build rapport. The teacher also needs to aware with the students' difficulties.

The next issue dealing with teachers' beliefs interview about teaching and learning process in intensive English learning program is about moving to a new topic, what the teachers do in deciding to move to a new topic. Based on the result of analysis, the first and second teacher's answers which mentioned that they move to a new topic when the unit is over are belongs to traditional response. It stated that the teacher moves to a new topic directed by the teacher. It means that the teacher can move to a new topic based on their own accord. Commonly, the teacher moves to a next topic from the previous topic when the unit is over. The third teacher's answer is belongs to transitional and responsive response. Transitional stated that teacher's decision based on limited student feedback or ability of the teacher while responsive response stated that decision based on student feedback that potentially involves revisiting concepts. This means that when there are no more questions from the students, the teacher can continue to the next topic.

The last category of teachers' beliefs interview about teaching and learning process in intensive English learning program is dealing with problem solving. Based on the result of analysis, the three interviewed teachers' answers are in line with the theory of problem solving as explained by Mayer and Wittrock. Problem solving is cognitive processing directed at achieving a goal when no solution method is obvious to the problem solver. This statement means that problem solving can occur within direction of the problem solver (teacher) and problem solving depends on problem solver's knowledge. In other word, problem solving can be done directly from the teacher's solution or from the students within the teacher's direction.

#### 2. Teachers' practices in teaching intensive English learning program

The result of analysis on teachers' practices in teaching intensive English learning program is quite interesting. One of the teachers does not totally practice his belief in teaching intensive English leaning program. In this section, the researcher would like to discuss the result of analysis in each category.

The first category is about opening the lesson. It consists of three aspects. Based on the result of analysis, the three observed teachers do not state learning goals of intensive English learning program and do not check students' exercise books. They only present a short summary of the previous lesson. Those aspects are in line with the theory of classroom teaching

practices explained by OECD and belong to structuring practices. Structuring practices are measured with five items, such as *I explicitly state learning goals*. The other items include summary of earlier lessons, homework review, and checking the exercise book.

The next category is about teachers' role. It consists of two aspects. Based on the result of analysis, all observed teachers give lecturing to explain the lesson first then they group the students for discussion. It is belongs to direct transmission beliefs which stated that the teacher communicates knowledge in a clear and structured way and also belongs to constructivist beliefs which stated that teacher prefers to give students the chance to develop their thinking. Direct transmission beliefs bring structured practices and constructivist beliefs bring student-oriented practices.

The next category is about maximizing students' learning. This category consists of four aspects. Based on the result of analysis, the two teachers use textbook all the time. This belongs to structured practices. In contrast, the third teacher belongs to student oriented practices which stated that teacher asks students to suggest or help plan classroom activities or topics. However, the second teacher does not practice his beliefs which mentioned that the teacher use varied seating arrangement to maximize students' learning.

The following category is about environment, the teachers' way in building effective learning environment. This consists of an aspect, that is presenting humor and giving varied activities. Based on the result of analysis, all teachers do this aspect. It means that they prefer to active class than the

passive one. Active classroom is belongs to student-oriented practices.

The next issue is about checking students' understanding. It consists of four aspects. Based on the result of analysis, all teachers check understanding by questioning them. It belongs to structured practices which stated teacher checks students' understanding during classroom time by questioning students. In addition, the third teacher gives time for students to give response. This belongs to student oriented practices which stated students work based upon their abilities. However, the second teacher does not practice his beliefs about covering the material in different ways to ensure the students' understanding.

The next category of teachers' practices in teaching intensive English learning program is about interaction. Based on the result of analysis, the three observed teachers present positive teacher-students interaction and also can be a partner. This is in line with the Scott's theory of student-teacher interaction which stated that student – teacher interaction, both in and out of the classroom is influenced strongly by the teaching perspective embraced by the teacher.

The next category is about moving to a new topic. This category consists of two aspects. Based on the result of analysis, the two teachers belongs to the first aspect which is belongs to traditional response. Traditional response of teachers' beliefs is in line with structured practices as both of them stress on the teachers' direction. The third teacher belongs to the second aspect which is belongs to transitional and responsive response. Transitional and responsive response of teachers' beliefs is in line with student oriented and enhanced

practices as both of them stress on students' activity or response.

The last category regarding teachers' practices in teaching intensive English learning program is about problem solving. The last category consists of two aspects. The first and the second teacher is belongs to the first aspect. The first aspect is belongs to structured practices which stress on the teachers' direction. The third teacher is belongs to the second aspect which belongs to student oriented practices. Student oriented practices stated that students work in small group to come up with a joint solution to a problem.

#### 3. Teachers' practices and teachers' beliefs

The last discussion in this chapter is about teachers' practices and teachers' beliefs, whether they are appropriate or not. Based on the result of analysis, the first and the third teachers are totally practice their beliefs in teaching intensive English learning program. It is in line with the theory of relationship between teachers' beliefs and teachers' practices which stated a wealth of research evidence has shown that teachers' beliefs about teaching and learning process influence their teaching practices. In addition, teacher beliefs are significant indicators of the behaviors that will be present in the classroom. Teachers' beliefs about subject matter have also been found to influence day-to-day decisions about what to teach, what to skip, and how much class time to devote to a particular topic. It means that the teachers' beliefs totally influence their teaching practices.

However, the second teacher does not totally practice his beliefs in

teaching intensive English learning program. There are two aspects that the teacher does not practice. This is in line with the theory of relationship between teachers' beliefs and teachers' practices which stated the relationship between teachers' beliefs and their practices was not very strong. 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. Means that the teachers' beliefs might be do not influence teachers' practices.