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The Effects of Teacher Believes and Practice on Students' Achievement of English Language Teaching

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ABSTRACT

Teachers' beliefs are important for understanding and improving educational process. This is important because teachers believe is a guideline for the teacher to conduct or make the strategy in teaching learning process. It can shape learner's learning environment, their motivation, and their learning achievement. The aims of this research to describe about what teachers believe about learning the language, whether there is a similarity between the teachers with other teachers. Secondly is about the influence from the teachers' beliefs about language learning with students' level of understanding of score taken either seen or directly to the confirmation on these students. And as a result, each teacher has a different understanding with other teachers. This is due to several factors other than the level of education is also on the material level and what is taught to students. Second, it also has an influence on the level of student understanding. Because teachers will use different approaches differ depending on what he believed and understood.

Keywords: Teacher's belief, Students' understanding, Language learning

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Introduction

Over the course of several years, numerous studies have been carried out with the aim of improving the process of language acquisition and instruction. Numerous scholars in the domain of English Language Teaching (ELT) have posited that the acquisition of a foreign language encompasses not only discernible elements but also imperceptible factors, such as convictions regarding language acquisition and instruction, which are deemed to be "crucial and relevant to comprehending the process of language acquisition and cognition" (Wesely, 2012).

The process of teaching and learning a foreign language is a complex and multifaceted issue. The classroom is a space where both the instructor and pupils bring their individual perspectives on the target language, language tasks, pedagogical approaches, and the dynamics of the teacher-student power dynamic. Hence, it seems unfeasible to provide a comprehensive depiction of the aforementioned phenomenon and equally scrutinize all its facets within this context. Hence, let us contemplate one of the pivotal elements that influence the process, namely the convictions held by educators.

During the 1970s and 1980s, there was a prevailing notion that these beliefs held significant influence over the actions and decisions of both students and educators during the process of teaching and learning. The aforementioned inclination in the literary works has been converted into a crucial domain of examination in the education of instructors of second or foreign languages.

According to Richardson (2003), beliefs refer to psychological constructs that encompass one's perceived truths, premises, or propositions regarding the world. The verifiability and demonstrability of beliefs are not necessarily requisite. The identification or elicitation of beliefs can be a challenging task due to their potential to exist in the subconscious realm. Strong emotional components may also be present. The process of developing beliefs is a gradual one, and individuals tend to place significant value on their beliefs, subsequently behaving in accordance with them.

The beliefs held by educators are of significant importance in comprehending and enhancing the educational process. The significance of teacher beliefs lies in their ability to serve as a framework for guiding instructional approaches and pedagogical decision-

making during the teaching and learning process. The learning environment, motivation, and achievement of learners can be influenced by it. According to Fauziati (2015).

According to Fauziati (2015), Richard and Lockhart (1994) have outlined certain types or guidelines for examining the beliefs held by teachers. The realm of beliefs in the field of English language education encompasses a variety of domains, including beliefs related to language acquisition, pedagogical practices, program and curriculum design, and the professional identity of language educators. On the other hand, Michael (2001) posits, as cited by Xu (2012), that there exist three distinct categories of teacher belief. The aforementioned are convictions pertaining to learners, learning, and self-perception. The primary areas of research focus pertain to the beliefs held by educators regarding the process of learning.

According to Cephe and Yalcin's (2015) findings, the beliefs held by both teachers and learners regarding language learning have a significant impact on their actions and decision

According to Cephe and Yalcin's (2015) research, the beliefs held by both teachers and learners regarding language learning have a significant impact on their decision-making and conduct within the classroom. Consequently, the efficacy of the teaching and learning process is intrinsically linked to the beliefs of both parties. This suggests that the teacher's beliefs regarding language acquisition play a significant role in the teaching and learning process. Indirectly, this also has an impact on the acquisition of knowledge by students.

To corroborate the aforementioned explanation, the present study aims to investigate the perceptions of educators regarding language acquisition. This study will also investigate the extent to which teachers' beliefs influence the mastery of language skills among students. To what extent do teacher beliefs impact students' language proficiency?

Methods

The researcher's method of choice for this study is qualitative research. According to Yin (2011), you might want to do your qualitative research in a real-world environment. Learn

how individuals' function in that environment and how they thrive while capturing the contextual complexity of people's daily lives.

The concern of qualitative research, according to Kothari (2004), is with qualitative phenomena. By employing in-depth interviews, this form of research seeks to understand the underlying motivations and desires. According to Johnson (2005), qualitative research involves methodical observation to arrive at understanding.

Qualitative research is a descriptive form, according to Bogdan and Biklen (2007). Because the researcher will gather the data in the form of words, phrases, sentences, or dialogs rather than numbers, they employ descriptive data when using qualitative methods.

Purposive sampling is being used in this study. The reason for this is that the researcher only used a few correspondences as the research object. Three instructors from a senior high school in Madiun are the first to correspond. The students who are taught by those teachers are the second correspondence. The researcher used interviews, observations, and data collection from the teacher in addition to other methods.

Result and Discussion

Before we talk about the research's findings, Fauziati (2015) cited Richard and Lockhart (1994), who state that there are specific types or criteria for how to look at a teacher's ideas. Since it is hard to determine the teacher's views on language learning from this, Everything a teacher does in the classroom is a reflection of how they feel about language learning. A good teacher should have a clear understanding of what learning entails. We can choose the types of learning outcomes we want our students to accomplish if we understand what language learning is. So, let's talk about what the teacher believes.

Analyzing teacher's beliefs about language learning

To analyze the teacher belief, Richard and Lockhart (1994) propose some question that can be used as a guideline to find out the teacher's beliefs about language learning.

1. How does the teacher define about language learning?

In this case, each teacher for each class has different views on what constitutes learning and teaching. For tenth grade teachers, learning the language is the language activities

provide knowledge to students. Teacher in this class is more focused on the provision of material that could be considered a basic material in language learning. It is not because this class is still the transition from junior high to high school. So that the material provided is not too heavy, such as reading the text of the English language, translate the text in English into Indonesian, etc.

Different views are given by the eleventh grade teacher. Teacher in the classroom is of the view that language learning how students can understand the basics in English. In terms of looks from the learning activities that focus on teaching grammar, introduction to the types of text, etc. In this class, the teacher expects students are able to understand about these things.

While the last teacher, twelfth grade teacher, believes that language learning is how students are able to use English properly. This can be seen from the learning process. In the learning process the teacher asks the students to practice the things that exist in textbooks, especially those associated with productive skills. For example, students are asked to tell a story to the class without using text, etc. This is certainly beyond prediction, for teachers of grade twelve most is oriented on the final exam to be taken by the students.

2. What does the best way to learn English; what kinds of exposure to English best facilitate learning?

In this second case, the class teacher of ten and twelve argued almost the same that the best way of learning a language is to engage students participated in any learning process, especially with regard to the learning to the development of two productive skills. Although the way they define learning different languages, but for this one they could be said to have the same thought.

Different things delivered by the eleventh grade teacher. The teacher believes that the best way to learn English is to memorize all the material provided. This is seen in each of the learning process, which, in each start learning the students are asked to come forward to deliver material that has been given at a previous meeting. It is also to measure the extent to which students actually learn what has been given by the teacher.

3. What kind of students do best in their class?

In this case, all teachers have almost the same answer, that students can follow the lesson well. In other words, students are able to understand what is described and ordered by the teacher to do. In addition, teachers also like students who are active. Active not only in terms answer the first question to the teacher, but also may help other students understand the difficulties in learning.

4. What kind of learning style do you encourage in learners?

Talking about the style of learning, indirectly, also related to the strategies used by the teacher. Talking about the learning styles of teachers, of course we're not going to talk about learning styles described by some experts, because most of these teachers do not understand about learning styles described by some experts.

Based on observations and interviews have been conducted, teachers use a style that combines all the things, or commonly known as multi-sensory learning. Multi-sensory learning is kind of learning style that is combining all human sensor, such as visual, auditory and kinesthetic. (Fauziati, 2015).

So that, in the teaching, the teacher will use all kinds of these sensors. This can be seen from the learning process is carried out, where teachers often read the material, then the teacher shows a few examples of such images, and sometimes asks students to practice something according to the material being taught. This is because the teacher is not possible to identify the learning style of each student, because it would take a lot of time and it is impossible to separate students according to their learning style, especially in public schools or country. This is because it relates to rules made by the government.

5. What kinds of learning strategies do you encourage in learners?

Learning strategies are mostly unobservable, though some may be associated with an observable behavior. Grenfell and Harris (1999: 54) state that it is not easy to get inside to the black box of human brain to find out the learning strategies that are used. Besides, there is some guideline to find out the learning strategies that is used by the teacher or learner. There are many types of learning strategies. Because this study focus on the

teacher belief, to identify the learning strategies that is used by the teacher is looked from the result of the interview and observation.

The result is indirect strategies. In indirect strategies there are three types, metacognitive, affective, and social. The researcher believed that teacher all of that learning strategies. Because based on the observation, it is indicated that what the teacher done indicating the strategy that is used by teacher including all of them. But for more detailed learning strategies that is used by the teacher can be found latter with more detail observation.

6. What roles are student expected to assume in your class?

In this case, almost all of the teachers said that they expect students who are active. Not just answer the questions of teachers, but also students are expected to be a "teacher" for others or for students who are less able to understand the lessons well. And students dared to ask if there are some things that are less obvious or less understood. In addition, teachers also expect our students are able to understand what is conveyed by the teacher. So it does not hinder the learning process.

From the translation of the above it can be assumed that every teacher has different beliefs about what is meant by learning the language. In terms because, indirectly, affected by where or how the teacher's classroom teaching. Maybe if the teacher is placed in a different grade level to which they now occupy, then what they believe about learning the language will be different from the current one. It cannot be separated from the material being taught and the different demands of the curriculum at every level of the student.

Explanation above also confirms some of the studies that have been conducted that what teachers believe about learning will affect all aspects of the learning process. Aswell as the use of methods, materials, strategies, and even the atmosphere of the learning process. And of course, also affects language learning objectives are achieved. Therefore, what was said by Xu true that he believes teachers on language learning plays an important role in the achievement of learning goals that language. However, if this is also an effect on students' understanding of the material being taught. Explanation will be described in the next section.

Teacher's believes and student understanding

As has been said before, that what teachers believe about language learning affect what will happen in the learning activities are carried out, whether it also has an effect on students' understanding of the language itself. Then here will be explained influence. Here the data used in addition to the value obtained students are also validated by the results of the interviews were conducted to some students who become student teachers mentioned above.

First, we discuss the influence of teachers on language learning confidence level of understanding of students to teachers who teach in grade ten. The first, seen from the values obtained, the average value obtained students who have achieved a minimum passing criterion, has reached 75% of the total of 30 students of the class. This indicates that the student is able to understand well the language learning if it is associated with learning targets. However different results obtained from direct interviews. Of students who scored at the top, is not fully understood. Because sometimes if it refers to the judgment that there is no guarantee whether the given value subjectively or objectively. Other than that in carrying out the tests there is the possibility of students to see answers from other friends.

This is because the previous teachers' belief that learning the language is the activity of providing knowledge to students. This of course will affect how students perceive learning the language. Students perceive learning the same language with other subjects is oriented to value. So in the implementation of tests students will depend on the response of another friend. This is also corroborated by the way teachers implement the test, the teacher is not paying close attention to all the activities in a test. And also, teachers are also known to be friendly with the students, the students assume the teacher will provide additional value if the value obtained is less than the minimum criteria students.

Secondly is the teacher from the classroom next door. The same as before, there are two approaches that are used to see the value and confirmation directly to the students. The results is obtained more or less the same. First, judging from the value obtained. It is seen from the data that there could be said to be nearly 90% of students in the class to get good

grades. But once again, as confirmed to students, less than 75% of students understand that learning activity.

If it is seen more there are several factors that influence it. The first, on what teachers believe about language learning. From the previous explanation on a second-grade teacher believes that learning the language is more emphasis on mastering the basics of the language. The second, related to the way the teacher to explain to the students, teachers just give a note and a little explanation. The rest of the teachers asked students to memorize the lesson.

From the explanation, it can indicate that students get good grades because they memorized on the material used as the test material, both in the daily test or end of each semester. However, the level of student understanding is lacking because what is important the students perceived memorized in advance, in order to understand the problem or not, is not a problem because once again all oriented to score.

Thirdly are the teachers who teach in grade twelve. Distribution value obtained students might say almost evenly. And all students can achieve the required minimum score. Then the level of understanding of students is also very good. This is inseparable from the how teachers' understanding of language learning itself.

As described previously, the teacher in the class improve understanding of language learning is a language learning activity that emphasizes the aspects of functioning from the language. Second, it can also be seen from the learning strategies used by teachers, more emphasis on practice than just reading a book and answered questions. But this needs to be done further research, because this could be due to the level of students' prior knowledge, because the grade ten and eleven they have also gained teaching English, whether it affects it or it does not.

From the above explanation, it can be deduced that what is believed by teachers on language learning indirectly affect the level of student understanding because it also relates to methods, materials, and classroom atmosphere itself in each of the learning process. However, it still goes further research to quantify the extent to which the above really affect

the level of understanding of students because there are many other factors that can affect it.

Conclusion

From the translation of the above it can be concluded that, firstly, every teacher has a different understanding about what it meant learning the language. From what is understood to certainly hold a teacher has her own view how they organize their classroom, what is needed, and what kind of learning atmosphere desired. And what was understood that teachers cannot be blamed because everyone has a different understanding of things.

Second, what teachers believe about language learning, on the other hand, it also affects how students understand about the language itself. There is more emphasis on the mastery of aspects of language, there is focus to function, and there is a focus on knowledge of the language itself. It does not matter as long as the student can better understand the assigned material and know the purposes and objectives.

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