CHAPTER II

LITERATURE REVIEW

This chapter decribestheorythical framework of (a) beliefs, (b) students' and teachers' beliefs (c) English language teaching, (d) previous related study,(e) hyphothesis, and (f) criteria of hyphothesis:

2.1.Beliefs

2.1.1. Nature of Beliefs

Some researchers do not define in detail the learning of language beliefs, beside that Vibulphol (2004) said the term beliefs about language learning, were not clearly defined by researchers in previous studies. In a number of studies several different research opinions on the meaning of beliefs, Because of its complexity, it may be difficult to produce a fixed set of meaning or precisely defined. According to Bandura (1997) beliefs more than truth guide our goals, emotions, decisions, actions, and reactions. The teacher and tone of learning experiences and social development in the classroom.Furthermore, Hermans and Keer (2008) defined beliefs as a set of conceptual representations which store general knowledge of objects, people and events, and their characteristic relationships, while according to Richarson in raths and amy (2003) beliefs can be defined as psychologically held understanding, premises, or propositions about the world that are felt to be true, in another word belief is something that you cannot see or touch but it is something in your mind that you feel true and belief also influenced the way we think. Altan (2012) state that in language learning, beliefs define as previous experience as language learners as well as cultural background are both likely to influence and shape

learners' belief about foreign or second language learning. So, the background culture of the learners and their expriences or their background knowledge is possible to be one of the factors that can build learners' beliefs. Beliefs also can be far more influential than knowledge in determining how individuals organize and define tasks and problems.

2.1.2. Teachers' and Students' Beliefs

Beliefs have a great influence, teachers and students will be serious about giving lessons and learning in language learning and teaching as they may be factors affecting the learning and teaching process. In learning and teaching language, the role of learners and teachers' beliefs about language learning in general have been studied because of the influence on attitudes and beliefs of teachers about language learning gets a lot of attention in the literature and to understand What motivates the actions of teachers. Teachers are strongly influenced by their beliefs and closely related to their values, their views of the world, to their understanding of their place.Altan (2012) revealed that teacher in this study hold a variety of beliefs about language learning, some of which may constitute an impediment to successful language learning and teaching, such as some of their beliefs about pronunciation, error correction, and the time required to become proficient in a foreign language (p. 481). In addition, according to Gunjabi (2011) he found that the teachers also put strong emphasis on the communicative activities and the timing of error correction. Constructively, students tend to agree or disagree on thisissue that they prefer to focus primarily on grammatical material caused by inappropriate ideas about the value of communication and communicative activity. These findings support the general contention that language teachers may hold certain beliefs about language learning that may have an impact on their instructional practices.

2.2.English Language Teaching

2.2.1. Definition of English Language Teaching

Definition of language teaching is part of effective language teaching, according to jamesko (2013) state effective language teaching to achieve good teaching, good knowledge, proper use of well-chosen questions, to engage learners, and to consolidate understanding is an important feature (p. 2). Some good schools suggest, they:

a. Establish consistency in teaching and learning across the organization.

b. Engender a culture of professional debate and development lesson observation.

c. Rigorously monitor and evaluate what they are doing

d. Prioritise the teaching of literacy, especially in a child's early years

e. Focus on the needs, interests and concerns of each individual learner.

In summary , to build and teach effectively requires support from other aspects not only from teachers but also institutions. The effectiveness of teachers generally refers to the focus of student outcomes and teacherbehavior and classroom processes that encourage better student outcomes. Thus, institutions must create good teacher behavior to encourage students to get better results.

2.2.2. Aspects of English Language Teaching

Adams and Pierce (2004) mention few key characteristic of English language teaching, they are: knowledge of basic principle and procedures, planning and preparation, teaching experience, self reflection and modification of technique, flexibility. In addition Harmer (2007) state that teacher can be effective when they can adopt a variety of roles in the classroom which can facilitate learning activities. Some roles that teacher may hold are:

a. Controller: when teacher as controller they would lead as the front. They will be the cantered in the classroom. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom. But it appears to have less advantage because it denies students access to their own experiential learning, cuts down on opportunities for students to speak, lack of variety in activities and classroom atmosphere. On the other hand, controller can be make sense for giving explanations, organizing question and answer work, lecturing, making announcements or bringing a class to order.

b. Prompter: teacher as prompter means to encourage students to think creatively rather than have them hang on our every word, teacher can offer some words or phrases, suggesting the students say something according to their opinion, or suggest what could come next in a paragraph a student is writing.

c. Participant: teacher as participant means to involve in the activities not only as a teacher but also as participant such as in discussion or role play activities: this has good reasons such as students can be more enjoy to have the teacher with them and teacher liven things up from the inside instead of always having to prompt or oraginise from outside the group.

d. Resource: teacher as resource means to facilitate students for such information that they need. For example, in a discussion they might ask how to write or to say something or what the meaning of a word or phrase. This is where teacher can be one of the most important resources they have.

e. Tutor: teacher can be guidance for the students in such activities such as longer project like writing process or preparation for a talk or a debate. Teachers can pointing them in

directions they have not yet thought of taking. This is effective for the teacher to act as a tutor because it can make the students feel supported.

2.2.3. Some Categories of English Language Teaching

There are some keys that related to effective language teaching according Harris (2011) from syntactic study. Such as corrective feedback, Content and language Integrated Learning (CLIL), intensive language programmes, orientation of language programmes-communicative or analytical approaches-and the important of teacher factors, and the importance of second language (L2)literacy development. More specifically Brown categorized some keys of effective foreign teaching that he develop from Bell's questionnaire, they are:

a. Grammar Teaching

Grammar is very important in language teaching and learning. It is also one aspect of language that is difficult to teach well. Many people, including language teachers, hear the word grammar and think of some fixed forms of words and rules of use. They associate good grammar with prestige language forms, such as those used in writing and in speech, and grammatically bad or unlike the language used in everyday conversation or used by non-prestigious form speakers. Language teachers who adopt this definition focus on grammar as a set of forms and rules. The teachers teach the grammar by explaining the rules and forms and then teaching the students. This leads to bored and dissatisfied students who can produce the correct form of practice and tests, but make mistakes as they try to use the language in context.

Acoording to Ur (2004) there are four stages in teaching grammar, they are:

1. Presentation, the goals of the presentation is to make the students recognize the structure its form and meaning either in speech or writing to take it into short-term memory.

2. Isolation and explanation, the goal is to make learners understand the various aspects of the structure. In academic classes, it will take more time if learners have difficulty to comprehend the structure.

3. Practice, this stage aim to make learners absorbing the structure toughly or to transfer what they know from short-term to long-term memory by giving exercises and assignment whether in the classroom or at home.

4. Test, the test is used to demonstrate how good student mastery of the material they have been learning to themselves and to the teacher. The main objective of this stage is to provide feedback.

In summary, grammatical teaching is not just a set of word forms and rules of use but there are several stages that need to be done in grammar teaching such as explanations, exercises, exams and teacher feedback.

b.Error Correction

Error correction is an important element of the teaching/learning process, according Brown (2000) stated error is viewed as a natural and important part of learning process because teacher can get more information about learning process though error. At all levels of proficiency, learners produce languages that are not the languages spoken by native speakers. Some of the differences are grammatical, while others involve the selection of vocabulary and errors in the choice of language appropriate for that context. In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teacher need to let students know

when they are making error so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather that the grammatical form. Teacher can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context.

1. When students are doing structured output activities that focus on development of new language skills, use error correction to guide them, example:

Students (in class) : I buy a new car yesterday,

Teacher : you bought a new car yesterday

Correction : Remember, the past tense of buy is bought

2. When students are engaged in communicative activities, correct errors only if they interfere with comprehensibility. Respond using correct forms, but without stressing them. Example:

Students (greeting teacher) : I buy a new car yesterday!

Teacher : you bought a new car? That's exciting! What kind?

c. Target Language Use

Today's language classes increasingly reflect the ACTFL (American Council on the Teaching of Foreign Languages) recommendation that communication in the target language comprises at least 90% of the learning time, ACTFL also promotes an emphasis on oral competence. Knop (2014) claims when learners expose more foreign language input, they will have better proficiency. Clearly,traveling abroad and experience will greatly affect language skills. Foreign language classes are environments where they most likely need a language to communicate. Therefore, it is important for foreign language teachers to consider

that they can improve the use of target languages in classroom interactions so as to enhance students' oral proficiency. Based on Douglass (2012) in classroom, instructors use a kind ways to facilitate comprehension and support meaning making (p.24). For example, they:

1. Afford intelligible idea which focus on communicative goals;

2. Provide body language, gestures, and visual support to interpret the meaning;

3. Make comprehension drafts to make sure learner understanding

4. Discuss and urge negotiation among students about meaning.

5. Provoke conversation that expand capability in fluency, accuracy, and complexity gradually;

6. Embolden self-expression and natural use of language.

7. Give students specifics ways for how to ask clarification and assistance when faced difficulties in understanding; and

8. Offer feedback to enhance students' capability to communicate orally in the target language.

d. Culture

The role of cultural learning in foreign language classes has been the concern of many teachers and scientists and has sparked considerable controversy, but itsvalidity as a complement to the same language is often ignored or even omitted. Mitchel and Myles (2004) support this nation as "language and culture are not separate, but are acquired together, with each providing support for the development of the other, In addition, according to Liddicoat et al (2003), culture is "a complex system of concepts, attitudes, values, belief, conventions, behaviours, practice, and rituals, lifestyles of the people, who make up a cultural group , as well as the artefacts they produce and the institution they created"(p.45).

To this pointculture teaching seems to be the responsibility of historians or social scientist. However, to some extent, culture becomes the responsibility of language teachers, as culture manifests itself is through language.

Since culture and language is not two different teaching subjects, foreign language learning is at the same time cultural learning. Horbie (2002) modified the framework in which culture is divided into three kinds. They are:

1. Culture as social custom

Social custom includes culture with small c such as the organization of a family, a home life, interpersonal relations, material conditions, work and leisure, customs and institution. Culture in this term is a vest area which only some pats can ever be selected by the learners.

2. Culture in semantic sense

Semantic sense associates with the concepts, perceptions, or thought toward the culture.

3. Culture in pragmatic sense

1.Pragmatic sense deals with the background knowledge, social and paralinguistic skill and language code which are necessary for successful communication, including: The ability to use appropriate exponents for the various communicative functions;

2.The ability to use appropriate intonation pattern'

3. The ability to confront to norms of politeness, which different from the learners' culture, including taboo avoidance

4. Awareness of conventions governing interpersonal relations-questions of status, obligation, license, where different from the learners' culture:

5. Familiarity with the main rhetorical conventionsin different written genres, e.g different types of letters and messages, form-filling, advertisemnts.

e. Assessment

Assessment is probably one the most important and contentious activities teacher engage in. according to cohen (2006) Assessment is prior contributor to raise school standard in term of teaching, learning and students' achievement. In recent years, interest in the application of traditional assessment procedures has evolved. In addition, assessment for learning is a term that has been developed to illustrate the form of assessment that has been shown to have a direct impact on student achievement and student learning outcomes. There are many kinds of assessment technique that is used in classroom Cohen (2006) stated that assessment consists of several types based on the purpose such as norm-referenced assessment, diagnostic assessment, formative assessment, summative assessment, authentic assessment, etc. There are some purpose of assessment. It is being used for:

1. Certification, qualifying students for their lives outside school by awarding passes, fails grades and marks.

2. Diagnosis, identifying a student's particular strengths, weaknesses, difficulties and need in order that an appropriate curriculum can be planned.

3. Improvement of learning and teaching, providing feedback to the students and teachers respectively so that the action can be prearranged.

4. Evaluation of the quality of teaching, learning and provides for education.

5. Improvement of students' achievement

6. Motivating students and teachers.

In conclusion, assessment cannot be separated from teaching and learning process. It is important for both teacher and student. Teachers can improve their teaching through

assessment and provide feedback for students which can help them to improve their learning style.

2.3.Previous Related Study

The first previous study was conducted by Gunjabi (2011) The primary aim of the study was to reveal whether there was any difference between the beliefs of Irianian students and teachers regarding different aspects of language learning such a grammar teaching, error correction, culture, target language use, computer-based technology, communicative language teaching strategies and assessment, the result revealed that there were some differences between the Irianian students' and teachers' belief regarding what procesedures were most effective in bringing about language learning such as in communicative activities. The Irianian teacher put strong emphasis on the communicative activities while the students still preferred focusing primarily on the grammatical items. Another difference between students' and teachers' response regarded the timing of error correction. The teachers' responses were more in line with the existing literature on the timing of error correction which emphasizes that errors should not be corrected directly and immediately as their students make error. But the students had the observe beliefs, that is, they reported that they expected their teachers to correct their errors as soon as they emerged.

The second previous study was conducted by Brown (2009) the result showed there are some difference appeared between students' and teachers' perception about effective foreign language teaching. The students seemed to favour a grammar-based approach, whereas their teachers preferred a more communicative classroom, as evidenced by significant differences in such areas as target language use, erroe correction, and group work.

The third study conducted by Ta'amneh (2015). The study aimed to explore the harmony between teachers and students' belief about strategies used in learning English vocabulary. And the results showed that there was harmony between teacher and students belief about the vocabulary learning strategies in all dimensions the questionnaires except guessing and contextualization. They believed that rote learning using technology and dictionary, using multimedia an asking for help strategies are good strategies to learn English vocabulary items.

2.4. Hypotheses of the Study

The researcher formulates the hypotheses in the following:

1.(H_a): There is a significant difference on the eleventh grade students' beliefs and teachers' beliefs toward effective English language teaching.

.(H_o): There is no significant difference on the eighth grade students' beliefs and teachers' beliefs toward effective English language teaching.

2.5. Creteria of Hypothesis testing

The criteria for testing hypotheses are formulated as follows:

a. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 1, 6741 (with df = 53), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

b. If the p-output (Sig.2-tailed is higher than 0.05 level and t-obtained is lower than t-table 1, 6741 (with df = 53), the null hypothesis(Ho) is accepted, and the alternative hypothesis (Ha) is rejected.