

CHAPTER I

INTRODUCTION

This chapter describes (a) background, (b) research problems, (c) research objectives, and (d) significance of study:

1.1. Background

English is one of the most spoken languages in the world and widely accepted as a foreign language in many parts of the world. Caine (2008) has also noted that English is spoken worldwide as the first, second, foreign language or other language. English is also one of the robust dynamics of globalization as it functions as an international language to bridge nations and unite the globe. Besides that, Pim (2013) said English nowadays also considered a powerful language in the world to transfer information and communication technologies for those in the very early stages of education. Therefore, English is international language and with English language it can make human being easier to get more information and knowledge in the process of learning.

With the spread and development of English around the world, Hamra and Syatriana (2010) suggest that English is the foreign language in Indonesia. English subject must be taught to the students from elementary school until higher education, so the students were easy to understand and interact in various aspects by using English. As stated by Mustafa, Kirana and Bahri (2017), in Indonesia, English is taught as a foreign language starting from high school to university. They assert that most high schools offer two classes of English a week every semester throughout the two levels of high schools, i.e. junior and senior high schools, which take three years for each. For undergraduate university level, only two credits are offered.

Teachers and students have important role in teaching and learning process at the classroom. According to Peacock (2001) Teacher as a manager can create environments, which provide opportunities to learn and change in behavior, in which pupils are well managed and motivated for learning. In addition, Zang&Ciu (2010) said teacher's role is a facilitator (or should be), the student's role is to take given information or instructions and coordinate that task for himself or group members. Therefore, each of them has a role in the teaching and learning process.

One of the elements that need attention in the success of the teaching and learning process is belief. According to Bandura beliefs more than truth guide our goals, emotions, decisions, actions, and reactions (as cited in Five & Gill, 2015). Another study, Richardson explained that beliefs can be defined as psychologically held understanding, premises, and propositions about the world that are felt to be true. In addition, White argue that beliefs help individuals to define and understand the world and themselves, and they are instrumental in defining tasks and play a critical role in defining behavior (as cited in Abdi&Asadi, 2015). Therefore, beliefs help people to understand themselves and about the world that are felt to be true.

Teacher is one who is directly involved in the formation and development of intellectual and students personalities. According to Li Xu (2012), teachers' beliefs are important for understanding and improving educational process. In addition, Talis (2009) said that, teacher's belief is also considered a powerful of strategies to overcome challenges in teaching and influence student motivation. Indeed, teachers' belief influences educational process and students' motivation.

Teachers' beliefs influence how teachers make decisions or act in a classroom. According to Altan (2012), successful language learning and teaching, such as are some of the teachers' beliefs about pronunciation, error correction, and the time required to become proficient in a

foreign language. In addition, Nemser and Flodenteachers' beliefs have an important role in shaping instruction because there is a lack of consensus about the best practice based on objective evidence (as cited in Ta'amneh, 2015). In other words teachers' beliefs are important concept in understanding their instructional practices.

Furthermore, learners also play an important role in learning to be an effective learning occurring in the classroom and learners should be able to foster a sense of belief in themselves and their teacher. According to Brown teachers and researcher have noted that both teachers' and students' beliefs and attitudes should have a room in the process of language learning and teaching (as cited in Ganjabi, 2011). When teachers and students do not have beliefs, it will affect the effectiveness of the language teaching in the classroom. So the different beliefs between teachers and learners towards to English language teaching can negatively influence teaching and learning process in the classroom.

Based on informal interview with six students of Eleventh grade and two teachers of Madrasah Aliyah Pondok Pesantren Aulia Cendikia Talang Jembe Palembang about English language teaching, many students said that the teaching of English would be effective if the teachers used English conversations in the classroom and if the teachers used media such as picture, music to make learning to be more fun and effective. In addition, teachers said that effective English teaching could be increased if students were more independent by not depending to much from school facilities. They could be more creative by reading or finding other support materials for example, from the internet, the English community, and others.

There were some previous related studies. First, Ganjabi (2011) found there was difference between the beliefs of Iranian students and teachers regarding different aspects of language learning such as grammar teaching, error correction, culture, target language use, computer-based technology, communicative language teaching strategies and assessment. Second, Brown (2009) showed there were some difference appeared between students' and

teachers' perception about effective foreign language teaching. In addition, Ta'amneh (2015) also conducted the study that showed there was a harmony between teachers' and students' beliefs about the process of teaching and learning vocabulary concerning rote learning, using multimedia using technology and dictionary and asking for help. However, there was no harmony between their beliefs about the process of teaching and learning vocabulary regarding guessing and contextualization.

From the above statement, it is important to analyze the effective English teaching to know differences between students' and teachers' beliefs on effective English language teaching. Therefore the researcher is interested in conducting a study entitled **Students' and Teachers' Beliefs on English Language Teaching: A Study in One Islamic Boarding School in Palembang.**

1.2. Problem of the study

The problem of the study is formulated in questions:

1. Was there any significant difference between students' and teachers' beliefs toward English language teaching of the eleventh grade students Islamic boarding school AuliaCendekia Palembang?
2. What were the teachers' beliefs toward English language teaching in Islamic boarding school AuliaCendekia Palembang?
3. What were the students' beliefs toward English language teaching of the eleventh grade students Islamic boarding school AuliaCendekia Palembang?

3.3. Objectives of the study

1. To find out if there was any significant difference between students' and teachers' beliefs toward English language teaching of the eleventh grade students Islamic boarding school AuliaCendekia Palembang

2. To find out the teachers' beliefs toward English language teaching in Islamic boarding school AuliaCendekia Palembang?
3. To find out the students' beliefs toward English language teaching of the eleventh grade students Islamic boarding school AuliaCendekia Palembang

3.4. Significant of the study

It is hoped that study will give meaningful information for students and teacher in term to help improve their belief toward English language teaching, a comparison of teachers and students beliefs will discover the extent to which they respond or differ from one another and research can help teachers evaluate various language learning methods which can inform their practice. On the other hand, this study is expected to gives additional information and can increase knowledge for the researcher herself. Moreover, the researcher can know what students need on effective English language learning, the results of this study is expected to be able to help other researchers who will conduct research at the same subject and is able to be one of the references.