

**TEACHERS' PEDAGOGICAL BELIEFS AND CLASSROOM PRACTICES
IN TEACHING ENGLISH**

(A Case Study at SMAN 5 Banda Aceh)

THESIS

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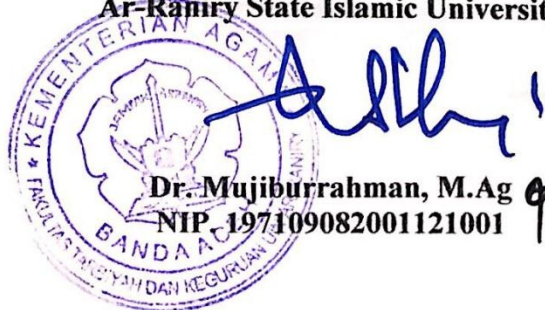
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ABSTRACT

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This study was carried out to delve into the pedagogical beliefs of the English teachers at SMAN 5 Banda Aceh and to describe the common classroom practice in their teaching English and to know the aspects influences the teachers practice the way they did. This research was conducted by employing a descriptive qualitative research design. The participants of this study were 4 English teachers (one male and three females) at SMAN 5 Banda Aceh. The data collected by using pre-classroom observation, classroom observation, and reflective interview. The results showed that all the teachers hold constructivist learner-centered beliefs, which involve learners as the center of teaching and learning process. However, their practices did not fully reflect their beliefs as their practices were mostly teacher-centered, in which teachers dominate the teaching and learning process. In conclusions, the classroom practices still reflect the commonly social and cultural practices in Aceh in which teachers are highly respected to transmit and unchallenged.

CHAPTER I

INTRODUCTION

This chapter presents and discusses background of study, research questions, the aims of study, research significances and key terms used.

A. Background of the Study

Today, teacher centered learning approach has been replaced by learner centered approach, as exemplified by the use of Communicative Language Teaching (CLT). CLT is student-focused: Students' participation and involvement during the English Language teaching class is the most important factor. In CLT learners are the center of learning activities and teacher's role is secondary (Richards and Rodgers, 1986). The teacher is a facilitator or a guide and he involves in the CLT whereas the learners actively participate by doing, involving, changing the lessons or other components of their task in the target language.

The process of CLT has been officially interpreted into National Education Standard System. As mentioned in 2003 legislation No. 20 on the System of National Education and the 2005 National Education Standard, article 19, point 1 that:

Proses pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreatifitas dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik (Pusat Kurikulum 2010).

The legislation suggests that the teacher creates interactive teaching learning process in order to involve the students to learn actively. The students are explored to their ability, creativity and idea to develop their knowledge. It helps students to get the meaningful learning process. In that way, students will be courage to participate in learning activity and increase their confidence.

Nevertheless the belief implementation is dependent on the teachers' beliefs in other words what teachers' believe is influential in teaching and learning process (Johnson, 1994, p.54). The strong beliefs about teaching and learning are well established by the time students complete their schooling. Their beliefs that are coming from schooling time are not only source from which belief may be derived. Other sources may include established practice, teachers' personality factors, educational principles, research based evidences, and life principles derived from an approach or method (Richards & Lockart, 1994, p.73)

Richardson (1996, p.55) points that teacher's beliefs come from three sources: personal experiences of the teacher in general and teaching in particular, teacher's experience as a student and the teacher's knowledge of the school courses. Lortie (2005, p.42) represents the acquisition of the teaching profession through direct observation, as it provides the teachers with information related to the teaching profession. It also helps them in the formation of specific hypotheses on how teaching should be. From the viewpoint of Tsui (2003, p.21), the perceptions and presumptions the teachers receive from this sources may be considered a very strong influence in

affecting their pedagogical beliefs. Whereas Fang (1996, p.66) focuses on a group of factors related to school in the formation of teachers' beliefs, the administrative support, attitude of colleagues, school atmosphere, students' abilities and backgrounds in addition to the rules and regulations that applied in a particular school.

Beside pedagogical beliefs, classroom practice of teacher is also an important thing to support the teaching process. Nystrand (2009, p.29) pointed that people had a construct of classroom practice in the framework of sociocultural theory (Vygotsky, 2009, p.21) that identified valued outcomes and student learning needs is a three-fold action. It involves agreeing as a school community on what the valued outcomes are, ascertaining where the students in each teacher's classroom are in relation to them and then identifying what they need to know to achieve them (the nature of the gap between current learning and that desired). These outcomes generally, but not exclusively, relate to the curriculum and/or normative expectations.

However, it is widely known that teachers in Indonesia embrace teacher centered learning approach. It is exemplified by the use of role learning. Therefore, it is necessary to investigate the extent to which the pedagogical has been adopted by the English teachers at SMAN 5 Banda Aceh. This study focuses on the teachers' pedagogical beliefs and their classroom practice in teaching English.

B. Research Question

To deal with the problem mentioned above, this research addresses three main research questions, as in the following:

1. What are teachers' pedagogical beliefs at SMAN 5 Banda Aceh?
2. What are the common classroom practices done by the teachers in teaching English?
3. Why did the teachers practice the way they did?

C. The Aim of Study

The purposes of the study are:

1. To find out teachers' pedagogical beliefs at SMAN 5 Banda Aceh.
2. To describe the common classroom practice done by the teachers in teaching English.
3. To know the aspects influences the teachers practice the way they did.

D. Research Significance

The research is expected to give the significances for the English teachers and researches, as follow:

- a. For the English teachers who teach English at senior high school, this study can be as a reference to improve the teachers' pedagogical beliefs and their classroom practice in teaching learning process.
- b. This research is expected to be an effective help for the researchers, definitely the English ones to refer from the result of this research as the reflection for their current interaction condition with the students in the classroom.

E. Key Terms Used

In this study, there are several terms that need further explanation in order to give clear definitions and to avoid misunderstanding. All the terms are defined as clear as possible by using dictionaries and other books. The terms are as follows:

1. Pedagogical Beliefs

Price (1969) and Ferre (1988) described that the sense of faith is defined as an individual's personal philosophy, which consists of a group of consistent, coherent and appropriate beliefs. From a structural viewpoint, faith consists of a nucleus, which depends on the individual's personal characteristics or traits, and an "outer shell", which depends on the individual context, this stating the individual's history, environment, the community he belongs to (Brown, 1986, p.83). Thus, faith is defined as an idea or a principle that could be conscious or unconscious; it is subject

to an assessment process in the sense that it is accepted as true by the individual, and therefore it requires a strong emotional commitment; it serves rather as a guide for thinking and behaving (Borg, 2001, p.90).

2. Classroom Practice

Classroom practice is the process of teaching applied by the teachers in the classroom. Therefore, teacher' attitudes, available instruction time, the knowledge and skills of teachers, teaching methods and materials seem to be important pre-requisites for successful special needs education within mainstream settings (Richards, 2009, p.113).

CHAPTER II

REVIEW OF LITERATURE

This chapter focuses on theoretical framework and literature review of teachers' belief and classroom practice, related to (1) the Sociocultural theory, (2) Definition of Teacher, (3) Teachers' Role in Teaching, (4) Pedagogical Beliefs and (5) Classroom Practice.

A. The Sociocultural Theory

In order to understand teachers' belief and classroom practice, it is important to see from perspective of sociocultural theory. According to this perspective, teachers' belief and practice are influenced by their social and culture factors. For example a teacher practices a certain way of teaching is because he was taught in that way during his study at school.

Language development is helped in providing for a theoretical underpinning which is had used for the widely communicative approach to language teaching and learning. It depends on which language is learnt in the process of using it to interact with others viewed by the sociocultural. Collaborative process in which spoken and written listeners or readers has a construct meaning (Spencer, Oatey and Zegaral, 2007, p. 87). Spada and Lightbown (2002, p. 122) said learners jointly construct knowledge and this knowledge is later be internalized by the individual.

According to Pavlenko and Lantolf (2010, p.155) this sociocultural perspective, the learning of a new language does not merely involve the development

of new grammar, new vocabulary and new sound systems: learning a new language becomes a “struggle for participation” by social beings in a new culture. This involves both interpersonal interaction (between the learner and the environment) as well as the intrapersonal processes (belonging to each individual learner) acting in an integrated manner. Schmitt and Murcia (2002, p.11) said that it is only through social interaction with others that humans develop their language and cognition.

Rogoff (1990, p. 44) said that the sociocultural perspective suggests that learning is a process of appropriating tools for thinking, that are made available by social agents who initially act as interpreters and guides in the individual's cultural apprenticeship). It is not just that the child learns from others in social contexts and during social exchange, but rather that the actual means of social interaction (language, gesture) are appropriated by the individual (internalized and transformed) to form the instrumental tools for thinking, problem-solving, remembering, and so on.

Vygotsky's explanation of the relationship between language and thought provides a compelling illustration of the process of appropriation. As Wertsch (1985,p.89) notes, the title of Vygotsky's book, *Thought and Language*, is more accurately rendered in the active voice as “Speaking and Thinking”, which captures the notion that speaking and thinking are ways of acting on the material and social world. In Vygotsky's analysis, the changing functional relationship between speaking and thinking is the most compelling example of the general process of development in which social tools (initially serving social functions) are appropriated and transformed into individual tools of thinking and problem solving. The movement

from the social plane of functioning to the individual and internal plane of functioning, however, requires active engagement by children in social interaction with peers and supportive adults.

In short, according to the sociocultural theory, one's learning is influenced by his/ her social interaction and cultural in which he/ she lives. In short the way one browses needs to be understood theory his social and cultural context. As well, the teaching process done by the teacher depends on which language is learnt in the process of using it to interact with others viewed by the sociocultural.

B. Pedagogical Beliefs

1. The Definition of Pedagogical Beliefs

There are some definitions of pedagogical beliefs. Teacher's beliefs are strong indicators of his/her instructional classroom practices. The beliefs can be thought of as guiding principles teachers hold to be true that serve as lenses through which new experiences can be understood. When people believe something is true, they perceive information supporting that belief. What teachers do in the classroom is said to be governed by what they believe, and these beliefs often serve to act as a filter through which instructional judgments and decisions are made (Jeanna, 2009, p.30).

2. The Concept of Pedagogical Beliefs

Teacher belief what the terms 'teacher cognition' as teachers' 'knowledge, theories, attitudes, images, assumptions, metaphors, conceptions, perspective about teaching, teachers, learning, students, subject matter, curricula, materials,

instructional activities, and self. Besides, over past decades there are so many cognate terms for teacher belief that have been utilized by researchers such as teacher knowledge (Freeman, 2002, p.67). Pajares (1992, p.59) reviewed a literature of beliefs and reported that beliefs were defined in most studies as a conceptual tool. He defined belief as an “individual’s judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do”. Aguirre and Speer (2000, p.39) explained that the current definitions of teacher beliefs found in the education literature focus on how teachers think about the nature of teaching and learning. In this context, beliefs are defined as “conceptions”, world views, and “mental models” that shape learning and teaching practices.

Teacher beliefs are theorized as important in effective teaching. The literature is weak, however, in terms of evidence about the ways beliefs link to practice, especially in the teaching of literacy (Brown, 2012:71). Therefore, deliberately set out to investigate this linkage and our working hypothesis was that effective teachers of literacy would have a coherent set of beliefs about the nature and the learning of literacy which played a guiding role in their selection of teaching approaches.

An example of this linkage not working is the writing lesson (not uncommon in primary schools according to the literature) in which the teacher stresses to the children that the outcome should be an exciting story, with plenty of action and good ideas but then proceeds in her reactions to their writing to emphasize exclusively the need for accuracy in spelling and presentation without reference to the declared

criteria of excitement, action and good ideas. Most children learn very quickly to put their efforts into what their teacher *really* wants from the writing, but people hypothesized that this dissonance between a teacher's reported beliefs about what she or he was aiming for in teaching and the real criteria for the task was less than effective in terms of children's progress. Beliefs (or rhetoric) and reality which were consonant were more likely, people hypothesized, to promote such progress.

Teachers felt that teachers, whom they perceived as once venerated as similar in stature to doctors, had seen a reduction in their status to that of service sector professionals, particularly in recent years. They explained this change as due to a wider demystification of the profession through the engagement of a more informed and critical public, a greater transparency demanded through national testing, and associations of teaching as more to do with behavior management. In the surveys, teachers also gave higher status ratings to surgeons, doctors and barristers than their own profession, which again could be explained through the continuing 'mystique' and distance of these professions, in contrast to teachers' close proximity to their clients.

In the 2003 and 2006 surveys, teachers defined a high status profession as highly characterized by reward and respect and as subject to some external control and regulation although with less certainty. However, they saw their own profession as highly characterized by external control and regulation, while there was uncertainty as to whether it was characterized by reward and respect. Women,

primary teachers, younger teachers and recently qualified teachers were more positive about reward and respect as an aspect of the teaching profession (Jeanna, 2009, p.30).

A consistent view of teachers expressed in our 2003 and 2006 surveys was that the most positive impact on their status would be through greater public awareness of the intellectual demands and responsibilities of their jobs, together with more opportunities for teachers to exercise their professional judgment. Workload reduction, time for collaboration with colleagues and an expanded community role were also deemed likely to have a very positive impact on status.

Teachers working within the specially classified schools (specialist, beacon, leading edge or academy schools) felt a higher and more positive sense of status than was found more typically in the case study schools without special statuses. The positive achievements and evaluations of the schools appeared to spill over to engender a sense of high status of teachers working within the schools. Teachers considered the school classifications were associated with access to resources, higher staffing levels, more time for reflection and better facilities, which in turn facilitated creative teaching and learning and prompted external respect.

However, teachers experienced some negative reactions from teachers working at other schools and were keen to foster modesty to discourage divisiveness between schools. Teachers working within schools classified as poorly performing (cause for concern, serious weaknesses or special measures) demonstrated a lower sense of status than in other schools.

The poor evaluations of the schools, negative reputations, low enrolment and poorly resourced working conditions impacted upon the regard in which teachers felt they were seen. Many teachers felt embarrassment at their school's name and felt they were seen as lesser teachers because of the poor school results. In particular, classification as special measures was associated with demoralization within the schools, causing high staff turnover and low morale and friction amongst the remaining staff. Teachers felt particularly disempowered by not being given the opportunities to explain their teaching in context

Teachers, however, felt that this loss of respect was marked by a reduction in their authority, yet felt that the public unreasonably expected them to instill discipline, command respect and produce results with pupils in an education system which had diminished powers to give to teachers to deal with these problems. The majority speaking on this subject felt disempowered, particularly those teaching in schools recently out of special measures, because they experienced little parental support. They felt that more detached parenting combined with children who were more aware of their rights than their responsibilities resulted in challenges to their authority as teachers. Consequently, some teachers felt that they are now as likely to be judged by pupils, parents and society on the strength of their classroom practice skills, as on their specialist knowledge and pedagogical expertise (Jeanna, 2009, p.33).

Teachers' own rationalization of the complex personal identity issues that determine or contribute towards their sense of status fundamentally emphasized the

continued importance of vocational motivations as a key factor. During the school-based case studies teachers spoke about the ways in which their perceptions of their own status were shaped through the degree of effectiveness they felt in being able to 'make a difference'. Teachers of a variety of backgrounds and with a multitude of experiences suggested how they were prepared to sacrifice personal interests and financial gain in favor of the opportunity to inspire pupils to learn. The well-being and academic success of pupils is clearly of paramount importance to these teachers who desire gaining skills, knowledge and expertise required to secure the cooperation of pupils (Brown, 2012, p.33).

Other aspects to teachers' motivations to teach were, in some cases, connected with the types of schools, and the roles that they had within the schools. One pertinent example is given in the words of the head teacher of a physically dilapidated school situated in a deprived area (Brown, 2012, p.39). There, a high proportion of pupils had free school meals entitlement, achieved results below the national average and lived in areas considered to have a high potential for criminal activity. In spite of these circumstances, teachers were inspired by seeing themselves as offering an 'escape route' for low ability children. Their energy and devotion to their pupils was rewarded with seeing children influenced by effective teaching. In the same vein, minority ethnic teachers spoke of similar issues; for many of these teachers, presenting themselves as role models provided pupils with inspiration and the evidence that they too can aspire to academic success. Similar sentiments were

expressed by teachers of pupils with special need who were motivated by the aspiration to help some of the most vulnerable children in society.

These teachers felt that they represented for some of these children their only opportunity of remaining in the formal education system. However, the personal rewards through this type of work should be contextualized with reference to perceived low status felt accorded by the government and general public of working with children with lower abilities or special educational needs in the light of target-driven education.

When questioning teachers on their status, two powerful, pervasive and probably predictable themes emerged very clearly from the project. The first of these is teachers' strong sense that teaching is a vocation, 'much more than a job'. That sense of vocation, the belief that they could make a difference to children's lives especially those in economically deprived circumstances appeared to insulate teachers from concerns about their status, hence perhaps their discomfort with the term. In a similar vein, the strongest reasons trainees gave for becoming teachers reflected such values. These findings raise questions about the use of recruitment strategies that do not recognize this deep personal commitment. The second theme is the critical role played by teachers' own schools in influencing their sense of status. The school exerted a potent effect on teachers' confidence, self-respect and self-efficacy. Integral to this theme, however, was a striking scale of contrast people found between schools in terms of resources and working conditions (Borg, 2009, p.49).

Thus in the successful and collegial schools, where critical responsibilities were delegated and teachers were trusted to meet challenges, teachers' positive attitudes to their work, and sense of high status were palpable. In the highly achieving schools, leadership that included teachers in entrepreneurial and risk-taking ventures, that respected government intervention, but was not led by it, was particularly effective in creating a positive sense of status. Evidence for the power of the school, or rather the school community, particularly lay in the distinctions that teachers made in their sense for responsibility towards, and perceived respect from, firstly their pupils and colleagues, the parents and school governors and other external and more remote sources.

In Hoyle's analysis (2001, p.67) mentioned that these first groups signify the level of occupational esteem in which teachers are held, because they see at first-hand, the care, competence and commitment that teachers bring to their work. In contrast, teachers' sense of responsibility to, and perceptions of respect from, more remote bodies such as their local authority, the general public, the government and the media, that is, sources of perceived prestige, were considerably weaker. The difference between these realms of respect and responsibility depended on teachers' assessment that the more remote groups were unaware of the nature of teachers' work. Meanwhile, within schools, mutual respect and fair leadership were critical factors in sustaining teachers' positive sense of status.

Collegiality and teamwork also built teachers' self-esteem and created positive perceptions of status, as was evident, or in the schools recently out of special

measures, where staff had worked together to restore the school's 'escape' from punishing inspection processes. The positive effects of feeling valued and having their work appreciated by people who understand the nature of the work cannot be underestimated.

3. Formation of Teacher Belief and its Impact

Borg (2006, p.93) suggests a framework including four elements (Schooling, Professional Coursework, Contextual Factors, and Classroom Practice) that are instrumental in forming teacher belief. It shows that school experiences form the important base behind teachers' ideas about teaching and learning and these ideas have an impact in their professional life. Teachers' concepts about teaching and learning may be tailored and sharpened later by professional development training and through new pedagogical orientations. However, some contextual elements like syllabus and teaching culture may act as the catalyst behind the practices of the teachers which are not reflective of their underlying beliefs. Meanwhile, teachers' classroom experiences influence belief 'unconsciously and/or through conscious reflection' (Borg. 2006, p.89).

Meijer (2009, p.49) also argues with similar sort of conclusions that what teachers know, understand and believe is constructed as a result of classroom experience, interaction with students and professional training programs. First, teacher belief is highly influential in shaping classroom practice, so, any process of innovation in teaching and learning for developing writing what I aim to achieve

based on this research in my study context should start with an attempt to understand teachers' belief, opinion and views regarding it. Second, teacher cognition can be shaped and tailored through professional development programs. So, before organizing such programs, it is mandatory to understand what beliefs teachers hold regarding any innovation like technology integration. Otherwise, training programs might not be able to feature the areas the teachers need help most to implement any innovation effectively.

C. Classroom Practice

1. The Definition Classroom Practice

General classroom practice plays an important role in conducting teaching learning process in the classroom. In this study the writer draws some theories from expert that performed different term in describing the definition of classroom practice. Lexically, classroom is a room where a class of students is taught. Management is act of planning and organizing a business or a similar organization. Relating to the definition, we can conclude that classroom practice is an activity or running and controlling a class of children or student.

Harmer (2008, p.86) said that classroom practice and discipline are important component of effective teaching. In fact, there areas consistently rank at or near the top of the list of teacher concerns. A broader term than of discipline refers to the teacher behavior and activities that encourage learning in the classroom. The term

discipline is used to indicate the degree to which student, behave appropriately are involved in classroom activities and are task oriented.

As the matter of fact, classroom practice is the application of the learning environment of a group of individual within a classroom setting. Teacher's management decisions were viewed as manager. However, a teacher's classroom practice system communicates information about the teacher's beliefs on content and the learning process. It also circumstances information the kinds of instruction that will take place in particular classroom. A classroom in which the teacher takes complete responsibility for their own behaviors. Content will be approached and understood differently in each of these settings.

In addition, Harmer (2010, p.108) says that when teachers act as controllers in the classroom that is strictly speaking different from a condition where students are working on their own group. Thus, he stated that class management is focused on teacher's behaviors in teaching learning process. Teacher make students manage classroom and also encourage being actively involved in speaking. Classroom designing in order for students to enjoy learning English.

On the other hand, Norman (2012, p.120) argues that class management is techniques and procedures employed by teacher in the classroom to organize student. Behaviors including dealing with disruptive behavior, establishing and moving between different, kind of learning group and using Audiovisual aids and other form of reliability and equipment efficiently. In order words, class management is also

something to do with teachers, ability in organizing class and teaching material that have close relationship with teaching learning process.

Furthermore, this concept requires a teacher to be a good instructor in class. Discipline is also one of the attributes of this teaching principle. In addition Nunan (2008, p.201) in his book classroom practice offers a traditional mode of classroom practice where teacher sits in front of class and learners sit in row facing the teacher. They spent most of their repeating and manipulating models provided by teacher, text book, and developed skill in speaking and repeating (Students in classroom do not learn how to express their own ideas and to share these ideas by communicating in small groups. Student's just learners less opportunity to share their ideas to others.

Basically, the problem of classroom practice has long been recognized as complex, and the setting of and perform of class of 50 students is one of the most time consuming and energy draining activities related to teacher. Jacobson indicated that teacher majors' concern is management and this concern is reinforced, then by parent also see discipline or the lack thereof, as a prime problem year after year. This good classroom practice facilitates the achievement of goal instruction.

From the explanation above, the writer summarized that class management is teacher's skill of organizing classroom practice activities done by students that facilitates effective and efficient instruction. It concludes discipline, teacher have to be consistent in discipline students to achieve certain learning goals.

Smith and Robert (2012, p.96), described that classroom practice is considered from four components.

1. Management in the Classroom

Management begins for sample. Rules get them out, get on with it and get on with them. The authors then give more detailed advice on analyzing classroom organization and reducing source of friction. It means that one management will be successful if the manager (teacher) will actualize some rules in the classroom.

2. Mediation with Individuals

Mediation refers to knowledge of how to provide consoling and guidance which some pupils require to understand. Their problem and to avoid damaging confrontations in the classroom.

3. Modification School Discipline

Modification involves applying learning theory to shaping and change behavior in ways which are practical and realistic within the time of the normal classroom.

4. Monitoring School Policy

Monitoring School Policy Considers how schools evaluate the effectiveness of policies on discipline and how teachers can help colleagues cope with stress and other problems.

2. Effective Classroom Practice

Classroom practice conducted to organize the class in order that the classroom can be taught successfully. Classroom practice has to be arranged effectively and efficiently. In accordance with this, the ways of gaining the effectiveness of classroom practice are applying the four components that mentioned above.

There are some ways that can be established by teachers for effective classroom practice. Waxler (2012, p.46) as a veteran teacher has seen far too many teachers fail because of classroom practice problems. He says that classroom practice and student are directly related. The teacher's classroom practice plays a role in trying to get a handle on student's behavior. Furthermore, he states that the key to classroom practice is keeping students actively involved in the entire lesson.

This is done with just a handful of simple teaching strategies. According to Harmer (1998:69), there are four effective classroom practices that can be used in any classroom regardless of subjects or content areas. They are:

1. All write: Instead of having students raise their hand to respond to a question aloud have all students write down an answer to teacher's question. Not only will teacher pay attention in class participation, but the quality of student's responses will also improve.
2. Pair/share: have students pair in groups and share answers before discussing it in classroom. This gives students a chance to respond without the entire class speaking in front of teacher to look up the classroom and talk to a variety of students

about their opinions. This kind "pair/share" is great teaching strategy to use right after the "all write" strategy

3. Check for understanding: not understanding teacher's directions is majoring cause of classroom practice problem and also students' behavior problems. Therefore no matter what text of purposes a teacher gives, teacher should always "check for understanding" by simply asking a couple of students (at random) to repeat the directions back to the class.
4. Do Now: effective classroom practice start from the record students walk the classroom. Therefore, the "do now" is a short assignment that students are to complete as room as they enter the classroom, personally, put up review questions on the board everyday as the "do now" assignment. The "do now" gives students something to do right away and is a great opportunity for review.

Nowadays, effective classroom practice is not about reward and punishments. Effective classroom practice is about teachers keeping students actively involved in entire lesson. By practicing the teaching strategies above, teacher will greatly reduce classroom practice should be doing in classroom: in discussion and speaking with their friends.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is elaborated about the research method used in this study, population and sample, technique of data collection, and data analysis.

A. Research Design

This research was conducted by employing descriptive qualitative analysis design. Ary (2002, p.48) defines that a qualitative study is designed to obtain information concerning the current status of phenomena. All important events that to be described naturally based on occurrence in the classroom. In addition, Best and Kahn (1993, p.290), mentioned that qualitative methods, as the name indicates, are methods that do not involve measurement or statistics. The descriptive qualitative method is used to describe the teachers' pedagogical belief and their classroom practice.

B. Participant

The participants of this study was all the teachers at SMAN 5 Banda Aceh. The writer chose the English teachers as the participant in this study by using purposive sampling. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Arikunto, 2010, p.67). The writer selected the teachers at SMAN 5 Banda Aceh because they have adopted pedagogical beliefs and classroom practice in teaching English.

C. Data Collection

To obtain the data of the study, three instruments used as follows

1. Questionnaire

The instrument in this study used a questionnaires. The questionnaires were used to get the primary data of the research. Alison and Susan in Brown (2001, p. 6) defined questionnaires (a subset of survey research) as “any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answer”. Questionnaires allow researcher to gather information that learners were able to report about themselves, such as their belief and motivations about learning or their reactions to learning and classroom instruction and activities-information that is typically not available from production data alone. The questionnaire was given to the teachers.

2. Classroom Observation

Observation was one of the techniques in collecting data. The writer used it to observe the process of teaching done by the teachers, especially the pedagogical beliefs and their classroom practice in teaching English related to lesson plans, the teaching practice in the classroom and the use of varieties teaching models, media and games.

The observation was done for two meetings. It was used to find out the strategies of the teachers in teaching English directly. It included of four main aspects as follow:

- 1) Teachers' activity in pre-teaching. It was involved the main activity of teaching-learning process
- 2) Teachers' activity in while-teaching. Here, the writer observed how the teachers implement the strategies during classroom activity.
- 3) Teachers' activity in post teaching. It was focused on the teachers' strategy to close the teaching-learning process, especially how the teachers evaluated and got feedback from the teaching-learning process.

3. Interview

Interview was conducted in order to obtain the data related to the aim of this research. Firstly, the researcher interviewed the teachers about their pedagogical beliefs and classroom practice. Then, she did the second interview to ask the questions which did not have any answer in the first interview. Therefore, the second interview was done to fulfill the missing information.

D. Technique of Data Analysis

Data from interview and questionnaire related to classroom practices analyzed in the following stages:

1. Transcription

In this step, the researcher recorded the interview with the teachers. She asked the teacher related to their pedagogical beliefs and classroom practice in teaching English. Then, she wrote the data based on the answer.

2. Translation into English

In this step, the researcher translated the data transcription which she got from the interview into English and arranged it into correct sentences to describe pedagogical beliefs and classroom practice.

3. Analyzed the Discourse.

The last step, the researcher analyzed the discourse to summarize the conclusion of the study. In this part, the researcher concluded the teacher's pedagogical beliefs and the classroom practices.

The result of observation was analyzed based on the observation in the field. The writer observed the teachers then marked by giving the check list of the activities. After that, she described it into the descriptive explanation to describe the techniques in teaching English at SMAN 5 Banda Aceh.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter analyzes and discusses the data and findings. Section A described the research result of questionnaires and interview. Then, section B explains the discussion.

A. Research Result

The writer analyzed the data related to the teachers' pedagogical beliefs and their classroom practice in teaching English. The result of this study was described into three main parts, they are teacher's belief pedagogical, the common classroom practice used by the teachers in teaching English, the aspects influences the teachers practice the way they did.

The writer distributed the questionnaire and observed the learning process and the teacher's activities. Firstly, the researcher interviewed the teacher to know their pedagogical beliefs and the classroom practice. Then, she observed the teaching learning process. The researcher labeled them in accordance with the speaking strategies which formed them.

1. Teachers' Pedagogical Beliefs in Encouraging the Students

NO	Statement	P1	P2	P3	Mean
1	Individual approaches made by teachers to students	4	4	4	4.00

	are important in order to understand students' feelings				
2	Good teachers always encourage students to think for themselves	2	4	4	3.33
3	In a good class, there is a democratic and free atmosphere that stimulates students to think and interact	4	4	4	4.00
4	Effective learning encourages students for more discussion	4	3	4	3.67
5	Good teachers can make students feel important	3	4	4	3.67
Total		76	82	81	79.67
Mean		3.04	3.28	3.24	3.19

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Table 4.1 shows that teacher-centered learning approach is believed the best. This can be understood from all the statement that reflect contradicts approach. Question number 1 and number 2, for instance get means 4.00. It means that all the teachers strongly agree to center learning approach.

Table 4.2 The Teacher's Perception of Teaching

NO	Statement	P1	P2	P3	Mean
1	Learning means students have many	3	4	4	3.67

	opportunities to explore, discuss and express their ideas				
2	Every child is unique and special so it is worth to get an education	4	4	3	3.67
3	The focus of learning is to help students to build knowledge from their learning experiences by communicating knowledge	4	4	4	4.00
4	Learning means students have many opportunities to explore, discuss and express their ideas	3	4	4	3.67
5	Goals and expectations should be applied differently to each student	2	3	2	2.33
6	Learning involves students to absorb a lot of information	3	4	4	3.67
7	The learning process can not be done if the students are not controlled	4	3	2	3.00
8	Teachers must have control over what the students do at all times	3	3	3	3.00
9	Learning to teach means to practice accepting ideas from teachers without questioning them	2	1	1	1.33
Total		76	82	81	79.67

Mean	3.04	3.28	3.24	3.19
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Table 4.2 shows that the teachers' perception of teaching is good. The teachers realized that the learning process can not be done if the students are not controlled. Therefore, they must have control over what the students do at all times. Then, the teachers also had opinion that learning to teach means to practice accepting ideas from teachers without questioning them. For the questions number 1 and number 2, the mean score is 3.67. It means that the teachers strongly agree that the teachers' must have good perception.

Table 4.3 Teacher' Role in Teaching the Material

NO	Statement	P1	P2	P3	Mean
1	Learning means students have many opportunities to explore, discuss and express their ideas	3	4	4	3.67
2	Teachers should apply many activities in the classroom	2	4	4	3.33
3	Students should always be directed to control themselves in the classroom	4	3	3	3.33
4	The teacher's job to correct misunderstandings of students in the right	3	3	3	3.00

	way				
5	Teaching only conveys or explains the subject matter	2	3	3	2.67
	A teacher's main role is to convey a message to the student	3	2	3	2.67
Total		17	19	20	18.67
Mean		2.43	2.71	2.86	2.67

The analysis of the table 4.3 shows that teachers' role in teaching material is important. They need to teach the material well and make the preparation in teaching. In this case, the teaching only conveys or explains the subject matter. A teacher's main role is to convey a message to the student.

Table 4.4 Teachers' Teaching Practice in the Classroom

NO	Statement	P1	P2	P3	Mean
1	Teaching is more focused on providing accurate and complete teaching and knowledge rather than encouraging students to find it	3	2	2	2.33
2	Instructions should be flexible to accommodate individual differences	3	3	4	3.33

	between students				
3	Students should be given many opportunities to express ideas	3	4	4	3.67
4	The ideas given by the students are important and should be carefully considered	3	4	4	3.67
5	Traditional learning methods of lectures are well applied because they include more information	1	2	1	1.33
6	Teachers still have to learn to remember the material they teach	3	4	4	3.67
7	Learning takes place from the process of material translation and practice	4	3	3	3.33
Total		20	22	22	21,33
Mean		2.86	3.14	3.14	3,05

The analysis 4.4 shows that teaching is more focused on providing accurate and complete teaching and knowledge rather than encouraging students to find it. Instructions should be flexible to accommodate individual differences between students. Students should be given many opportunities to express ideas. The ideas given by the students are important and should be carefully considered. Traditional

learning methods of lectures are well applied because they include more information. Teachers still have to learn to remember the material they teach. Learning takes place from the process of material translation and practice.

2. The Common Classroom Practice Used by the Teachers in Teaching English

The process of teaching learning in the classroom involves many aspects, such as the teachers, students and also the material. The teachers said that in teaching English, they used many techniques. They changed the techniques from one meeting to other meetings. It was made to make the students interesting in learning, so they did not feel bored in learning process. They used some steps such as individual task and also small group work to motivate the students in learning. The teachers did some steps in teaching English to the students. Mr ID described his steps as following statements:

I taught the students by using some strategies in teaching English. I usually ask the students to listen the material given, then they developed it into a discussion with the other students to find the idea or new information related to the material. Then, I also asked them to connect the material with their previous knowledge and experience based on their study. So, the learning material is not only as the material but it also relates to the students' needed in developing their study.

The explanation above, indicates that the first teacher usually taught the students by using various techniques to attract the students attention and stimulate them in learning English. The material was connected to the students' prior knowledge and background to help them applied the material to the real situation.

In addition, Miss. IS also argued that he used some teaching model in giving the material to the students. The following answering of interiew described that the teacher combined the teaching model.

I used the models based on the material. Sometimes, I combined the model in teaching, such as *Problem Based Learning* and *Contectual Teahing Learning*. I asked the students to find the meaning of the material given and then related to the students' enviroment or their prior knowledge related to their study. Then, I also apply the material by using students' centered approach where the students learned independently such as presenting the material infornt of the class based on their findings.

Miss. IY also had the same statement related to the process of teaching learning in classroom. She explained as follws:

I taught the students by using various models. I give a brief explanation related the mataerial, then I ask them to disuss it with their friends to find out more information. In this step, I ask them to share information and make the consussion.

Opening class is very important activity in teaching learning proces. It is one of ways done by the teacher to attract the students' attention in learning. The researcher described the process of teaching English done by MR. ID as follows:

1. Pre Activities

Pre activities were done by MR. ID before he stated the purpose of teaching learning and the material. Based on the observation, he did some activities in pre activities.

Firstly, the lesson in the previous meeting reviewed by the teacher before teaching the material. Next, he stimulated the students by asking the meaning and function of the material given. The pictures was used by using over head projector (OHP) to attract the students in learning. He asked some questions related to the pictures, such as: what is the picture? What is it for? What will you do with this thing? Then, he asked the students answered the teacher's questions.

2. While Activities

In this section, MR. ID explained the material briefly. He informed to the students about the used of technology. He instructed the students to do some tasks in learning. Furthermore, giving instruction strategy plays important role in development of classroom practice. In this activity, the teacher must have instructed students to do something in classroom.

Next, the students were asked to used their smart phone and asked them to find the technology used in human life. The students mentioned one by one the tehcnology tools and then also described the function of the tools. The time is

allocated to the students to develop the material by using their own opinion. In this situation, he asked the student to active in talking and share the opinion. The students were asked to respond the opinion and idea given by the other students. He allowed the students to mix the language Indonesian and English. So, the students could express their opinion. The teacher also motivated the students to be brave in expressing their ability in speaking.

MR. ID tried to make the situation in the calssroom attractive. Making attractive means that the teacher must work to have an attractive and conducive spaces as well as students could appreciate and enjoy as well as creating a clean and comfortable room for them to learn. The attractive strategy was created in classroom practice rules. In this activity, he used media to make the students interested on the lesson and doing this could produce such students to be more creative, innovative and keep them happy would be a lesson that teacher pass.

MR. ID also make the students enthusiastic in learning English. Making enthusiastic means that when an instruction from the leturer to be important in maintaining motivation and student learning. Furthermore, making students' enthusiastic strategy its' important to applied in the class because could made students' more motivated to learn. Therefore, he gave the oppurtunity to the students to develop their idea and share to others. He did not ask the students to express their idea perfectly, but he wanted to train them speak and they are brave in learning English as the second language.

MR. ID also provided feedback and correction to the students during the classroom activity. It can be proved in the following interview quotation to the lecturer:

“...yaaa it is important to give the students like feedbacks and corrections during the classroom activities. If we don't give feedback, they don't know their mistakes. When we have done with the delivering of material, I will ask them like changes this sentence into past tense. They will try alone. Then I also walk around to check the students' progress in learning the project I gave to them, in that activity feedback and correction I give to them.

The feedback or correction was given to the students who did not understand about the material and how to recognize the material in the certain situation. Then he explained it more detail in the form of how to use it in daily activity related to their study.

The students are guided in learning and mastering the material. Guiding the students in the initial practice in order to accomplish the task or exercise through the different classroom activity. This fact can be supported in the interview quotation to the teacher:

“...yaaa I guide them in their practice in doing the task or assignments. In order to guide them, I think try to keep them in small goal like the last classroom activity. So the activity is practices more and more in changing the direct into indirect speech. First, the activity I will give them the example how

to apply the material in one of English skills. Then I give them assignment and they will try to accomplish it, they show the result of their assignment and we give them feedback. After that they will try to finish their assignment again by the correct answer, then in this activity we will show them the correct one. So I always guide the students' learning process by giving them feedback and corrections.”

3. Post Activities

In this part, MR. ID taught the students concluded the lesson by asking the material again and asked the students to answer the questions orally. He also gave homework to be collected by the students in the next meeting.

The second teacher, Miss. IS also applied the teaching learning process to the students by using some strategies. The writer described the process of teaching English as following explanation:

1. Pre Activities

Pre Activities were done before the teacher taught the main material. In this section, Miss. IS stimulated the students to learn by asking some questions related to the previous lesson and the material which is going to give. In the observation, Miss. IS taught the students about expressions in giving invitation, accepting and declining.

2. While Activities

Miss. IS explained the material in a detail description, after introducing the material by asking and explaining the material to the students. He taught it along with the structure and the example of it. The material of giving invitation, accepting and declining were given to the students. In this matter, firstly he wrote down on the whiteboard the list of expressions in giving invitation, accepting and declining. After that, he asked to the students about the meaning of each expression which was written by his on the whiteboard.

Later, he explained it to the students in a depth about the meaning of it in English, sometimes to make the students really understood about it, he gave some examples to the students. Next, he extended it by giving the example of it in the form of some simple short dialogues. Then, he also gave an example how to pronounce it.

In the middle teaching process after the students knew how to express their teacher asked the students one by one what is the meaning of this word. This question was about the lesson that they had learn. It was done by the teacher to know students understand or not about the material. And it was done in final learning with the teacher point one of student to answer that question.

The teacher provided the individual practice to the students related to the material. This statement is validated in the interview quotation stataed by Miss. IY below:

“...I practiced the classroom activities usually by first I give the introduction about the material like explanation about the material, then the structure like how to express the accepting invitation or declining it. Then, I give the

example and after that I give them assignment to do in the small group discussions. Then I give the task in the classroom where they do alone, individually not in a small group related to the material. Next meeting, I will see if they really understand or not.”

3. Post Activities

In the last activities, teacher arranged the students into the beginning classroom situation. The feedback was given to the students if they have problems in the group or individually. Then he also gave them some advice and motivation to learn and practice English. Later, he closed the class by summarizing the lesson and gave task to the students to prove their understanding of the material given.

The interaction between the teacher and the students was observed by the researcher in the process of teaching learning. According to MR. ID, in learning process, the students are not active and afraid to talk or state the opinion as her following statement:

Two of the major barriers to discussion in classroom are that some students are afraid to talk in a group, and that they may not be interested in the subject matter. Thus, the two most important things to do in stimulating a discussion are to create a safe environment, and to motivate students by making the topic relevant, to stimulate their interest in the material.

The statement above shows that the teacher create a comfortable learning situation refers to the fact that they encouraged the students to feel comfortable about sharing their perception in the class.

According to Miss. IY, There are three major components to create a safe environment to create effective classroom interaction, as follows:

- 1) Welcome the ideas of students. Let them know directly that an ideal discussion section is about discussion of ideas and perspectives among students.
- 2) Give all ideas and points of view reasonable consideration without rushing to judgment. Sometimes a student may be factually wrong about a topic and it is well to point out their error. However, when discussing more subjective topics try to give all ideas and all students equal time and consideration.
- 3) Maintain the focus of the class on discussion of ideas rather than the judgment of people. Some topics can evoke powerful emotions. Try not to let the discussion of ideas degrade into the judgment of people.

Based on the observation, Miss. IS used different specific methods for generating a safe and comfortable environment for students. Firstly, he involved the students in a discussion. It should really be an interaction among the students instead of all the individual students talking to the teacher. Miss. IS asked the students to interact each others. According to the teacher, “getting students to know each other will stimulate their interaction with each other”. He built familiarity among the students as follows:

- 1) Call on students by name

- 2) Have them refer to each other by name
- 3) Play some sort of name game
- 4) Ask students to react to other students' comments

The teachers used the material in teaching English. The material is chosen based on the students' need and the learning's goal based on the syllabus. For example, text is the material in reading skill. The material was used related to the students' needed such as about the technology of information and the current issues of technology. The material was developed from books, articles, magazines, newspapers or from internet.

All of the teachers used the various and interesting teaching media by making it appropriate with the students' level, students' characteristics and the learning goal. It was shown in the interview quotation to the teacher:

“...in conducting the teaching strategy or creating the good atmosphere in the classroom I will also need to consider about the activity by using teaching media based on the students' characteristics or classroom situation like is the classroom be noisy or not and make it suitable with the material, learning goal and the students' level. Sometimes I think not all of them have the same level in achieving the material in the classroom.” (MR. ID)

This statement also can be convinced in the class meeting. In order to make the students keep pay attention in the learning activity, MR. ID asked the students to do market activity in the instructional material was using technology in daily activity,

because at that moment it seemed like the students did not really listen to the material. In this activity, the teacher provided the teaching media that was the property to apply the technology such as smart phone and notebook.

The teacher gave the students chance to practice or to participate in the class activity by using the teaching media in order to comprehend the material. For example in the class meeting, the teacher gave the students chance to comprehend and practice the material by using text and picture as the teaching media which was small piece of papers that contained the reading text which was a part of short dialogue related to the material of giving invitation, accepting and declining. When the students still did not understand enough toward the material or the teacher's instruction, he also gave the students chance to ask about their difficulties. In the other hand, when the students practiced the task or assignment that was given by the teacher, he walked around the class to check the students' understanding toward the instruction and the material based on the text and picture as media in teaching.

Miss. IS also argued that the use of media helped the students to enjoy the learning process. He argued as follow:

The use of media for the students at university is not really important, because they are the adult learners. But, I used the media to motivate and attract them. Sometimes, I used pictures or short movie media. I asked them to describe the idea from the media.

Based on the interview, it was concluded that the teachers used the material and media in teaching English to the students. The media used to motivate and help the students to comprehend the material. It is also to ensure that the classroom activities are attractive. The teachers usually used picture in teaching speaking, short movie in teaching writing, game in practicing speaking and tape recorder in teaching listening. They matched the media and the material.

Assessment provides teacher with information on what skills students have and have not mastered. It is needed to help teacher know the skill levels of their students, since students have varying experience and knowledge. By giving the assessment the teacher can monitor students' progress. A teacher can learn which students need review before covering additional content and which students are ready to move forward.

Measuring the students' understanding by asking the relevant questions based on the instructional material. For example, the teacher would give the questions such as "Do you understand about the material? And what is the idea of it?" to the students in order to check whether the students really understand toward the material or not. If there were the students who were still confused about the material, he would explain it again in a depth one until the students really understand the material.

Miss IY claimed that through consistent assessment, he can make informed decisions about what instruction is appropriate for each student and demonstrate the effectiveness of instruction. For example, in doing the assessment of reading, he gave a written test to the students. It is usually in multiple choice or essay form. The

questions related to some aspects in reading such as main idea, detail information, vocabulary and inference such as the following statement:

I usually give test to assess the students' ability for example in reading. The test is given in multiple choice or essay form. The test is taken from the book or combined by my own questions. It is usually consisted of the aspects in reading such as main idea, detail information, vocabulary, inference and reference (Miss IY).

B. Discussion

This part presents about the discussion toward the result of the research. The discussion is given according to the presented findings those were already interpreted by the researcher based on the research problems and the existing body of knowledge or theories. It covers about the teachers' pedagogical beliefs strategies in teaching English to students and the implementation of it in the classroom activities.

1. The teachers' pedagogical beliefs at SMAN 5 Banda Aceh.

Based on the analysis of the questionnaire, it can be concluded that the English teachers at SMAN 5 Banda Aceh realized the importance of pedagogical beliefs. The teachers' answers agree and agree at all related to the pedagogical beliefs concept. The teachers realized that individual approaches that they made to students are important in order to understand students' feelings. Therefore, they made the individual approach with the students and recognized that every student is different. So, the teacher needed to know detail about the students.

Pedagogical beliefs helps supports the teachers' ability in teaching process. In this section, the teachers do not only know the students' ability but also their personality and mental. It is also found that the focus of learning is to help students to build knowledge from their learning experiences by communicating knowledge. Instructions should be flexible to accommodate individual differences between students, goals and expectations should be applied differently to each student and students should be given many opportunities to express ideas.

2. The common classroom practice used by the teachers in teaching English.

The result of observation and interview also concluded that in the classroom, the teacher used the direct teaching strategy in order to teach the students. They practiced this kind of teaching strategy to present the material in a depth conception and explanation to the students. Based on the researcher observation, in this strategy was seen teacher oriented and the teacher kept the students participate and being active in the learning process. It is in a line with Majid (2011:39) direct teaching strategy is kind of teaching strategy that is teacher directed and the teacher here make a belief that her/his students are involved inside of its teaching strategy. This direct teaching strategy is mostly directed by the teacher who creates the class environment that is oriented on the students' academic competence. Direct teaching refers to accademically focus, teacher-directed classroom using sequenced and structured material. Kindsvatter (2009:61) stated the focus of direct teaching strategy is academic and teacher centered, using a structured curriculum useful for teaching

skills and acquiring new informations. Within this focus the teacher convinces that the bussiness of the classroom is learning

The teachers managed the situation in teaching learning process well. They can handle the students who got problems in learnig English by using variety strategies in the teaching learning process. They do not only use the conventional method, but they modify many strategies in teaching. The teacher used many strategies. She changes the strategies from one meeting to other meetings. It was made to make the students interesting in learning, so they did not feel bored in learning process. The various strategy creates attractive atmosphere in teaching learning process such as supposed by Hamzah (2011, p.49) that “strategies in learning are the ways which used by teachers to inform the information and experiences and cognitive process of the students” The opinion shows that the teachers use strategies to teach and to enrich the students’ experience related to the material.

3. The aspects influences the teachers practice the way they did.

The result of observation and interview with the teacher shows that the teachers used some strategies such as Contextual Teaching Learning and Problem Based Learning. The teacher also used group discussion and they also used media such as short movie, picture, series pictures and games. It is suitable with the opinion stated by Adler that in teaching the students, the teachers need to prepare everything as good as possible, such as media. They have to design the lesson plan based on the curriculum and strategy in teaching.

The result also can be proved since he conducted some prominent characteristics of the use strategy in teaching activities such as in the first activity the teachers reviewed the last material in the classroom. They informed the students about the learning goal by writing it down on the whiteboard. Then, prepared the students for the material then delivered the instructional material in a detail explanation to the students. They demonstrated skills and knowledge related to the instructional material which was given to the students.

They guided the students practice and learning in doing their task or assignment. Then, evaluated and measured the students' understanding by asking them about the material during the classroom activities and giving them simple short individual task. The teacher also provided feedback and correction to the students when the students had any difficulty or problem toward the material and the task. Then, the teachers gave chance to the students to continue their learning by their own concept of learning. It is appropriate with the theory stated by Kindsvatter (1996:299) in the six lists of instructional functions those are essential to the structure of teaching, they are daily review, structuring and presentation, guided practice, feedbacks and correctives, independent student practice (seat work), and weekly and monthly review.

The teachers used an appropriate strategy related to the material. Brown (1994:292), suggested some strategies in presenting the material are identify the purpose of teaching material, use graphic rules and patterns to aid and bottom-up

decoding (for beginning level learners) and use efficient technique for relatively rapid comprehension (for intermediate to advance levels).

The teachers also plan effective lessons and to select and use instructional materials purposefully, thoughtfully, and reflectively. As stated by Brown (2004: 197) that “strategic teaching describes the instructional processes that focus directly on fostering student thinking, but goes well beyond that”. Strategic teaching and strategic learning are inexorably linked. It means that a strategic teacher has an understanding of the variables of instruction and is aware of the cognitive requirements of learning. In such awareness, come a sense of timing and a style of management.

The teachers have to monitor the progress of each student, to take advantage of some moments to reinforce concepts or introduce new concepts, and to make decisions about appropriate interventions needed. Thus, the reading lesson strongly believe that our role in preparing teachers involves educating individuals who can draw on their knowledge base and experiences to make informed critical decisions that positively influence the lives of children and adolescents. Education involves more than training teacher candidates to use particular approaches methods, and materials.

The teacher can motivate the students to learn seriously by using games or pictures which can make the students enjoy in learning. Kim (1995: 35) states that, “games are a welcome break the usual routine of the language class”. By using game the students get the different situation in learning. It is not same as the usual routine

in the classroom. It is clearly the case that teacher is a real motivator for students in studying. The fundamental goal of any learning activity knows the content of message in the language.

This result also supported from other researchers that investigated the teacher's pedagogical beliefs and classroom practice as Shane (2012) that showed the teachers have good understanding of pedagogical beliefs in teaching English. The individual approaches made by teachers to understand students' feelings. They also motivate and guide the students to encourage them in learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After conducting the research, the writer dragged into conclusion related to the the teacher's pedagogical and their classroom practice in teaching English.

1. The teachers have good understanding of pedagogical beliefs in teaching reading. The individual approaches made by teachers to understand students' feelings. They also motivate and guide the students to encourage them in learning.
2. The teachers apply varieties strategies in teaching English skill, such as using individual learning, cooperative learning , using media (games, picture, series pictures) and grammar translation method. They modify the strategies in teaching depends on the material or genres of text. The implementation of the strategy is adapted by the teachers with the material, indicator, the purpose of learning based on the syllabus and curriculum. They choose the most suitable strategy which can help the students comprehend the text well.
3. The teacher' reason in using the strategy because the students get difficulties in mastering English. Therefore, without using appropriate strategy, the purpose of learning can not be reached well.

B. Suggestion

The writer also provided some suggestion that could be a consideration of the English teachers, especially for managing the teaching process of reading comprehension skill as follows:

1. The English teacher should have good understanding of pedagogical beliefs and basic knowledge of designing and managing the strategy of teaching to prepare lesson plan since their approaches help them to teach the lesson more effectively and efficiently.
2. The teachers should be creative in teaching the material to the students and They should teach them by using varieties strategies and models. The teachers should evaluate the students' achievement by giving the appropriated test based on the lesson which has been taught.
3. Finally, in writing this study the writer knows that it is not complete yet. So, it is possible to the other researchers to investigate this problem (pedagogical beliefs and class room management).

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A Case Study at SMAN 5 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Teachers' Pedagogical Beliefs and Classroom Practices in Teaching English (A Case Study at SMAN 5 Banda Aceh)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,


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Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
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