TEACHERS' BELIEFS ABOUT ENGLISH LEARNING AS A FOREIGN LANGUAGE: A CASE OF ENGLISH TEACHERS OF MADRASAH ALIYAH AL IHSAN BOARDING SCHOOL RIAU

A THESIS

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BY

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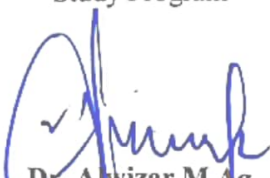**NIP. 19810601 200710 1 002**

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Writer,

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	'Ain	'
غ	Ghain	Gh

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ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	'
ي	Ya	Y

2. Double Consonant

The double consonant is written double for instance أعاﻩ written *al-ammah*.

3. Short Vowel

Fathah is written *a*, for instance (شريعة *Syari'ah*), Kasrah is written *i*, for instance (الجبال *al-Jibali*), and Dhomah is written *u*, for instance (ظلما *zhuluman*)

4. Double Vowel

او is written *aw*, او is written *uw*, اي is written *ay, and* اي is written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verseh, for instance الشريعة is written *Syaria'ah*, unless it has been taken into the Indonesian standard, for instance may it. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic : الْمَيْتَةَ.

6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance أمرية is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, عبدة (*Abdullah*)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian Spelling.

ABSTRACT

Winda Okti Sahfira, (2023) : Teacher' Beliefs about English Learning as A Foreign Language: A Case of English Teachers of MA Al Ihsan Islamic Boarding School Riau.

Based on the preliminary research, it was found that the results of the current research clearly indicated the existence of various important English teachers' beliefs about English foreign language learning in MA Al Ihsan Boarding School. It can be seen that those with higher levels of education, such as individuals who have pursued higher degrees or have received formal language instruction, may have a more positive attitude and higher confidence in their English language abilities. They may believe that their educational background has equipped them with the necessary skills and knowledge to succeed in learning English. The design of this research is qualitative research with case design. The population of the research were male teacher and two of female teachers. To get the data, the researcher gave questionnaire and then analyzed the data by using descriptive statistic calculated by SPSS 23.0 program. After analyzing the data, the in depth interview would be conducted with three of English teacher. The result of educational background and gender can contribute to differences in beliefs about English language learning. While individuals with higher educational backgrounds may exhibit more positive beliefs, individuals with lower levels of education can still develop a growth mindset and overcome perceived barriers.

Key words : Beliefs, Teacher Beliefs, Gender, Educational Background and EFL

ABSTRAK

Winda Okti Sahfira (2023) **: Keyakinan Guru tentang Pembelajaran Bahasa Inggris sebagai Bahasa Asing: Studi Kasus Guru Bahasa Inggris MA Al Ihsan Islamic Boarding School Riau.**

Berdasarkan penelitian pendahuluan, ditemukan bahwa hasil penelitian saat ini dengan jelas menunjukkan adanya berbagai keyakinan penting guru bahasa Inggris tentang pembelajaran bahasa asing bahasa Inggris di Pesantren MA Al Ihsan. Dapat dilihat bahwa mereka yang memiliki tingkat pendidikan yang lebih tinggi, seperti individu yang telah mengejar gelar yang lebih tinggi atau telah menerima pengajaran bahasa formal, mungkin memiliki sikap yang lebih positif dan kepercayaan diri yang lebih tinggi terhadap kemampuan bahasa Inggris mereka. Mereka mungkin percaya bahwa latar belakang pendidikan mereka telah membekali mereka dengan keterampilan dan pengetahuan yang diperlukan untuk berhasil dalam belajar bahasa Inggris. Desain penelitian ini adalah penelitian kualitatif dengan desain kasus. Populasi penelitian ini adalah guru laki-laki dan dua orang guru perempuan. Untuk mendapatkan data, peneliti memberikan kuesioner kemudian menganalisis data dengan menggunakan statistik deskriptif yang dihitung dengan program SPSS 23.0. Setelah menganalisis data, wawancara mendalam akan dilakukan dengan tiga orang guru bahasa Inggris. Hasil dari latar belakang pendidikan dan jenis kelamin dapat berkontribusi pada perbedaan keyakinan tentang pembelajaran bahasa Inggris. Sementara individu dengan latar belakang pendidikan yang lebih tinggi mungkin menunjukkan keyakinan yang lebih positif, individu dengan tingkat pendidikan yang lebih rendah masih dapat mengembangkan mindset berkembang dan mengatasi hambatan yang dirasakan.

Kata kunci: Kepercayaan, Kepercayaan Guru, Jenis Kelamin, Latar Belakang Pendidikan, EFL

ملخص

ويندا أكتي ساهفيرا، (2023): معتقدات المعلمين حول تعليم اللغة الإنجليزية كلغة أجنبية: دراسة حالة لمعلمي اللغة الإنجليزية في مدرسة الإحسان الإسلامية الداخلية رياو

بناءً على البحث الأولي، وجد أن نتائج الدراسة الحالية تظهر بوضوح أن هناك العديد من المعتقدات الهامة لمعلمي اللغة الإنجليزية حول تعليم اللغة الإنجليزية كلغة أجنبية في في مدرسة الإحسان الإسلامية الداخلية رياو. يمكن ملاحظة أن أولئك الذين لديهم مستويات أعلى من التعليم، مثل الأفراد الذين حصلوا على درجات علمية متقدمة أو تلقوا تعليمًا رسميًا للغة، قد يكون لديهم مواقف أكثر إيجابية وثقة أعلى في مهاراتهم في اللغة الإنجليزية. قد يعتقدون أن خلفيتهم التعليمية قد زودتهم بالمهارات والمعرفة اللازمة للنجاح في تعلم اللغة الإنجليزية. تصميم البحث هو بحث نوعي مع تصميم حالة. مجتمع هذا البحث معلم واحد ومعلمتان. للحصول على البيانات، قامت الباحثة بإعطاء استبانة ثم تحليل البيانات باستخدام الإحصاء الوصفي الذي تم حسابه باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية 23. بعد تحليل البيانات، تم إجراء مقابلات متعمقة مع ثلاثة معلمي اللغة الإنجليزية. قد تساهم النتائج من الخلفية التعليمية والجنس في الاختلافات في المعتقدات حول تعليم اللغة الإنجليزية. في حين أن الفرد ذا الخلفية التعليمية العليا قد يظهر معتقدات أكثر إيجابية، لا يزال بإمكان الفرد ذي المستوى التعليمي المنخفض تطوير عقلية النمو والتغلب على الحواجز المتصورة.

الكلمات الأساسية: *الثقة، ثقة المعلم، الجنس، الخلفية التعليمية، اللغة الإنجليزية كلغة أجنبية*

State Islamic University of Sultan Syarif Kasim Riau

CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English emerges as the first foreign language. As Dardjowidjojo (2003, p. 57) said, English in Indonesia "has never been considered an official language coexisting with the national language", and English is "the first foreign language". This is in line with Rini (2014, p. 27) who stated that a lot of people speak English in Indonesia, but English stays as a foreign language.

As the basic of English position in educational field in Indonesia, the first law to specifically deal with education is law 2 of 1989 on the National Education System (UU No. 2, 1989 Sistem Pendidikan Nasional). The 1989 law gives English a place as the first foreign language and makes it one of the compulsory subjects to be taught. Additionally, in educational field, English becomes a compulsory subject for several educational institutions, ranging from elementary to college and university (Lauder, 2010, and Renandya, 2000, p. 80). Such institutions exist under the Ministry of Education and Culture, like elementary school (SD), junior high school (SMP), senior high school (SMA), while at the college level and university level, there are many boarding schools that is more focused on learning English (Hikmah, 2013, p. 201).

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Consequently, based on the various levels and ages in educational institution, English teachers probably will have the different perspectives in implementing their belief of method. Beliefs can help teachers handle every situation in classroom practice. It also gives the teachers confidence to hold the classroom activity. Like activities that are useful for the classroom, materials and methods will be implemented in the classroom. According to Borg (2001), beliefs play an important role in any aspect of teaching. For the teachers who have the belief that learners will understand the lesson when they practice it consistent with memorization, they will ask the learners to memorize the subject during the teaching and learning process. In other ways, teachers who have the belief that learners will be able to understand the lesson easily. The teacher will improve the material to engage the students actively in the teaching and learning process.

The success of language learning is influenced by many factors, such as intelligence, motivation, and learning beliefs (Asadi and Abdi, 2015). It is generally agreed that individual language teachers hold different beliefs about how language is learned. According to Cabaroglu and Roberts (2000, p. 3, as cited in Abdi, 2015), they defined beliefs as "a set of conceptual representations that signify to their holder a reality or given state of affairs of sufficient validity, truth, or trustworthiness to warrant reliance upon them as a guide to personal thought and action".

In education, teaching is a very complex process. It has many different tasks, like selecting learning activities, presenting learning

activities, asking questions, checking students' understanding, monitoring students' learning, giving feedback on students learning, and many others. On the other hand, to know the beliefs of the teacher about their classroom actions.

Teachers' beliefs influence their consciousness, teaching attitude, teaching methods and teaching policies. Teachers' beliefs also strongly influence teaching behaviour and, finally learners' development. Teachers have realized that language learners as individuals approach language learning in their own unique way. Language teachers may take into consideration the distinctive characteristics of each language learner but must deal with the more general aspect of learner beliefs (Horwitz, 1999).

Beside that, Breen (2001) and Bernat and Gvozdenko (2005) represented that the perceptions, beliefs, and attitudes that teachers bring with them to the learning situation are important factors in the learning process. Teachers have strong beliefs about the nature of language, its acquisition process, the success of learning strategies, the existence of aptitude, and their own expectations about success and teaching methodologies. Recognition of these beliefs and their effects on language learning and teaching, the learners' expectations and strategies can help teachers design syllabus and their teaching practices.

Teachers' beliefs seem to play a main role in the teaching and learning process. It was supported by Zaenuul Wafa(2018), in his research

about "Teachers beliefs and classroom practices of English teaching" the results of the study showed that most teacher beliefs were consistent with teaching in the class, namely beliefs about learning objectives, syllabus, inatructional material, classroom technique, teachers roles, students' role and assessment but he also found there was discrepancy namely teachers' beliefs about classroom procedures.

As the previous statement, English is taught as a foreign language (EFL). It is mainly organized by the Ministry of Nasional Education and Culture, and decreed by law Number 20 Year 2003 about the National Education System and is currently using the 2013 Curriculum (Nur &Madkur, 2014). In the undergoing Curriculum, communicative language teaching is adopt, where students learn English by observing, questioning, exploring, associating, and communicating(scientific approach).

Referring to 2013 Curriculum in Al-Ihsan Islamic Boarding School, High school syllabus for the 2013 revision of the 2016, English curriculum refers to the formulation of Core Competency for High School, learning is designed to provide experience in using English texts to understand and apply factual, conceptual, and procedural knowledge regarding visible phenomena and events eyes, through speaking, listening, reading, and writing activities in the realm of concrete and abstract.

Because of the changing in the curriculum, the textbooks which are used by the students and teacher are also being replaced with a curriculum

2013-based textbooks that should reflected one of learning theories such as behaviorism, cognitivism, or constructivism that will help the students to improve their skill. One of a theory related to the active or cooperative learning which is relevant the 2013 curriculum-based education is Constructivism. Constructivism is a philosophy that emphasizes that knowledge is constructing by our self. Knowledge is not tought to be an imitation of reality and also a picture the reality of the world. Constructivism theory is defined as learning that is generative, creative act of something meaning of what is learned. This theory sees learning as a human activity to build or create knowledge by giving meaning to his knowledge according to his own experience.

Based on preliminary observation, the researcher found that some of the students still have problems in English subject. Understanding and following the English materials is something hard for the student. Besides feeling hard to understand and follow the materials, they also had a low motivation and interest because the influence of the problems before. Almost of the students' scores in English was still under the average and low. It means that almost all of the students cannot pass the passing grade.

Then, based on all the background of the problem, understanding on teachers' beliefs has envolved out of a more general interest in teacher characteristics (including factors such as personality, motivation, learning style and language aptitude) as they relate to language acquisition.

teachers' beliefs are not always congruence with their practices in classroom. It proves theories that language teachers do not always teach in line with their stated beliefs (Karavas-Doukas 1996:194).

In the context of this research, this condition can be happened because some factors such as facilities, time allocation, classroom condition, and number of students (large classes). The teacher must have high confidence and belief because the teacher is the controller of the process of teaching and learning in class. Having teachers' beliefs is important because teachers' beliefs influence teachers' actions in teaching and the methods they use. In teaching and learning process, teacher belief is an important aspect to control the teaching and learning process successfully. According to Fauziati that teachers' belief is very important for understanding and improving the educational process (Hidayat, 2015: 53).

B. Statement of the Problem

All teachers have their own beliefs and theories about teaching. Teachers' beliefs are derived from a teacher's experiences, school practices, and individual beliefs (Pajares, 2015). While Xu (2012) explained that teachers' beliefs depend on how they teach themselves based on their social, cultural, and educational background, their own experiences, their teaching abilities, and their students, Therefore, it is important to know whether teacher and student beliefs are compatible with

each other in the learning process. The study of teachers beliefs forms part of the process of understanding how teachers conceptualize their work, which in turn is needed to understand teachers' practices and their decisions in the classroom. Each teacher has a different belief in the teaching and learning process, although they have the same goals. It is referred to as a teacher's teaching belief and is considered part of the curriculum.

Basically, teachers' beliefs are an important element for understanding and improving the educational process. The study of teachers' beliefs is part of the process of understanding how teachers conceptualize their work. This is used to understand how teachers approach their work and the ideas or perceptions they have about teaching at school. It is important to understand teachers' beliefs and principles when carrying out their strategies in teaching.

Beliefs about language learning, as well as other cognitive and affective variables, have become an interest of researchers in the field of second language acquisition because of assumptions that "success depends less on materials, techniques, and linguistic analyses and more on what goes on inside and between the people in the classroom" (Stevick, 1980, p. 4). The importance of beliefs and strategies in language learning indicates that it is important for the teacher to know what beliefs and strategies of the students in learning language and the correlation of them.

Researchers have long claimed that people possess some preconceived ideas about various issues and that these beliefs can influence their understanding of and reactions to new information. Puchta (1999), for instance, claimed that beliefs are "guiding principles" of people's behaviors. According to Puchta, people interpret new information and react to it on the basis of preexisting ideas about the particular subject.

Foreign language teachers may hold strong beliefs about the nature of the language under study, its difficulty, the process of its acquisition, the success of certain learning strategies, the existence of aptitude, and their own expectations about achievement and teaching methodologies (Bernat & Gvozdenko, 2005).

Research findings showed that aptitude, attitude, norms, and perceptions have the potential to affect learners' language processes, their motivation, and their ability and proficiency in learning a foreign language. Consequently, these items can be considered push or pull factors to help learners' success in learning a language in a shorter time (Bernat &Gvozdenko, 2005).

There has been research in some previous studies related to this study that has investigated teachers' beliefs about English learning. First, Akc, D. (2013) found that two groups yielded rather consistent results on learning beliefs, although some differences between the learners' and their teacher's beliefs were also found. Second, Abdi, H., and Asadi, B. (2015)

conducted research about teachers and students beliefs, which has been done up until now and clearly shows that there may be a significant difference between teachers and students in their beliefs about language learning and between in-service and pre-service teachers, leading to frustration and dissatisfaction. Another study was conducted by Eva Bernat (2005). This study has attempted to illuminate the complex nature of beliefs, including the social, cultural, contextual, cognitive, affective, and personal factors that shape them. It has provided a synopsis of research conducted on the beliefs of second and foreign language learners in various contexts, using a number of approaches. Then, Leslie L. (2003) investigated the beliefs about language learning held by English as a Second Language (ESL) students and teachers in intensive English language settings at institutions of higher education in the Northwest region of the US to explore similarities and differences as well as the influence of national origin, ethnicity, and gender on these beliefs.

Most previous studies focused on teachers' beliefs about English learning and beliefs about language learning as a foreign language generally. It can be seen that no study has explored teachers' beliefs about English learning as a foreign language or focused on English teachers' beliefs. Therefore, research on what teachers' beliefs are about English learning as a foreign language with a case study of an English teacher needs to be done to prove what teachers' beliefs are about English learning in the Pesantren context, where the language approach is implemented. So

it is appropriately to conduct a research entitled "Teachers' Beliefs About English Learning As A Foreign Language: A Case Of English Teachers Of Madrasah Aliyah Al Ihsan Islamic Boarding School Riau"

C. Limitation of the Problem

Based on the statement of the problems above, teacher beliefs is called the knowledge, and thought of perceptions of a teacher. To avoid the discussion becomes too general and for the effeciency of time and resources, this study focused on the beliefs of a teacher about English learning, especially from different gender and educational background of English teachers in MA Al Ihsan Boarding School Riau. In education, a teacher's beliefs are considered significant since they have been designed to help teachers develop their thought and principles (Gilakjani & Sabouri, 2017). Considering the significance a teacher's beliefs have in the field of education especially in *Pesantren* context, this current research seeks to explore the beliefs of English teacher about English learning as a foreign language at an Islamic Boarding School Pekanbaru.

D. The Research Question

Understanding the teachers' beliefs about English learning as a foreign language is seen to be necessary since it may show us why teacher do what they do in the classroom. This is spark an interest in the researcher to surther study what English teacher believe about the language learning in their classroom.

Based on the limitation of the problem above, the research questions are formulated as the following questions:

1. What are male and female teachers' beliefs about learning English as a foreign language at MA Al- Ihsan Boarding School Riau?

2. Why do they have those beliefs at MA Al- Ihsan Boarding School Riau?

E. Purpose and the Objectives of the Study

Research on the topic is multifaceted, as every study addresses certain aspect of language learning use and provides certain implications for the teaching. Some researchers survey actual practices in the classroom and compared it with the beliefs of teachers and students about it. Several studies investigate the purposes and functions of its use. The goals of this paper are, firstly, to examine teachers' belief about English learning as a foreign language.

Based on the statement of the problems mentioned above, the research is intended to describe the teachers' beliefs about English learning as a foreign language. More specifically, the objectives of the research are specified as follow:

1. To describe the beliefs of male and female teachers' about learning English as a foreign language at MA Al Ihsan Boarding School Riau

3. To explore the teachers' beliefs about learning English as a foreign language at MA Al- Ihsan Boarding School Riau?

F.   Significance of the Study

Related to the objective of the research above, this study will provide insight to readers about The results of the study are expected to be useful for the teachers to give alternative way to advance their beliefs in learning English in language learning process. Investigation on the language learners' belief can also provide teachers with a better understanding of their students' expectation of, commitment to and satisfaction with their language classes. Thus the finding from the current research will shed valuable light on teaching practice and their effectiveness and consequently assist to improve students' English language learning outcomes.

In the framework of the development of science for further research, the results of this study are expected to contribute knowledge about teachers' belief about language learning. By knowing teacher belief, expected to create good teaching and can evaluate teacher practice in their teaching and recognize their beliefs in English teaching. By knowing teacher belief so it is hoped can be used as substantial consideration to adapt how to learn so it can be obtained the achievement. This research

can be a reference for future researchers who have a similar topic of study. Moreover, this research will help the next researchers to generate a better study.

G. Definition of Key Terms

There are some key terms included in this research. In order to give more insight to the reader and avoid misunderstanding and ambiguity toward the terms and misconception of the ideas used in this research, the key terms are described as follow:

1. *Beliefs:* According to Pehkonen and Pietilä (2003), a belief is a kind of knowledge that is subjective and experience-based. Raymond (1997) defined the term belief as a personal judgment formed from experiences. According to Rokeach (1972) and Pourhosein Gilakjani (2012), a belief is any premise that starts with the term "I believe that." Beliefs that are related to other beliefs are regarded as "core" or "central beliefs." If a belief is associated with other beliefs, it will have more outcomes to them.

2. *Teachers' Beliefs:* Richards (1998) defines teachers" belief as "the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom" (p.66). According to Pederson & Liu (2003), beliefs are "mental constructions based on evaluation and judgment that are used to interpret experiences and guide behavior" (p.61).

3. *Beliefs about Language:* beliefs about language learning as a part of metacognitive knowledge; Wenden (1998) claimed that in second and foreign language literature, these two terms are used interchangeably to refer to the same construc. In most studies, the term, beliefs about language learning, is used as a known construct without providing further explanation while some studies define the term beliefs alone.

4. *English Classroom.* English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. "Native speaker of English" means a pupil who has learned and used English in his or her home from early childhood and English has been his or her primary means of concept formation and communication.

5. *Islamic Boarding School.* Islamic boarding school (Pondok Pesantren) is the oldest Islamic religious education system as well as a characteristic that represents traditional Islam. This is the answer that Indonesia has an existence that has been tested by history and continues until now. By definition, Islamic boarding schools are traditional Islamic educational institutions to learn to understand, appreciate and practice the teachings of Islam by

emphasizing the importance of religious morals as guidelines for daily life in society (Abawihda, 2002: 86).

6. *English as a Foreign Language Learning (EFL).* English as foreign language is taught in an environment where English is not the native language (for example Japanese learning English in Japan). In an EFL situation, the learners learn English inside a classroom, but continue to speak their own language when leaving the classroom. Generally, there are many possible reasons for studying a foreign language. Perhaps a major number or language students in the world do it because it is on the curriculum. Some people want to study English or another foreign language because they think it offers a chance for advancement in their professional lives such as in business, higher education or the others. They will get a better opportunity with two languages than if the only know their mother tongue (Boyadzhieva, 2014).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Conceptual of Teachers' Beliefs in Language Learning

1. Conceptual of Beliefs

Despite having been commonly featured on research papers in education, the concept of beliefs can still cause confusions for some. Beliefs can be defined as "psychologically held understandings, premises, or propositions about the world that are felt to be true" (Richardson, 2003), and he also states that these systems are "not necessarily logically structured" and are held in cluster, which is why they are often incompatible and inconsistent. Morever, beliefs have distincitive characteristics and featrues that may help us understand more about it.

Beliefs are an important issue in every area that is related to human behavior and learning (Ajzen, 1988; Fishbein & Ajzen, 1975). Breen (2001) and Bernat and Gvozdenko (2005) represented that the perceptions, beliefs, and attitudes that learners bring with them to the learning situation are important factors in the learning process. Teachers' have strong beliefs about the nature of language, its acquisition process, the success of learning strategies, the existence of aptitude, and their own expectations about success and teaching methodologies. Recognition of these beliefs and their effects on language learning and

teaching, the learners' expectations and strategies can help teachers design syllabus and their teaching practices.

One of the important features Borg (2001) highlights is that it is accapted to be true by the individuals holding it, whether or not it is shared by others. That being said, when one thing is true for one, it van be untrue for another. This characteristic of beliefs makes it different from knowledge. While knowledge needs "epistemic standing" that make it acceptable to a community, a belief does not (Richardson, 2003). So, what a person believes to be true does not necessarily equal knowledge. Pajares (1992) also suggest that a belief "is personal truths held by everyone". While the truth may be held by everyone, it is still personal.

Another feature in the definition of a belief is its relationship with behavior. It is inevitable to see how a lot of its definitions come up with the suggestions that what builds up to people's behavior and actions is, more often that not, their beliefs. However, is it safe to say that the reason why someone does something or tihnks in a particular way is because that us what someone does something or tihnks in a particular way is because that us what they believe to be true or accaptable? It leaves room for a little debate because in the case of beliefs in the filed of education, Pajares(1992) suggests that a teacher's behavior in the classroom is not a result of mere beliefs, but of beliefs that had been filtered by experience. He then adds that it is knowledge that has more

influence over what a teacher thinks and decisions they make. Richardson (1996) backs up the claim by stating tat "experinces and reflection on action may lead to changes in and/ or additions to beliefs". There are more that enough distinctions and similarities that can be made between beliefs and knowledge. Clandinin and Connelly (1987, as cited in Pajares, 1992) even suggested that "most of the constructs were simply different words which mean the same." But if we are to make one apparent similarity between the two is that they are both in the cognitive dimension. And that they are unobservable (Borg, 2003).

Interesting as it is to look deeper into whether or not beliefs influence a teacher's decision making, which is discussed deeper in the next section, the statement by Borg (2001) as she sums up what a beliefs is can help us understand a little better. "It is a proposition that may be consciously or unconsiciously held and is evaluative in that it is accepted as true by the individual holding it, and is imbued with emotive commitment and further serves as what guides someone's thoughts and behavior".

And though it is still debatable, many still consider beliefs important and suggest that it does play a role in determining the decisions we make in life. As important as it is in life in general, beliefs are also considered important in the field of education (Borg, 2001).

Moreover, in educational researchs about beliefs, we often come across two types of beliefs; the teachers' and learners'beliefs. In this

study, we take a look further in teachers' beliefs.

2. Teachers Beliefs

Teachers have different experiences, opinions, styles and points of view concerning the same teaching issue. Hence, different terms are used to refer to teachers' beliefs. For example, Smith, Freeman and Richard (2003) suggested that teachers' beliefs are "teachers' ideas about language teaching and learning a second language".

Richards and Lockhart (1994) provide more details of teachers' beliefs. They state that teachers' beliefs can come from many sources. The first one is from "the teachers' own experience as language learners", all teachers used to be students, and the way they studied English became the reflection of how they teach their students. Also, working experience is the primary source of a teachers' methodology; teachers could tell whether some teaching strategies are useful or not. The third one is the established practices of every school. The schools have their own culture and situations. Teachers in a certain area may prefer a particular teaching style or teaching method. The fourth one is individual factor - "personality factors". The fifth source is "educationally based or the research-based principle"; teachers may explore their understanding of some learning principles, such as psychology, second language acquisition and education. The last source is "the principles which are derived from an approach or methods".

Teachers may believe in concepts of particular approaches or methods of teaching and try to apply them in their class.

To conclude, the sources of teachers' beliefs have a close connection with teachers' practices and experiences. These sources of beliefs include language learning, teaching, and the teachers' own experiences within the teaching profession. Gilakjani & Sabouri (2017) also mention that a teacher's professional knowledge can mostly be considered their beliefs as well. Before reviewing how other studies defined beliefs, Li (2012) argues that this concept is rather hard to define and evaluate. From these study, the researcher come to the understanding that teachers' beliefs are a set of propositions and knowledge which are consciously or unconsciously held and felt to be true by teachers, constructed and shaped by their experiences as a learner and as a teacher, and may or may not always be reflected in their classroom practices (Pajares, 1992), (Richardson, 1996), (Buehl & Beck, 2015), (Borg, 2018).

3. **Teachers Beliefs about Language Learning**

Beliefs about language learning, as well as other cognitive and affective variables, have turned into an enthusiasm of scientists in the field of foreign language acquisition because of assumptions that "success depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between the people in the classroom" (Stevick, 1980, p.4).

Horwitz (1987) says that the prior convictions are claimed to have influential impacts on learner's methodologies and practices in the

learning procedure approaches because second and foreign language learners do not come to class without ideas about the nature and process of the learning. They have some presumptions about what language learning is and how a second language should be learned.

The followings are some other definitions of belief given by previous researchers. According to Zhang (2008), Language learning beliefs known as language learning concepts, refer to the learner's understanding of the nature and process of language knowledge learning and it is one of the important factors that affect language learning success. Sundari (2014) considered beliefs about language learning as a significant factor to determine successful language learning, like many other factors. Kunt (1997) and Wang (1996, as cited in, Abdi & Asadi, 2015) utilized the terms opinions and ideas or views to refer to beliefs. The definitions of beliefs used in these studies project some level of subjective, judgmental value as suggested by Pajares (1992) who stated that, defining beliefs is at best a game of player's choice. Further, he provided that an extensive list of words like the one below can be found in the literature as a reference of beliefs:

> attitude, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy (p. 309).

Pajares at last concluded that a distinction used commonly in most definitions is that "Belief is based on evaluation and judgment; knowledge is based on objective fact" (p. 313).

In the present study, belief about language learning is viewed as a set of self conceptuals or individual considerations or opinions and assumptions about language learning, including learning methods, inspiration, expectation, the difficulty of language learning, commitment to, success in, satisfaction in their class teaching learning, which naturally influenced by cultural and environment background and the teachers' expertise in teaching English. These beliefs, thus, may impact teachers' language learning practices, methodologies, and responses. Therefore, seeing how teachers conceptualize language learning, studying what are the consequences of their beliefs, and examining how these beliefs should be dealt with are of significant importance in improving language teaching and learning.

Horwitz (1987) in her Beliefs about Language Learning Inventory (BALLI) divided beliefs about language learning into five categories. The first one is called beliefs about foreign language aptitude; it refers to belief that some people have a special ability to learn languages. The second is beliefs about the difficulty of language learning, it refers to beliefs about the relative difficulty of the target language. Third, beliefs about the nature of language learning refer to belief about grammar and vocabulary instruction. The fourth category of the BALLI, it refers to the use of language learning and the strategies are used to communicate in target language. These beliefs include beliefs about correct pronunciation and beliefs about one's own self confidence in speaking English. The last is

beliefs about motivation and expectation. All four categories consist of some subset beliefs that are potentially debilitative except the beliefs in the category of motivations and expectations which have been discussed as being facilitative to foreign and second language learners.

Beliefs about language learning refer to opinions or views held by people on language learning. Belief about language learning underline five major categories. There are several factors to consider: foreign language aptitude and difficulty, language learning nature, effective learning and communication strategies, motivation, and expectation (Mori, 1999)

a. Foreign Language Aptitude

Foreign language aptitude consists of nine items that discuss how and when learners should begin learning a foreign language and which gender is perceived to be a better language learner. The second category of foreign language aptitude consists of discuss how and when learners should begin learning a foreign language. A few aspects of the learner's presumption about natural ability or aptitude for a second language are discussed in more detail as a bonus.

In this sense, 'aptitude' is a notion that is synonymous with ability. Carroll defined FL aptitude as 'an individual's initial state of readiness and capacity for learning a foreign language,   and

probable facility in doing so (given the presence of motivation and opportunity)

The negative effects of beliefs about foreign language aptitude have also been discussed in studies on teacher beliefs. Some researchers suggested that teachers who possess beliefs about foreign language aptitude may risk negative effects not only on their own learning but also on that of their students. Horwitz (1987) claimed that students who believe that some people possess a speacial ability to learn a foreign language tend to have good expectation and positive thinking toward English learning.

b. Difficulty of Language Learning

Beliefs about the relative difficulty of the target language have also been discussed and found to relate to language learning success. First of all, beliefs about the difficulty of language learning were found to associate with language achievement. The criteria is largely tied to the average length of time it takes a student to learn a language.

This is related to how students indicate the level of difficulty they are experiencing while learning a second language. Six items are included, ranging from language skill preferences to the measurable amount of time spent

studying to become fluent in a second language. This is followed by looking at the similarities and differences between grammar and lexical items in the first language and the second language.

According to these findings, teachers' beliefs about the difficulty of language learning may contribute to success in language learning. Learners who see that they are managing a simple assignment may not be stood up to with distress caused by nervousness. They can make efforts in their learning up to their potential, and thus attain ultimate success in their learning. In distinction, learners who are confronted with anxiety, though they have the potential to be successful in language learning, may avoid performing language tasks and lose opportunity to improve their language skills. Consequently, these learners may not perform well in language classes.

c. **Learning and Commucation Strategies**

In this third category of the BALLI, several beliefs were found to be associated with the use of several learning and communication strategies. These items are all broadly related to learning strategies, how learners learn and practice L2, their perspectives on the importance of guessing the meaning, and the use of language laboratories.

Researchers believe that teachers preconceived beliefs about language learning affect the way learners choose strategies in the process of learning a second/foreign language and some preconceived beliefs are likely to restrict learners' range and flexibility of strategy use. Towards this end, several studies specifically investigated the relationship between learner beliefs and strategy use.

These items are all broadly related to learning strategies, how learners learn and practice L2, their perspectives on the importance of guessing the meaning, and the use of language laboratories.

In an exploratory case study of students' beliefs about foreign language learning, Wenden (1986) identified twelve explicit and prescriptive beliefs of advanced students. She discovered that students could not only distinctly describe their beliefs but also choose consistent corresponding learning strategies. She thus argued that students had explicit metacognitive beliefs about how best to learn a foreign language, and these beliefs seemed to impact students' choice of learning strategies.

d. The Nature of Language Learning

The nature of Language learning includes considering the natural environment in which a foreign language should be learned, such as whether language learning should take place in the country where the language is being learned.

Language learning is often a misunderstood phenomenon.

Many people believe that learning another language is merely a matter of translating from English or learning grammar rules or vocabulary words. On this topic, methods students are more sophisticated. They understand that learning language differs from learning other school subjects, that language learning is a special kind of human learning. In general, this understanding provides the methods instructor with a good foundation for presenting a comprehensive model of foreign language learning. This misconception should be countered at the beginning of the methods course as a student holding such a view would be unlikely to understand or appreciate the purpose and technique of standard language teaching procedures.

e. Beliefs about motivation and expectation

The final category identified by Horwitz (1987) is motivation and expectations. There are only four items that

address the learners' instrumental or external motivation and their internal motivation.

Then we looked at the second element of motivation, the self-concept, and established that it was quite unlike our personality in that the latter tended to be fixed and stable over time, whereas our self-concept was more fluid and variable; indeed, we observed that our view of our Self depended on our beliefs, and these could change. Which meant our self-concept changed over time. The self-concept acted in the present tense, and was essentially determined by our beliefs about our Self.

Finally, then, we reach the third and final element of the motivation mix. And this is what we call our expectations. What are these? Our expectations are our beliefs about future outcomes – what we 'expect' to happen in fact. We base much of our life on expectations, though we don't always think about it. But, for example, if we take a job we expect – our expectation is – to be paid in a timely and pre-agreed way. And if we think about it, if were not paid, we would find that extremely de-motivating. Equally, then, we are motivated to do things – more motivated to do things – when our expectation is that good outcomes will occur, for these are pleasing and satisfying to us. And it

should be obvious that if personality has a 'past' dimension, the self-concept a 'present' orientation, then expectations most definitely relate to the future tense.

4. The Important of Teachers Beliefs

Breen conveys the importance of study on teachers' beliefs namely, to identify the guiding principles that teachers reflect exclusively in the classroom practice, the teachers" beliefs is going to assist the teachers to see how the teachers understand teachers" pedagogical knowledge and to depict the teachers" perspectives and how the beliefs demonstrated in the practices. The important of teachers" beliefs are affirmed by some initial theorist of teachers" beliefs. Chu as cited in Nien claims that no double that teachers" beliefs played an important role in the whole teaching process and decision making in the classroom. Richards & Lockhart stated it is necessary for instructors to examine personal beliefs and thoughts about teaching, which can assist them to understand how to manage teaching tasks and reflect personal beliefs clearly. Therefore the teacher's belief is very important to know how the teacher's thinks and perceptions about managing the class well, which is very influential in education. Breen also outlined four main reasons why studying teachers" beliefs are important:

1.) Identifying the guiding principles that teachers articulate in relation to their classroom work can complement observational studies by

enabling research to go beyond description towards an understanding and explanation of teacher actions.

2.) Teachers' beliefs provide a source of experientially based professional know how" that may serve as a focus both for initial teacher education and to promote reflective practices in ongoing teacher development.

3.) Any educational innovation has to be accommodated within a teacher's own frameworks of teaching principles. Increased awareness of such frameworks in specific contexts can inform curriculum policy and planning in relation to any innovation.

4.) Conversely, beliefs may result in the emergence of new teaching principles which produce grounded alternatives to the, accepted wisdom" passed on by methodologists who may be far removed from actual classrooms.

5. The Role of Teachers' Beliefs

Teacher's beliefs play an important role in teaching-learning process in which any of decisions made by the teacher is influence by their beliefs. Kuborzka stated that "teachers' beliefs influence their goals, procedures, materials, classroom interaction patterns, their roles, their students, and the schools they work in.[18] Therefore, revealing teachers' beliefs in teaching is necessary since they contribute in affecting teacher's instructional decisions.

According to Johnson as cited in Farrell, educational research on teachers' beliefs share three basic assumptions: (1) Teachers' beliefs influence perception and judgment. (2) Teachers' beliefs play a role in how information on teaching is translated into classroom practices. (3) Understanding teachers' beliefs is essential to improving teaching practices and teacher education programs.[19] Furthermore, beliefs are affected by personal experiences and information and also affect a broader dimension called cognition. Therefore, the term belief gives an effect to a broader dimension that it cognition which is directly related to teachers' beliefs.

Due to the finding of the research, there are some factors which influence in shaping teachers' beliefs:

1) Learning experience everyone learns from what they see. When the learners observe what their teacher gives, they tend to assume that their teacher as a model that should be imitated. Learning experience influences teachers' beliefs. It is in line with the statement of Johnson (1994: 450) 'preservice ESL teachers' beliefs may be based largely on images from their formal language learning experiences, and in all likelihood, will represent their dominant model of action during the practicum teaching experience.' Then, Bailey et al. (1996) investigate about the role of teachers' language learning histories in shaping their current teaching philosophies and practices. As a result, the writers identified several factors related to teaching and learning situations

which had made their own language learning experiences positive: (1) teacher personality and style mattered more than methodology; (2) teachers were caring and committed, and had clear expectations of their students; (3) teachers respected, and were respected by, the students; (4) as students, their motivation to learn enabled them to overcome inadequacies in the teaching; and (5) learning was facilitated by a positive classroom environment. By exploring their experiences in this manner, the authors of this study felt they were able to begin to articulate their own theories of teaching and to become aware of their origins. It can be inferred that the experience in learning influences what they perceive to be the right one in teaching and guides teachers to do their practices in the classroom.

2) Teaching Experience. The experience in teaching gives teacher knowledge which becomes the basis of their beliefs about something. Experience for many teachers is the primary source of beliefs about teaching. In teaching process, teacher can observe learners activity, decide certain method which is suitable with context and sharpen their ability in teaching. Experience in teaching adds knowledge for the teacher and develops their paradigm about teaching and learning. The more their experience is, the more their proficiency level in teaching. Teachers' beliefs can be changed depending on what they meet in classroom practices. It is in line with Diaz (2015: 183) who argues that some

beliefs are not then static, they are very much influenced by what works well and unwell for teachers. It can be inferred that, teacher can change their beliefs when the fact is different with their expectation. This condition may be repeated as time flies. The more experience teachers have, the stronger belief they have.

3) Teachers' Motivation. Teachers' motivation gives inspiration for teacher about what should they do as teacher. In line with their motivation, they will also have certain beliefs to gain their target in teaching. In other words, their motivation will lead teachers to have certain belief to reach their target.

4) Sharing with other teacher. Teachers believe that the need sharing with other teachers. They need to share not only to fellow teachers but also to professional trainer or teachers. The teachers stated that by sharing to other teachers, she can get new knowledge how to solve problem that she faces. In addition, sharing also can give enlightenment for her whether something is wrong or right. Teachers also can absorb the new information about teaching, learning and curriculum by sharing to other teachers. This condition is supported by Vonk (1991: 64) who says that complex interaction between individual and the environment can creates change in teachers' thinking about they profession and their conduct. By communicating to other teachers, the changing of beliefs may be shaped. Then those changing of teachers' beliefs

and thoughts can be reflected in the classroom practices. As Bandura (1995) says, people do something as persuaded by someone else that he/she is able to do. In addition, Joyce and Showers in Harwell (2003:4) say that change in teachers' beliefs are more likely to occur in setting in which teachers consider learning communal activity.

5) School context (Facility). The facility in the school context influences teachers' beliefs in choosing activities for students. They can determine what appropriate activities depending on the context and facility which are available. T1 inferred that the facility influences her teaching practices. She stated that the availability of media will help her to explain material to students. Then T3 added that the lack of facility in her school causes she teaches as it comes. She inferred that the program in curriculum has been good theoretically, but for practice she find difficulties because of the lack of facilities in her school. Then, the factor in the school context which influences in shaping teachers' beliefs is the supports of the head master and other teachers. The supports of the head master as the chief in the school affect teachers' beliefs whether the subject is important in certain school or not. The good relation among teachers in the school context will also give contribution to teacher in providing the best practices in the field. Nespor (1984) conducted a study on the interaction of school

context and teachers' beliefs. For Nespor, the school context meant the school's location, country or city and he identified some factors, which significantly distinguish the conditions between countryside schools and city schools, and how these conditions contribute to shaping different.

6. Aspects of Teacher' Beliefs

Teachers' beliefs are found to have been shaped as soon as the teachers start their education in a teacher training program, and continue to be shaped, changed, and added throughout the process of their education (Ammon & Levin, as cited in Levin, 2015). Usually, towards the end of their education, a set of beliefs and knowledge, which they hope they can implement in their teaching practices, is thought to have been established. This is why teacher training programs are expected to keep evaluating themselves as they play an important role in shaping teachers cognition. Freeman (1994, as cited in Peacock, 2001) suggested that what affects how a teacher teaches is the teaching method that are used in the teacher education program.

However, it is thought that the construction of teachers' beliefs is not that simple. Teacher education program is not the only agent that helps shape these teachers' knowledge and beliefs. Chong & Low (2009) argue that a teacher's experience as a language learner can also help shape their knowledge and beliefs. This means that a teacher may already have prior knowledge and experience prior to his or her

education at the tacher training program. Other agents that also help the formation of teachers' beliefs are professional coursework, and contextual factors. In addition, Gabillon (2012) assumes that cultural beliefs also play a part in shaping a teacher's beliefs and how these cultural beliefs are "more resistant to change".

B. Conceptual Learning English as Foreign Language

1. Approach, Method, and Technique

Approach, method and technique are the three terms which are often overlapped in language teaching. People often mention one of them but they refer to another. Even, people tend to use the term method for all of the three. Some people think that they refer to the same concept: a procedure of teaching a language. According to Anthony (cited in Richards and Rodgers, 2001: 19), the three have hierarchical arrangement. Approach is the level of theories, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that approach is axiomatic, method is procedural and technique is implementational.

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching. Approach is the level at which assumptions and beliefs about language, language learning and language teaching. Different people may agree with different beliefs and assumptions dealing with the nature of language, learning and teaching.

Assumptions or beliefs may be taken for granted. People do not have to come to an agreement about the assumptions. Therefore, in language teaching there are different assumptions about language and language teaching. Richards and Rodgers (2001: 20-21) states that at least there are three different views of the nature of language, namely: the structural view, the functional view (or notional view) and the interactional view. The structural view sees language as a system of structurally related elements. The functional view regards language as a vehicle for the expression of functional meaning. This view emphasizes not only elements of grammar as the structural view does but also topics or concepts that language learners need to communicate about. The third view is the interactional view, the view that language is a vehicle for the realization of interpersonal relations and social interactions between individuals. The three different views of the nature of language will lead people to have different assumptions about what language is and fi nally will produce different methods in language teaching. The evaluation of the teaching and learning process will also be based on grammatical point of view. In consequence, the items of the test in the evaluation will be grammatically oriented. This is also the case with other methods that have been developed based on the other two views of the nature of language.

As mentioned earlier approach also includes assumptions about language learning and language teaching. Assumptions about the nature of language in themselves are not complete and need to be supported by

theories about learning or teaching. There are many theories of learning and teaching. Richards and Rodgers (2001: 22) suggest that a learning theory underlying an approach or method responds to two questions: 1) what are the psycholinguistic and cognitive processes involved in language learning, 2) what are the conditions that need to be met in order for these learning processes to be activated. In general an approach has the answers to the two questions but certain methods may only emphasize one of the two dimensions. From assumptions about language and language learning, a method will be developed. There can be many methods within one approach.

The roles of language teacher are also regarded as techniques, which have been developed based on assumptions introduced in approach . As discussed earlier, the assumptions about the nature of language and the assumptions about language learning will determine all plans of the language teaching, which is called a method. How an approach views the nature of language will determine how a language teacher should perform his or her roles. And, how an approach believes about the conditions that promote language learning will also determine the roles of language teachers. Principally, language teachers have two functions: the instructional function and the managerial function (Wright, 1987: 52). The two functions complement each other; the former would be more or less impossible without the latter. In practice, it is diffi cult to separate the two and language teachers can perform both functions simultaneously. Some

methods may suggest the language teachers to perform the instructional function more than the managerial one, while some other methods may encourage the language teachers to function as the manager of the classroom more. In some methods the role of a language teacher is very dominant while in some other methods the teacher role is less dominant in instructional strategies. As stated in Richards and Rodgers, (2001: 28), some methods are totally dependent on the teacher as a source of knowledge and direction; others see the teacher's role as catalyst, consultant, guide, and model for learning. Understanding the roles of language teachers will be important for understanding the methods, which will be discussed in most of the next chapters. Following are the most common roles of language teachers, which are implemented in different methods.

a. Language teacher functions as an organizer in the classroom. The teacher maintains discipline to the extent that an effective learning atmosphere is established. It can be done by involving the learners more actively in the classroom activities that demand inter-student communication and co-operative efforts.

b. Language teacher functions as a counselor. The teacher role is to respond the learners' problems nonjudgmentally and help the learners to reach what they want to learn.

c. Language teacher functions as a motivator; the language teacher gives praise and encouragement for positive efforts by

the learners. It can be done by giving positive feedback on returned assignments.

d. Language teacher functions as an observer. The teacher shows the errors that the learners have produced and let the learners work on the correction.

e. Language teacher functions as a model for producing correct expressions and judges whether the learners' contributions to the learning process and their efforts are relevant and correct.

f. Language teacher functions as a resource of knowledge and direction. The teacher establishes a position of dominance over the learners in selecting the materials to learn and also how to acquire them.

2. English as a Foreign Language

English as foreign language is taught in an environment where English is not the native language, for example Japanese learning English in Japan. In an EFL situation, the learners learn English inside a classroom, but continue to speak their own language when leaving the classroom. Generally, there are many possible reasons for studying a foreign language. Perhaps a major number or language students in the world do it because it is on the curriculum. Some people want to study English or another foreign language because they think it offers a chance for advancement in their professional lives such as in business, to pursue higher educations, to build social network and the others. They will get a

better job with two language than if the only know their mother tongue (Boyadzhieva, 2014).

Teaching and learning foreign languages has always been an important part of the social life of people. As the time goes by, there are many approaches that teacher have used to teach English as foreign language (Boyadzhieva, 2014). Three theories called behaviourism, mentalism and structuralism have influenced the language teaching in many aspects. Each of these approaches emphasis on different things. However, they all have an underlying similarity in the approach to syllabus and to the teaching.

According to Boyadzhieva (2014), behaviourism which was inspired by Skinner's theory of behaviourist, psychology on the one hand, and structural linguistics on the other, was introduced to meet the needs of the American army of quick and effective foreign language learning. The basic presumption of audio-lingual was that learning a foreign language is an automatic process of memorization of set phrases that could be achieved through constant repetition and drills. The language structure was introduced in dialogue forms while not a specific grammatical clarification. The linguistic structures were presented each one in turn in an exchange frame and the vocabulary was entirely restricted and learned with regards to the concrete discourse. As indicated by the behaviorists, there isn't a hypothesis of language learning however simply the appliance of general principles of learning to language. As for the language learning,

each expression is produced because of the nearness or something to that affect of improvement. Physical, verbal and internal improvements are the wellsprings of articulations which shape reactions on the students' part. (Sanal, 2017).

The second is mentalism. As indicated by mentalists, a child is brought into the world with an inborn limit with capacity to language acquisition. Their inborn capability allows them to determine hypothesis regarding the language. They create their own sentences in step with these hypothesis, and that they check the appropriateness of the hypothesis by scrutiny them with the language they hear from the individuals around them. Within the late 60s the emergence of the Mentalist theory of language and also the psychology theory prompted a replacement approach in FLT, or rather a series of approaches called Cognitive Code Learning (CCL). The cognitive approaches in FLT emerged as a reaction to Skinner's behaviorist ideas according to which the learning process is building habits. Consistent with the cognitive theory learning a foreign language may be a method of building a second verbal figural system that is functionally connected with the primary language verbal system on the one hand and with the common psychological feature or abstract system the learner possesses (Boyadzhieva, 2014).

It is realized that structuralism is incredibly affected by behaviorism. Language learning is viewed as a procedure of a process of habit development. As it is concerned about examples or structures of the

spoken language, it is classified as structural. In more extensive terms, structuralist side of structural approach deals with language type instead of useful or linguistics aspects of language. In addition to this, it gives importance to the selecting and sequencing of structural patterns in structural syllabuses (Sanal, 2017). As it is indicated within the introduction section the combination of behaviourism and structuralism has shaped approaches to the language teaching. Structuralism involved with it whereas behaviourism is concerned with how it is thought.

3. Teaching English as a Foreign Language

Teaching English as a Foreign Language (TEFL) has been introduced since the early 1960s and has become a separate field of science since the incessant concept of globalization was echoed in 1980s. The current TEFL trend can be said to be worldwide, especially in countries where English has the status of a foreign language.

Learning in the classroom is dominated by the teacher's explanation referring to the textbook (the only source of learning). The use of textbooks as the only learning resource in the classroom will not give students the opportunity to learn English which is used in real life. There is a paradigm shift in language learning in communicative language learning, where teachers, textbooks, and teaching methods are no longer the main factors for success in language learning. In the principle of language learning, it is stated: Successful mastery of the second language will be

due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

Thus, language learning is largely determined by the language learner's learning strategies in understanding and producing language. Meanwhile, Spratt (2005) defines learning strategies as ways learners choose to learn language. They include ways to help students identify what they need to learn, process new language and work with other people to learn. Using the right strategy at the right time can help them learn the language better, and help to make them more autonomous.

According to Richard and Schmidt (2002) learning strategies can be interpreted as "the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning." Richard and Schmidt stated that in general this learning style can be divided into four categories:

1. Cognitive strategies, for example, analyzing the target language (in this case English), comparing new things with what is already known in both the first and second language, and organizing information.

2. Metacognitive strategies, such as paying attention to how one learns, making neat plans, and monitoring his/her development.

3. Social strategies, for example looking for friends who are also native speakers of the language being studied (English) or working in groups in class.

Laurie (2010) said that students' use of the mother tongue is often a obstacle for teachers in applying a second language such as English. In addition, learning English for beginners known as YLL (young language learners) can be fulfilled if the teachers are able to balance the knowledge of linguistics accompanied by a well-planned curriculum design. In addition, the combination of TL (teaching language) and L1 (language first) methods can be used to achieve the target of learning a foreign language (English as a foreign language). Research conducted by Horst (2010) reported that L2 (second language) and L1 (first language) can be achieved by understanding a cross-linguistic approach (language science). Linguistic characteristics also play an important role in learning English as a foreign language. Language acquisition for beginners, especially children, is in the golden age because children's abilities in this phase are more developed by thinking.

4. English Teaching in Islamic School

The gist of teaching English in schools should have the same purposes, process, and goals. So, in Islamic schools, the process of teaching and learning English is usually joined with Islamic teaching. The students can comprehend English easier when teacher delivers it in their daily topics. Because they learn many things from Al-Quran and it

becomes their daily topics, it can be easier for them to understand English when they learn English combined with what they have learnt. As Darwis (2014, p. 181) stated, they start to gain knowledge and to take the guidance of the Holy Quran as a light to show the right way. They also establish Islamic civilization which prevailed throughout most of the world, and gave human beings the benefit which they got from the teaching of Holy Quran, and the history of Islam is full of famous Muslim thinkers in every branch of knowledge: philosophy, law, science, astronomy and art. In short, this draws that English teachers can raise the Islamic themes or the topics in teaching English or even creates the Islamic atmosphere in English classroom practices.

The forms of English teaching in Islamic school is vary from one school to other schools. Dahlia (2018, p, 54) illustrated that English in Islamic boarding school appeared as the English public speaking in Madrasah Aliyah Al-Zaytun. In addition, Pramesti (2018, p. 67) revealed in her study in Pesantren Nurul Falah that the teacher tend to use traditional instructional strategies, teacher-centered approach, rather than using student-centred where the students are more active than the teacher.

Teaching English in Islamic school probably has at least three categories of students who experience difficulties of using English for academic purposes (Syah, 2009, p. 110). Firstly, these are the students who cannot translate words or terms into their own vernacular, perhaps because their English language vocabulary size or their skilled capacity of

using the language is scanty. Secondly, it is likely that there are a group of students who can translate words or terms into their native language but cannot see the relevance of these terms. Thirdly, there are likely to be some students who have appropriate discrete conceptual knowledge but who are not able to form appropriate connections between concepts. The problems that appear among the students are more focus on understanding the content.

To overcome the students's problem, Lubis et al., (2010, p. 219) explained several points by aiming at achieving the purpose of learning more successful such as teaching should be attached to students' previous knowledge and their experience; the extensive understanding of teaching aims and subject matter is giving special consideration; the lessons build up on meaningful problems; the teachers are giving work that deals with complex and not 'didactically reduced' aim and content structure that also includes problems which are difficult to define; and classes should be taught in action-oriented way to strengthen sensible dealing with tasks and problems in active learning which involves with other activities aside from listening to lectures passively.

Having said that, it can be concluded that the students can meet with their better learning when the teachers are able to fit the students' experience and prior knowledge into their subject matter and to guide them by providing some active and interactive activities to make their study more cooperative.

C. Overview of Gender and Language

The term "gender" is sometimes misunderstood by some certain people by considering it is the same as "sex". In fact, they have different definitions, "Sex is designation based on biology, whereas gender is socially and psychologically constructed by the process of interactions in the family, social and education settings (Shubhra, 2006). In other words, "gender is not something we have, but something we do, something we perform. Sex is a biological categorization based primarily on reproductive potential, whereas gender is the social elaboration of biological sex (Penelope Eckert,2003)

It means that sex is something that is brought with when a person is born. From some certain characteristics someone can be classified as male or female, such as genitals and reproductive organs. Whereas gender can be seen as something that is not brought with when someone is born, rather than something that is created by humans socially and psychologically according to their belief and rules when they have contact or communicate each other. Imagine a boy is bought a car and blue cloth by his parents, while a girl is bought a doll and pink cloth. These phenomena show how the parents try to form their children who have opposite sex differently when they start bringing them up.

Gender is referred variously across areas of social science. In a specific social setting, the culture legalizes values, expectations, meanings and patterns of behavior and

communication of its society. Concerning gender for example, it can be seen a lot of structures that are formed. Based on what emerge on television, magazines or personal experiences, it shows the representations of gender issues.

Women are assumed in home making, care giving and subservient roles. Conversely, men are represented as leader and breadwinner. Furthermore, in many cultures women take the name of their husbands after getting married, sons have more freedom to play outside the house and daughters have to be more at home and take care of younger siblings. Additionally, it shows that at some certain schools or academies the gendered based positioned are offered for the student recruitment so that they will be able to fulfill requirement of future work position. Due to daily practices, such gender issues are considered normal or even are not realized as the forms of gender identities.

Related to gender in language, Sidiqi mentions that "In linguistics, the term referred to the grammatical categories that indexed sex in the structure of human languages. Feminist theorists of the 1960s to 1970s use the term 'gender' to refer to the construction of the categories 'masculine' and 'feminine' in society. This construction was related to biological sex in contested way."[4] However, the connection between gender and language could be found long before the start of women's movement in the

late 1960s and early 1970s. Perhaps it appeared one century before this issue was raised as a scholarly study.

D. The Relevant of Study

There were some previous studies related to this study that has investigated about teachers' beliefs about English learning as a foreign language. The researcher also have found relevants studies. At first, a thesis by Lailatul Hidayah, entitled **An Analysis of Teacher's Belief and Practice on Teaching in Islamic Junior High School Pancasila in the Academic Year 2018/2019.** The researcher found that teacher"s belief in teaching is indicated by knowledge about teaching English.

The subject of the research is an English teacher of MTs Satu Atap Pancasila who taught the nine grade. The methodology of the research was qualitative research. The techniques of collecting data were the interview, observation, document analysis. The result of this research was the gaps between the teacher"s belief and practices. This research also gave descriptions about the factors contributing to shaping the teacher belief. The gaps between teacher beliefs and classroom practice are the teacher does not give the understanding to students that English was easy in the first meeting. The teacher did not ask students to memorize for five minutes before the learning was started. The teacher did not teach based on the lesson plan.

Second, **Teachers Beliefs and Practices in Teaching Grammar**: **A Qualitative Study (Sabiq 2013)**. This recent study has been accomplished by

Sabiq (2013) to fulfill the requirements of obtaining the graduate degree in English Education at Sebelas Maret University. He analyzed five English teachers from two State Senior High Schools in the eastern part of Cirebon Regency. The title of his, "Teacher Beliefs and Practices in Teaching Grammar", is aimed at (1) exploring teachers,, beliefs in teaching grammar; (2) revealing how those beliefs are reflected in their teaching practices; and (3) figuring out the factors influencing those beliefs and practices.

Third, "**Student's Belief on English as Foreign Language Learning: A case study of the English Education Student and Teacher Training Faculty (2019).** After all, this study provided a useful reminder that not only do students' belief about language learning affect their use of learning strategies, but also that their level of English language achievement influence the frequency of use and choices of learning strategies and belief about English language learning. Lecturer must take this belief and learning strategy variables into account in order to enhance the language teaching and learning.

Then, Çakıcı, D. (2013) who found that two groups yielded rather consistent results on **learning beliefs, although some differences between the learners' and their teacher's beliefs** were also found. Second, Abdi, H and Asadi, B (2015) conducted a research about teachers and students beliefs which have been done up to now clearly show that there may be a significant difference between teachers and students in their beliefs about language learning and between in-service and pre-service teachers, leading to frustration and dissatisfaction.

In other study was conducted by Eva Bernat (2005). This study has attempted to **illuminate the complex nature of beliefs**, including the social, cultural, contextual, cognitive, affective, and personal factors that shape them. It has provided a synopsis of research conducted on the beliefs of second and foreign language learners in various contexts, using a number of approaches. Then, Leslie L. (2003) the beliefs about language learning held by English as a Second Language (ESL) students and teachers in intensive English language settings at institutions of higher education in the Northwest region of the US were investigated to explore similarities and differences as well as the influence of national origin/ethnicity and gender on these beliefs.

Another researcher, Sioson (2011) who aims to **determine which among the subscales of language learning strategies and beliefs about language learning** was the strongest predictor of performance in an academic speaking context, and if there was significant relationships of the variables to the students' academic speaking. Using mean, standard deviation, Pearson r correlation and hierarchical multiple regression, the study showed that in general, language learning beliefs and strategies were insignificantly correlated academic speaking task. For language learning beliefs, only the motivation and expectation subscale which had a significant correlation to the oral performance of the participants, but yielded a negative relationship.

E. Conceptual Framework

These sections will concept the literature in the researcher's mind. The purpose of this conceptual framework is to describe how to study regarding the research topic based on theories. The researcher need to know teacher's belief in teaching English, and to solve it and also need to limit the problem and only focus on how is teachers beliefs and practice in the classroom. Brog (2001) defines teachers' beliefs as a term usually used to refer to teacher's beliefs of relevance to an individual's teaching. In addition, Richards and Lockhart (2007) argue beliefs as "the goals and values that serve as the background to much of teachers' decision-making and actions". Thus, how the teacher teaches the students is depending on their beliefs.

From this point of view, it is noticeable that teacher's beliefs, in real of ideas is what the teacher think and what teacher know affect their performance, from all the theorist above, beliefs is a foundation or a basis for teaching since the way teacher act and think are influenced by the beliefs. The researcher has developed conceptual framework which addresses on the two key concepts: teachers' beliefs and Language learning. There was an assumption about what teachers do as a reflection of what they know and believe.

Therefore, teachers' beliefs consist of the factors related to the teachers. According to Horwitz, (1988), she classified teachers' beliefs about language learning. Beliefs about language learning refer to opinions

or views held by people on language learning. There are five areas of beliefs about language learning: difficulty of language learning, foreign language aptitude, the nature of language, learning and communication, the last is motivations and expectations. Accordingly, teachers' beliefs about language learning English as a aforeign language focused on five areas of beliefs about language learning in English learning context.

Figure 2.1. **Framework of pre-understanding of an English Teachers' Belief about Language Learning English as Foreign Language (Horwitz, 1988)**

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In seeking the answer to the research questions in this study, the researcher used qualitative research with case study. As one of the first types of research used in the field of qualitative methodology, a case study is defined by Creswell (2011) as an in-depth exploration of a bounded system which is based on extensive data collection (p. 465). He went on and explained that the system is bounded because the case is detached for the research in terms of time, place, or physical boundaries (Creswell, 2011). According to Creswell (2011) there are three types of "case" in a case study. The first one is called intrinsic case, a case that is selected because "it is unusual and has merit in and of itself" (p. 465). Meanwhile, when a case is used to illustrate an issue, it is called instrumental case. And when multiple cases are included in the study, they are usually referred to as collective case study. Taking these explanations into account, this current study can be considered an intrinsic case study as the researcher aim at exploring and describing the case, which is the beliefs of an English teacher about the use of first language in English classrooms. Stake (1995) also suggested that when conducting a case study, a researcher is said to focus more on a program, event, or activity in which the individual takes part, instead of on a group (as cited in Creswell, 2011).

B. Location and Time of the Research

This research was conducted at MA Al-Ihsan Islamic Boarding School Pekanbaru. The location of this school is on Jl. Pesantren RT:03/RW:04 Dusun IV, Kec. Siak Hulu, Kab. Kubang Raya Pekanbaru. This research was conducted from June 7th – 13rd, 2023.

C. Participants of the Research

The participants in this study are male and female English Teacher in MA Al-Ihsan Islamic Boarding School. To respect his and her privacy, a pseudonym is used in this study. As Creswell (2011) suggested that the "case" should be "a single individual, several individuals seperately or in a group..." this study only explores several individuals from the institutions.

The participants is a male teacher. He is graduated of an English education departement. His educational background is Master of Education of UIN Suska Riau. He has been teaching there for four years. But he start to be a teacher since 2015.

Then, a female teacher as Teacher 1. She is graduated of an English education departement in Islamic University of Riau. Her educational background is Bachelor of English Education. She has been teaching there for five years.

Another one of female teacher as Teacher 2. She is graduated of English literature in Sumatera Utara University. Her educational

background is Bachelor of English Literature (S.S). She has been teaching there for six years.

D. Technique Colleting of the Data

1. Questionnaire

The instrument is modified Beliefs About Language Learning Inventory (BALLI), which is originally developed by Horwitz in 1980s "to assess student opinions on a variety of issues and controversies related to language learning" (Horwitz, 1987, as cited in Lo, 2010). BALLI is used in this research to discover the beliefs about English language learning held by the participants.

BALLI contains a prescriptive set of 27 statements to which respondents mark their degree of agreement through the use of 5-point Likert (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree). But in the questionnaire with the multiple choice the letter with (A= strongly disagree; B= disagree; C = neutral; D = agree; E= strongly agree). The statements on a Likert scale either express a positive/favorable or a negative/unfavorable attitude towards the object of interest. Although the Likert-scale is originally developed to measure attitudes, its scope has been extended to wider cognitive and affective variables, including beliefs (Bernat, 2006).

BALLI is divided into groups or dimensions that assess the aspects of teachers beliefs, these are (1) foreign language aptitude,

which concerns the existence of aptitude for language learning and opinions about the kind of individuals who possess it; (2) difficulty of language learning, which concerns the general difficulty of learning a second language as perceived by learners, as well as perceptions of the difficulty of a specific target language; (3) nature of language learning, which concerns student ideas about "what it means to learn a language and how to go about it" or learners' perception about important aspects of learning English (Horwitz, 1999, as cited in Ghavamnia, 2011); (4) learning and communication strategies, which is related to learners' English language learning practices; and (5) motivation and expectation, which concerns the desires and opportunities learners associate with the learning of English (Yu, 2013). Initially, BALLI comprised four themes, these are (1) foreign language aptitude, (2) difficulty of language learning, (3) nature of language learning, and (4) language learning strategies. Then Horwitz changed the fourth theme to "learning and communication strategies" and added "motivation and expectation" to her instrument (Horwitz, 1987, cited in Nikitina and Furuoka, 2006).

BALLI is used in this study because it is acknowledged as a suitable tool to investigate the language beliefs of learners. Yang (1992, as cited in Huang, 1997) pointed out that BALLI has high

content and construct validity. Su (1995) conducted a test on BALLI and found that it is reliable. In addition, Diab (2000), Rieger (2009) and Chen (2011) mentioned that the original version of BALLI has gained validity through repeated administration since it has been extensively used for years, Bernat (2006) wrote that BALLI is a widely used and recognized questionnaire in research on learner beliefs, and Altan (2006) claimed that BALLI has proven its usefulness in the elicitation and comparison of many student beliefs about language learning.

Numerous previous researches that used BALLI in examining different aspects of language learning were able to reflect teachers' perspective on language learning and offer useful insights for language teaching pedagogy despite the fact that statements in BALLI are generated by language teachers rather than learners, proving that BALLI is recognized as a reliable research tool with good psychometric qualities (Nikitina and Fukuoka, 2006). The validity of BALLI in Asian context has also been proved (Yu, 2013).

The results were classified into five categories: Strongly Disagree, Disagree, Not sure, Agree and strongly agree of beliefs about English Learning. Furthermore, it was also helped by using SPSS 23 and Microsoft Excel to find out frequencies and percentages.

Table III.1
The categories of teachers' beliefs

Score interval	Categories
0% 19.99%	Strongly Disagree
20%-39.99%	Disagree
40%-59.99%	Not sure
60%-79.99%	Agree
80%-100%	Strongly Agree

(Adapted from Sigiyono, 2015)

Table III.2
BLUE PRINT OF TEACHERS BELIEFS
ABOUT LANGUAGE LEARNING INVENTORY (BALLI)
Adopted from Elaine K. Horwitz, 1988

INDICATORS	ITEMS	QUESTION NUMBER
Foreign language aptitude	It is easier for children than adults to learn English as a foreign language.	1
	Some people are born with a special ability which helps them learn English a foreign language.	2
	Women are better than men at learning English as a foreign languages	17
	People who are good at math and science are not good at learning English.	23
	People who speak more that one language well are very intelligent	25
	Indoneisan are good at learning foreign language.	26
	Everyone can learn to speak English as a foreign language	27
Difficulty of language learning	Some languages are easier to learn than others.	3
	The language I am planning to teach is... A very difficult language A difficult language A language of medium difficulty An easy language A very easy language	4
	It is easier for someone who already speaks English to learn another one.	8
	If someone spent one hour a day learning an English language how long would it take him to become fluent? Less than a year 1-2 years 3-5 years 5-10 years You can't learn a language in 1 hour a day	11
The nature of	It is necessary to know the foreign culture in order to	6

language	speak the foreign language	
	Learning English as a foreign language is mostly a matter of learning a lot of new vocabulary words.	**12**
	Learning English as a foreign language is mostly a matter of learning a lot of grammar rules.	**15**
	Learning English as a foreign language is different from learning other school subjects.	**19**
	Learning another language is matter of translating from English	**20**
	It is easier to read and write this language than to speak and understand it.	**22**
Learning and communication	It is important to speak English as a foreign language with an excellent accent.	**5**
	You shouldn't say anything in English language until you can say it correctly.	**7**
	It is better to learn the foreign language in the foreign country.	**9**
	It's okay to guess if you don't know a word in English as a foreign language	**10**
	It is important to repeat and practice a lot.	**13**
	If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.	**14**
	It's important to practice in language laboratory	**16**
Motivations and expectations.	It is easier to speak than to understand English as a foreign language	**18**
	If students learn to speak this language very well, it will help me get a good job.	**21**
	Indonesian think that it is important to speak a foreign languag	**24**

2. Interview

This study used semi-structured interview as the data collection instrument. According to Perry (2005, as cited in Suryaningsih, 2014), there are three types of interview: structured interview, semi-structured interview, and unstructured interview. This research employed a semi-structured interview. A Semi-structured interview is a type of interview where the researcher is allowed to ask the 20 additional question and discuss additional topics related

to the issue discussed (Lambert, 2012). This type allowed me to "pursue new lines of inquiry in response to what interviewees say" (p. 104).

In addition, an interview is one of the good ways to study people understanding of meaning, and through an interview, we find out those things we cannot observe. There are six types of interview questions (Patton, 1987) to be employed during the interview process for case study research: experience, behavior, opinion or belief, feeling, knowledge, sensory, and background or demographic.

The interview questions in this study are modified from the Belief About Language Learning Inventory (BALLI). The BALLI, developed by Horwitz (1988), will use in the current research to investigate teachers' belief about language learning. The reasons the BALLI will be choosen because; Horwitz is the major contributor to the study of belief about language learning and the BALLI developed by Horwitz aims at identifying a broader view of participants' opinion on a variety of issues and controversies from various perspective.

The interview will conducted during the teachers' leisure time. Before the administration of procedure, a brief explanation of the purpose of the study will give to the teachers. For supporting information, the study use modified individual background

information questions to gather general information about the participants. The interview questions asked about their native language, previous foreign language learning experience or teaching experience, influence of family members and friends on learning language, reasons for learning language, and their educational background.

In total there are 3 teachers interviewed for this study. The interview will be held in the participants' class or around school. All interviews are conducted face to face and lasted no more than 60 minutes.
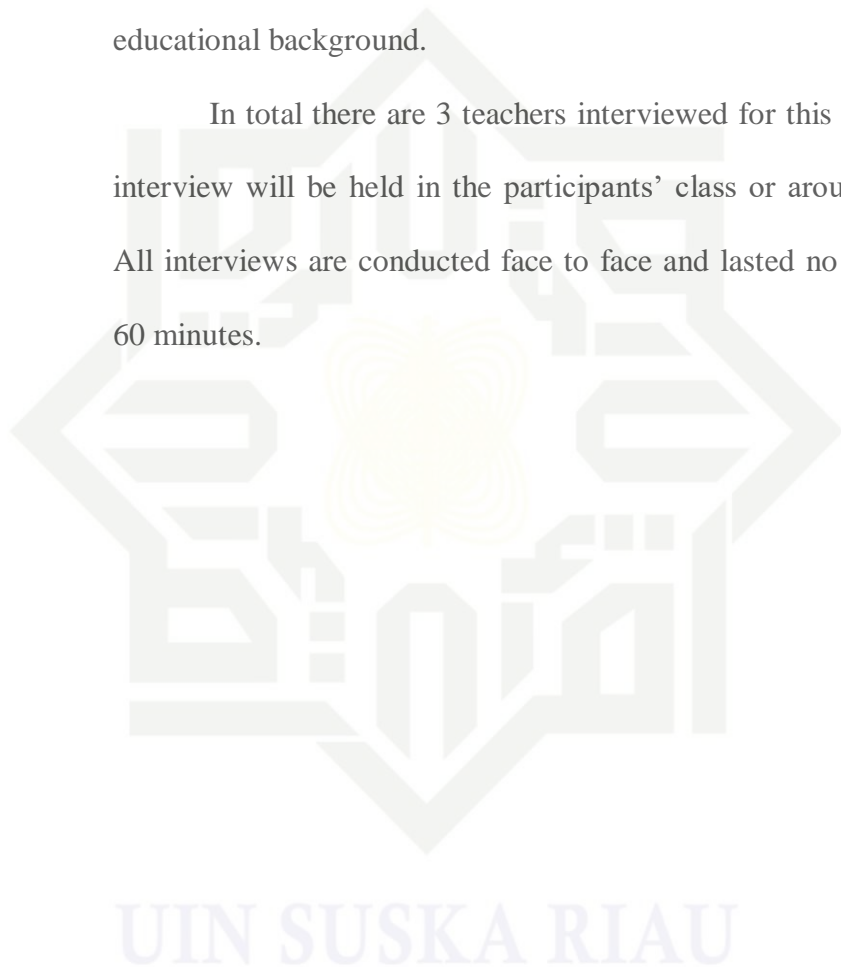
Table III.2
Interviews Guidelines

No	Category of Beliefs about Language Learning	Unit Analysis	Focus Area
1.	Beliefs about foreign language aptitude	1. Moment for someone should begin learning English 2. Gender perceived to be a better language learner 3. Natural ability for a second language	1. How someone should begin learning English? 2. When someone should begin learning English ? 3. Which is gender perceived to be a better English language learners? Woman or man ? Why ? 4. How do you think about natural ability of someone to learn a foreign language especially in English ?
2.	Beliefs about the difficulty of language learning	1. Associate with language achievement 2. The average length of time to learn English	1. What do you think about learning English ? Is it difficult or not ? what are the difficulties ? why it is difficulties ? 2. Do you think, it easier for someone who already learned a foreign language (English) to learn another one ? 3. If someone spent one hour a day learning a language, how long in your mind would it take to learn the English language very well?
3.	Learning and communication strategies.	1. How people learn and practices English 2. Perspectives on the importance of guessing the meaning 3. The use of language laboratories	1. Do you usually guess a word if you don't know a word in English ? 2. How do you deal with mistake in learning? 3. Do you think, it's important to repeat and practice English a lot? 4. Do you think. It's important to practices English in language laboratory? Why ?
4.	Beliefs about the nature of language	1. Culture 2. Translating 3. Language Component 4. Language skill	1. What do you think about its necessary to know the foreign culture in order to learn a foreign language especially in English learning ? Why? 2. How important to translating of learning foreign language especially in English ? 3. Which one language component do you think its important to learn in English? Why ? 4. Which one language skill do you think its important to learn in English? Why ?
5.	Beliefs about motivation and expectation	1. Personality 2. Self-concept 3. Expectations	1. How important someone's personality to learn English as a foreign language ? 2. How about your plan to use the English you have learned? 3. In your mind, how understanding and using English will hopefully affect your life or career ? 4. How do you plan to maintain your motivation and persistence in learning English in the long term?

3. Documentation

According to Ary (2010:442) documentation is refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. The researcher use Lesson Plan, Syllabus, Students' Exercises, and Students' Assignment to gain an understanding of the phenomenon under study.

E. Technique of Data Analysis

In testing the validity of the data the researcher used a triangualtion tachnique. According to Moloeng (2007), triangulation is a validity checking technique data that uses something outside data for purpose checking or comparing the data. The triangulation technique the most widely used is examination through other sources. Moloeng (2007) distinguishes four types of triangulation as a technique of examination taht utilizez the use of resources, methods, investigatirs, and theories. Triangulation method is used to test the credibility of the data by checking data to the same source with different techniques. Based on the four types of triangulation technique above, the researcher used mehtod triangulation to test the validity of the data related to the research problem studied by the researcher.

Since all participants responded to the same set of questionnaire, the data collected can be compiled and compared fairly easily (Seliger & Shohamy, 1989). Descriptive statistics is used for comparative analysis. Transcripts gathered during the data collection process were first read

through by the researcher quickly; key words are highlighted and the main ideas are written on the margins. Similar and overlapping ideas are then merged together to form new themes. Data from the interviews are compared and checked against the broad categories formed (McKay, 2006; Nunan, 1992).

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The results of the current research clearly indicated the existence of various important English teachers' beliefs about English foreign language learning in MA Al Ihsan Boarding School. The conclusion regarding the differences in beliefs about English language learning based on educational background and gender can be summarized as follows:

1. Educational Background: Individuals with different educational backgrounds may hold varying beliefs about English language learning. Those with higher levels of education, such as individuals who have pursued higher degrees or have received formal language instruction, may have a more positive attitude and higher confidence in their English language abilities. They may believe that their educational background has equipped them with the necessary skills and knowledge to succeed in learning English.

On the other hand, individuals with lower levels of education or limited formal language training may exhibit more diverse beliefs. Some may feel less confident in their language abilities, believing that their educational background has limited their language learning potential.

However, others may possess a growth mindset and believe that they can overcome any educational barriers through dedication and effort.

2. Gender: Beliefs about English language learning can also be influenced by gender, although it is important to note that these differences are based on general trends and may not apply to every individual. The researcher suggests that, on average, males and females may exhibit different beliefs and attitudes towards language learning.

   For instance, studies indicate that females tend to display higher levels of motivation, engagement, and self-efficacy in language learning compared to males. They may have more positive beliefs about their language learning abilities and be more inclined to seek support and engage in collaborative learning activities. Meanwhile, woman However, it is crucial to remember that these are general tendencies, and individual variations within genders are significant

   In conclusion, educational background and gender can contribute to differences in beliefs about English language learning. While individuals with higher educational backgrounds may exhibit more positive beliefs, individuals with lower levels of education can still develop a growth mindset and overcome perceived barriers. Similarly, while females may generally display higher motivation and self-efficacy, individual variations exist within both genders. Ultimately, each learner's

unique experiences, attitudes, and mindset play a significant role in shaping their beliefs about English language learning.

B. SUGGESTION

By having understanding that beliefs about language are essential in language learning and largely influence the language learning process, teachers are expected to maintain their beliefs and demonstrate them into actions such as involve themselves in the language learning process, develop an awareness of language both as system and as communication, pay constant attention to expand the language, and take into accounts the demands that language learning poses. If directed correctly, the teachers will use appropriate strategies to develop foreign language learning successfully.

In English learning, the teachers play a significant role to provide supportive atmosphere to encourage learner to think positively and help them to understand that it is normal to feel confused while learning something new. The teachers can tell them that making mistake or taking a long period of time to complete an assignment is a normal part of learning, not a sign of failure. Another way to develop the teachers' belief in confidence that by convincing them that failure is not a permanent condition, they still can make it better through some efforts, and telling them not to limit them selves based on their own perspective. In addition, the teacher are suggested to make discussion class on their belief and

learning strategies which bring awareness to the learners. Implication of the current study is that language instructors should avoid having preconceived notions about their students. Since these notions may influence what and how they will teach, language instructors should try to eliminate any detrimental beliefs.

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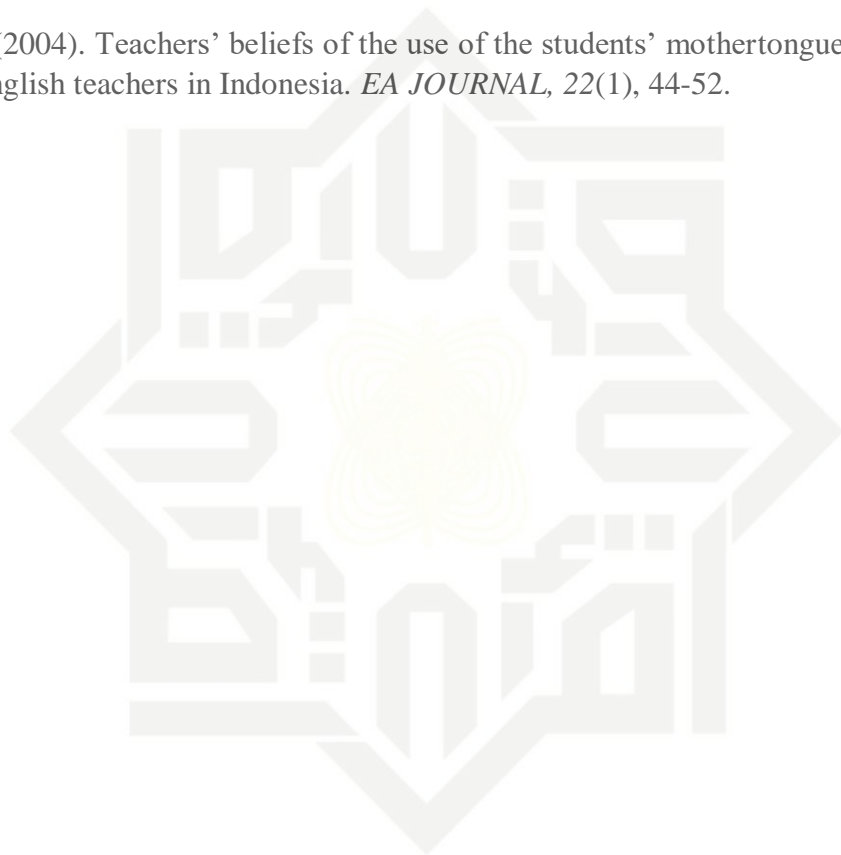
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SILABUS

Satuan Pendidikan : MA AL IHSAN BOARDING SCHOOL
Mata Pelajaran : Bahasa Inggris
Kelas : X (Sepuluh)
Semester : I & II
Kompetensi Inti :

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive) 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*) - Subjek Pronoun: *I, You, We, They, He, She, It*	- Menyimak dan menirukanbeberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	- Kata ganti possessive *my*, *your*, *his*, dsb. - Kata tanya *Who*? *Which*? *How*? Dst. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (*extended*) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)	• Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan - Ungkapan pernyataan niat yang sesuai, dengan modal *be going to*, *would like to* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI	- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.)	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.5 Teks pemberitahuan (announcement) 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement) 4.5.2 Menyusun teks khusus dalam bentuk	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan dan kosa kata yang lazim digunakan dalam *announcement*	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	(pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia *Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.	- Melakukan refleksi tentang proses dan hasil belajar.
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogative dalam *simple past tense, present perfect tense*. - Adverbial dengan *since, ago, now*; klause dan adveribial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudianbertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI	- Melakukan refleksi tentang proses dan hasil belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb. - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur	• Fungsi Sosial	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan	tentang isinya
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	• Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan - Kalimat-kalimat dalam *simple past tense, past continuous*, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI	- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan,	- Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	

Siak Hulu, 1 Juli 2020

Mengetahui
Kepala Sekolah MA Al Ihsan Boarding School

Guru Mata Pelajaran

Wahidussomad, Lc, M.Sy
NIPTK. 1410176

Adey Anuggrah, S.Pd
NIPTK.

RESEARCH INSTRUMENT

QUESTIONNAIRE OF TEACHERS' BELIEFS

BELIEFS ABOUT LANGUAGE LEARNING INVENTORY (BALLI)

Adopted from Elaine K. Horwitz, 1988

Gender   :

Number of Years of Teaching Experience   :

Highest Academic Qualifications   :

The name of your institution   :

A. In this questionnaire there are 27 questions
B. Your honesty is highly expected, because this questionnaire is only for scientific research purposes.
C. Every answer given will not affect your career at the institution
D. After reading each statement, please provide a check mark (√) or (x) in one of the multiple choice (A,B,C,D, or E)
E. Please note that there is no right or wrong answers (√), researchers only want to know the teachers' beliefs about language learning for scientific research purposes.
F. It is hoped that you will provide answers in each statement.
G. We are simply interested in your opinion.

Approval for Collecting the Data
Advisor II

Dr. Drs. Kalayo Hasibuan, M.Ed. TESOL

1. It is easier for children than adults to learn English as a foreign language.
   (Lebih mudah bagi anak-anak daripada orang dewasa untuk belajar bahasa asing)
   A. Strongly Disagree (*Sangat tidak Setuju*)
   B. Disagree (*Tidak Setuju*)
   C. Neither Agree nor Disagree (*Netral*)
   D. Agree (*Setuju*)
   E. Strongly Agree (*Sangat Setuju*)

2. Some people are born with a special ability which helps them learn English a foreign language.
   (Beberapa orang dilahirkan dengan kemampuan khusus yang membantu mereka belajar bahasa asing sebagai bahasa asing)
   A. Strongly Disagree (*Sangat tidak Setuju*)
   B. Disagree (*Tidak Setuju*)
   C. Neither Agree nor Disagree (*Netral*)
   D. Agree (*Setuju*)
   E. Strongly Agree (*Sangat Setuju*)

3. Some languages are easier to learn than others.
   (Beberapa bahasa lebih mudah dipelajari daripada yang lain)
   A. Strongly Disagree (*Sangat tidak Setuju*)
   B. Disagree (*Tidak Setuju*)
   C. Neither Agree nor Disagree (*Netral*)
   D. Agree (*Setuju*)
   E. Strongly Agree (*Sangat Setuju*)

4. The language I am planning to teach is...
   (Bahasa yang saya rencanakan untuk diajarkan adalah...
   A. A very difficult language (*Bahasa yang sangat sulit*)
   B. A difficult language (*Bahasa yang sulit*)
   C. A language of medium difficulty (*Bahasa dengan tingkaT kesulitan sedang*)
   D. An easy language (*Bahasa yang mudah*)
   E. A very easy language (*Bahasa yang sangat mudah*)

5. It is important to speak English as a foreign language with an excellent accent.
   (Penting untuk berbicara bahasa asing dengan aksen yang bagus)
   A. Strongly Disagree (*Sangat tidak Setuju*)
   B. Disagree (*Tidak Setuju*)
   C. Neither Agree nor Disagree (*Netral*)
   D. Agree (*Setuju*)
   E. Strongly Agree (*Sangat Setuju*)

6. It is necessary to know the foreign culture in order to speak the foreign language
   (Perlu untuk mengetahui budaya asing untuk berbicara bahasa asing)
   A. Strongly Disagree (*Sangat tidak Setuju*)
   B. Disagree (*Tidak Setuju*)
   C. Neither Agree nor Disagree (*Netral*)
   D. Agree (*Setuju*)
   E. Strongly Agree (*Sangat Setuju*)

7. You shouldn't say anything in English language until you can say it correctly.
   (*Anda tidak boleh mengatakan apapun dalam bahasa asing sampai Anda bisa mengatakannya dengan benar*)
   A. Strongly Disagree (*Sangat tidak Setuju*)
   B. Disagree (*Tidak Setuju*)
   C. Neither Agree nor Disagree (*Netral*)
   D. Agree (*Setuju*)
   E. Strongly Agree (*Sangat Setuju*)

8. It is easier for someone who already speaks English to learn another one.
   (*Lebih mudah bagi seseorang yang sudah berbicara bahasa Inggris untuk mempelajari bahasa lain*)
   A. Strongly Disagree (*Sangat tidak Setuju*)
   B. Disagree (*Tidak Setuju*)
   C. Neither Agree nor Disagree (*Netral*)
   D. Agree (*Setuju*)
   E. Strongly Agree (*Sangat Setuju*)

9. It is better to learn the foreign language in the foreign country.
   (*Lebih baik belajar bahasa asing di negara asing*)
   A. Strongly Disagree (*Sangat tidak Setuju*)
   B. Disagree (*Tidak Setuju*)
   C. Neither Agree nor Disagree (*Netral*)
   D. Agree (*Setuju*)
   E. Strongly Agree (*Sangat Setuju*)

10. It's okay to guess if you don't know a word in English as a foreign language
    (*Tidak apa-apa untuk menebak jika Anda tidak tahu sepatah kata pun dalam bahasa asing(Inggris*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

11. If someone spent one hour a day learning English as a language, how long would it take him to become fluent?
    (*Jika seseorang menghabiskan satu jam sehari untuk mempelajari suatu bahasa, berapa lama waktu menjadi fasih?*)
    A. Less than a year (*Kurang dari 1 atahun*)
    B. 1-2 years (*1 – 2 Tahun*)
    C. 3-5 years (*3-5 Tahun*)
    D. 5-10 years (*5 – 10 Tahun*)
    E. You can't learn a language in 1 hour a day (*Kamu tidak bisa belajar bahasa Inggris dalam 1 jam sehari*)

12. Learning English as a foreign language is mostly a matter of learning a lot of new vocabulary words.
    (*Mempelajari bahasa asing sebagian besar adalah mempelajari banyak kosakata baru*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

13. It is important to repeat and practice a lot.
    (*Penting untuk mengulang dan banyak berlatih*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

14. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.
    (*Jika Anda dibiarkan melakukan kesalahan di awal, akan sulit untuk menghilangkannya di kemudian hari*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

15. Learning English as a foreign language is mostly a matter of learning a lot of grammar rules.
    (*Mempelajari bahasa asing sebagian besar adalah masalah mempelajari banyak aturan tata bahasa*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

16. It's important to practice in language laboratory
    (*Penting untuk berlatih di laboratorium bahasa*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

17. Women are better than men at learning English as foreign languages
(*Wanita lebih baik daripada pria dalam belajar bahasa asing*)
A. Strongly Disagree (*Sangat tidak Setuju*)
B. Disagree (*Tidak Setuju*)
C. Neither Agree nor Disagree (*Netral*)
D. Agree (*Setuju*)
E. Strongly Agree (*Sangat Setuju*)

18. It is easier to speak than to understand a English as foreign language.
(*Berbicara lebih mudah daripada memahami bahasa asing*)
A. Strongly Disagree (*Sangat tidak Setuju*)
B. Disagree (*Tidak Setuju*)
C. Neither Agree nor Disagree (*Netral*)
D. Agree (*Setuju*)
E. Strongly Agree (*Sangat Setuju*)

19. Learning English as a foreign language is different from learning other school subjects.
(*Mempelajari bahasa asing berbeda dengan mempelajari mata pelajaran sekolah lainnya*)
A. Strongly Disagree (*Sangat tidak Setuju*)
B. Disagree (*Tidak Setuju*)
C. Neither Agree nor Disagree (*Netral*)
D. Agree (*Setuju*)
E. Strongly Agree (*Sangat Setuju*)

20. Learning another language is matter of translating from English
(*Mempelajari bahasa lain adalah masalah menerjemahkan dari bahasa Inggris*)
A. Strongly Disagree (*Sangat tidak Setuju*)
B. Disagree (*Tidak Setuju*)
C. Neither Agree nor Disagree (*Netral*)
D. Agree (*Setuju*)
E. Strongly Agree (*Sangat Setuju*)

21. If students learn to speak this language very well, it will help me get a good job.
(*Jika siswa belajar berbicara bahasa ini dengan sangat baik, itu akan membantu saya mendapatkan pekerjaan yang baik*)
A. Strongly Disagree (*Sangat tidak Setuju*)
B. Disagree (*Tidak Setuju*)
C. Neither Agree nor Disagree (*Netral*)
D. Agree (*Setuju*)
E. Strongly Agree (*Sangat Setuju*)

22. It is easier to read and write this language than to speak and understand it.
(*Lebih mudah membaca dan menulis bahasa ini daripada berbicara dan memahaminya*)
A. Strongly Disagree (*Sangat tidak Setuju*)
B. Disagree (*Tidak Setuju*)
C. Neither Agree nor Disagree (*Netral*)
D. Agree (*Setuju*)
E. Strongly Agree (*Sangat Setuju*)

23. People who are good at math and science are not good at learning English as a foreign languages.
    (*Orang yang pandai matematika dan sains tidak pandai belajar bahasa asing*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

24. Americans think that it is important to speak a foreign language
    (*Orang Amerika berpikir bahwa penting untuk berbicara bahasa asing*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

25. People who speak more that one language well are very intelligent
    (*Orang yang berbicara lebih dari satu bahasa dengan baik sangat cerdas*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

26. Americans are good at learning foreign languages
    (*Orang Amerika pandai belajar bahasa asing*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

27. Everyone can learn to speak English as a foreign language
    (*Setiap orang dapat belajar berbicara bahasa asing*)
    A. Strongly Disagree (*Sangat tidak Setuju*)
    B. Disagree (*Tidak Setuju*)
    C. Neither Agree nor Disagree (*Netral*)
    D. Agree (*Setuju*)
    E. Strongly Agree (*Sangat Setuju*)

Interview Guidelines

Project: **Exploring Teachers' Beliefs on English as a Foreign Language Learning**

Date & Time   :

Interviewee   :

Place   :

The present study sought to understand the belief about English language learning of English teachers in MA AL-IHSAN BOARDING SCHOOL. A semi structured interview based on Horwitz's (1988) BALLI was used to assess the teachers' beliefs. Questions about individual background and teachers' perception towards themselves, in terms of confidence and grit in learning, are also explored to support the information. Descriptive analysis and coding procedure are used to analyze the information. The data will be collected through a semi-structured interview which will be recorded and only used for the research purposes. There are no right or wrong answers, or desirable or undesirable answers. I would like you to feel comfortable saying what you really think and how you really fell. This conversation will be recorded and everything you say will remain confidential.

Questions:

1. Would you like to introduce little bit about yourself?

2. How long have you been teaching English?

3. What was your experience with English prior to taking this subject?

4. Do you think, It is easier for children than adults to learn a foreign language, why?

5. Do you think, It is easier for someone who already learned a foreign language to learn another one?

6. Do you agree that people who are good at mathematics or science are not good at learning foreign languages?

7. How do you see yourself in learning foreign language, do you have a special ability for that?

8. Women are better than men at learning foreign languages. What do you think about that?

9. What kind of difficulties do you usually face during English learning?

10. Do you believe that you will able to speak English very well? In scale 1 to 10 how would you rate your English?

11. If someone spent one hour a day learning a language, how long would it take them to speak the language very well?

12. Which one do you think easier to read and listen English than to speak and write ?

13. Will you say anything in English until you can say it correctly?

14. Do you enjoy practicing English with the native whenever you meet them? or you feel nervous?

15. Do you usually guess a word if you don't know a word in English?

16. Do you agree if beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on?

17. Do you have your own way/style of learning that can get better understanding?

18. How do you deal with mistake in learning?

19. Do you learn certain tips that help to keep conversations going?

20. Are you kind of people who study much in one time or little but consistent day by day?

Concept	Question number
Beliefs about foreign language aptitude	1. Would you like to introduce little bit about yourself? 2. How someone should begin learning English? 3. When someone should begin learning English ? 4. Which is gender perceived to be a better English language learners? Woman or man ? Why ? 5. How do you think about natural ability of someone to learn a foreign language especially in English ?
Beliefs about the difficulty of language learning	6. What do you think about learning English ? Is it difficult or not ? what are the difficulties ? why it is difficulties ? 7. Do you think, it easier for someone who already learned a foreign language (English) to learn another one ? 8. If someone spent one hour a day learning a language, how long in your mind would it take to learn the English language very well?
Learning and communication strategies.	9. Do you usually guess a word if you don't know a word in English ? 10. How do you deal with mistake in learning? 11. Do you think, it's important to repeat and practice English a lot? 12. Do you think. It's important to practices English in language laboratory? Why ?
Beliefs about the nature of language	13. What do you think about its necessary to know the foreign culture in order to learn a foreign language especially in English learning ? Why? 14. How important to translating of learning foreign language especially in English ? 15. Which one language component do you think its important to learn in English? Why ? 16. Which one language skill do you think its important to learn in English? Why ?
Beliefs about motivation and expectation	17. How important someone's personality to learn English as a foreign language ? 18. How about your plan to use the English you have learned? 19. In your mind, how understanding and using English will hopefully affect your life or career ? 20. How do you plan to maintain your motivation and persistence in learning English in the long term?

1. Apakah Anda ingin memperkenalkan sedikit tentang diri Anda?

2. Bagaimana seharusnya seseorang mulai belajar bahasa Inggris?

3. Kapan seseorang harus mulai belajar bahasa Inggris?

4. Gender mana yang dianggap sebagai pembelajar bahasa Inggris yang lebih baik? Wanita atau pria? Mengapa?

5. Bagaimana pendapat Anda tentang kemampuan alami seseorang untuk belajar bahasa asing, khususnya bahasa Inggris?

6. Apa pendapat Anda tentang belajar bahasa Inggris? Apakah sulit atau tidak? apa saja kesulitannya? kenapa sulit?

7. Apakah menurut Anda lebih mudah bagi seseorang yang sudah belajar bahasa asing (Inggris) untuk mempelajari bahasa lain?

8. Jika seseorang menghabiskan satu jam sehari untuk belajar bahasa, berapa lama waktu yang Anda pikirkan untuk belajar bahasa Inggris dengan baik?

9. Apakah Anda biasanya menebak sebuah kata jika Anda tidak tahu satu kata pun dalam bahasa Inggris?

10. Bagaimana cara anda mengatasi kesalahan dalam belajar?

11. Apakah menurut Anda penting untuk mengulang dan banyak berlatih bahasa Inggris?

12. Menurut Anda. Pentingkah berlatih bahasa Inggris di laboratorium bahasa? Mengapa?

13. Apa pendapat Anda tentang perlunya mengetahui budaya asing untuk belajar bahasa asing terutama dalam belajar bahasa Inggris? Mengapa?

14. Seberapa penting menerjemahkan pembelajaran bahasa asing khususnya bahasa Inggris?

15. Komponen bahasa mana yang menurut Anda penting untuk dipelajari dalam bahasa Inggris? Mengapa?

16. Keterampilan bahasa apa yang menurut Anda penting untuk dipelajari dalam bahasa Inggris? Mengapa?

17. Seberapa penting kepribadian seseorang untuk mempelajari bahasa Inggris sebagai bahasa asing?

18. Bagaimana dengan rencana Anda untuk menggunakan bahasa Inggris yang telah Anda pelajari?

19. Menurut Anda, bagaimana pemahaman dan penggunaan bahasa Inggris diharapkan dapat memengaruhi kehidupan atau karier Anda?

20. Bagaimana rencana Anda untuk mempertahankan motivasi dan kegigihan Anda dalam belajar bahasa Inggris dalam jangka panjang?

NO Item	Sangat Setuju		Setuju		Netral		Tidak Setuju		Sangat Tidak Setuju		Jumlah	
	F	%	F	%	F	%	F	%	F	%	F	%
1	0	0,0%	2	66,7%	1	33,3%	0	0,0%	0	0,0%	3	100
2	0	0,0%	2	66,7%	1	33,3%	0	0,0%	0	0,0%	3	100
3	1	33,3%	2	66,7%	0	0,0%	0	0,0%	0	0,0%	3	100
4	0	0,0%	3	100,0%	0	0,0%	0	0,0%	0	0,0%	3	100
5	0	0,0%	3	100,0%	0	0,0%	0	0,0%	0	0,0%	3	100
6	1	33,3%	2	66,7%	0	0,0%	0	0,0%	0	0,0%	3	100
7	1	33,3%	0	0,0%	0	0,0%	1	33,3%	1	33,3%	3	100
8	0	0,0%	2	66,7%	1	33,3%	0	0,0%	0	0,0%	3	100
9	1	33,3%	2	66,7%	0	0,0%	0	0,0%	0	0,0%	3	100
10	0	0,0%	2	66,7%	1	33,3%	0	0,0%	0	0,0%	3	100
11	1	33,3%	0	0,0%	1	33,3%	1	33,3%	0	0,0%	3	100
12	1	33,3%	2	66,7%	0	0,0%	0	0,0%	0	0,0%	3	100
13	3	100,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	3	100
14	2	66,7%	0	0,0%	0	0,0%	1	33,3%	0	0,0%	3	100
15	0	0,0%	1	33,3%	1	33,3%	1	33,3%	0	0,0%	3	100
16	0	0,0%	1	33,3%	1	33,3%	1	33,3%	0	0,0%	3	100
17	0	0,0%	0	0,0%	1	33,3%	1	33,3%	1	33,3%	3	100
18	0	0,0%	3	100,0%	0	0,0%	0	0,0%	0	0,0%	3	100
19	0	0,0%	3	100,0%	0	0,0%	0	0,0%	0	0,0%	3	100
20	0	0,0%	0	0,0%	2	66,7%	1	33,3%	0	0,0%	3	100
21	0	0,0%	2	66,7%	1	33,3%	0	0,0%	0	0,0%	3	100
22	0	0,0%	2	66,7%	0	0,0%	1	33,3%	0	0,0%	3	100
23	0	0,0%	0	0,0%	1	33,3%	1	33,3%	1	33,3%	3	100
24	0	0,0%	2	66,7%	1	33,3%	0	0,0%	0	0,0%	3	100
25	1	33,3%	2	66,7%	0	0,0%	0	0,0%	0	0,0%	3	100
26	1	33,3%	1	33,3%	1	33,3%	0	0,0%	0	0,0%	3	100
27	2	66,7%	1	33,3%	0	0,0%	0	0,0%	0	0,0%	3	100
Jumlah	6		18		9		7		2		42	1400

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: https/pasca.uin-suska.ac.id Email : pasca@uin-suska.ac.id

Nomor   : S-1237/Un.04/Ps/PP.00.9/03/2023   Pekanbaru,29 Maret 2023
Lamp.   : 1 berkas
Perihal   : Penunjukan Pembimbing I dan
               Pembimbing II Tesis Kandidat Magister

Kepada Yth.
1. Dr. Bukhori. S. Pd. I. M. Pd (Pembimbing Utama)
2. Dr. Kalayo Hasibuan. M. TESOL (Pembimbing Pendamping)
di

       Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	:	Winda okti Sahfira
NIM	:	22190124154
Program Pendidikan	:	Magister/Strata Dua (S2)
Program Studi	:	Pendidikan Agama Islam
Semester	:	IV (Empat)
Judul Tesis	:	English Teacher's Beliefs in Languange Learning And Taaching English As A Foreign Languange: A Case Study At An Islamic Boarding School In Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:
1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,

Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: https//pasca.uin-suska.ac.id Email : pasca@uin-suska.ac.id

Nomor   : B-1637/Un.04/Ps/HM.01/05/2023   Pekanbaru, 24 Mei 2023
Lamp.   : 1 berkas
Hal   : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan
Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama   : Winda Okti Sahfira
NIM   : 22190124154
Program Studi   : Pendidikan Agama Islam S2
Semester/Tahun   : IV (Empat) / 2023
Judul Tesis/Disertasi : Teachers' Beliefs about English Learning as
                        A Foreign Language: A Case English
                        Teachers of an Islamic Boarding School In
                        Pekanbaru

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang
diperlukannya dari AL-IHSAN BOARDING SCHOOL RIAU

Waktu Penelitian: 3 Bulan (24 Mei 2023 s.d 24 Agustus 2023)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Kuasa Direktur,

Dr. Hj. Zaitun, M.Ag
NIP. 19700121 199703 100 3

Tembusan:
Yth. Rektor UIN Suska Riau

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 P E K A N B A R U
Email : dpmptsp@riau.go.id

REKOMENDASI
Nomor : 503/DPMPTSP/NON IZIN-RISET/56865
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-1637/Un.04/Ps/HM.01/05/2023 Tanggal 24 Mei 2023**, dengan ini memberikan rekomendasi kepada:

1. Nama : **WINDA OKTI SAHFIRA**
2. NIM / KTP : 22190124154
3. Program Studi : PENDIDIKAN AGAMA ISLAM
4. Konsentrasi : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S2
6. Judul Penelitian : **TEACHERS BELIEFS ABOUT ENGLISH LEARNING AS A FOREIGN LANGUAGE: A CASE OF ENGLISH TEACHERS OF MA AL- IHSAN BOARDING SCHOOL RIAU**
7. Lokasi Penelitian : MA AL- IHSAN BOARDING SCHOOL RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 5 Juni 2023

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU
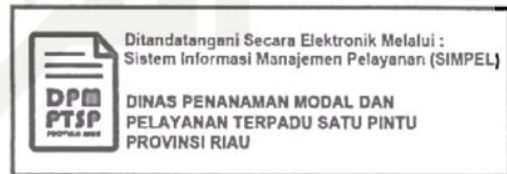
Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
   Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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PEMERINTAH KABUPATEN KAMPAR

BADAN KESATUAN BANGSA DAN POLITIK

JALAN H. R SOEBRANTAS NOMOR....... TELP. (0762) 20146

B A N G K I N A N G

Kode Pos : 28412

R E K O M E N D A S I

Nomor : 071/BKBP/2023/345

T e n t a n g

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca surat Kepala Dinas Penanaman Modal dan Pelayan Terpadu Satu Pintu Nomor : B-1637/Un.04/Ps/HM.01/05/2023 Tanggal 24 Mei 2023, dengan ini memberi Rekomendasi /Izin Penelitian kepada :

1.	N a m a	:	**WINDA OKTI SAHFIRA**
2.	NIM	:	22190124154
3.	Universitas	:	UIN SUSKA RIAU
4.	Program Studi	:	PENDIDIKAN AGAMA ISLAM
5.	Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
6.	Jenjang	:	S2
7.	Alamat	:	PEKANBARU
8.	Judul Penelitian	:	**TEACHERS BELIEFS ABOUT ENGLISH LEARNING AS A FOREIGN LANGUANGE: A CASE OF ENGLISH TEACHERS OF MA AL-IHSAN BOARDING SCHOOL RIAU**
9.	Lokasi	:	MA-AL IHSAN BOARDING SCHOOL RIAU

Dengan ketentuan sebagai berikut :

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pra riset dan pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
pada tanggal 05 Juni 2023

a.n. **KEPALA BADAN KESBANGPOL KAB. KAMPAR**
Kepala Bidang idiologi, wawasan kebangsaan
dan karakter Bangsa

ONNITA, SE
Pembina (IV/a)
NIP. 19661009 198803 2 003

Rekomendasi ini disampaikan Kepada Yth;
1. Kepala Pesantren Ma-Al Ihsan Boarding School Riau.
2. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru.
3. Yang Bersangkutan.

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معهد الإحسان
Yayasan Wakaf Al-Ihsan Riau
Madrasah Aliyah
Al-Ihsan Boarding School
Jl. Pesantren RT.03 / RW.04, Dusun IV, Desa Kubang Jaya
Kec. Siak Hulu, Kab. Kampar - Riau 28452

SURAT KETERANGAN
Nomor : 415/Sket/E/KEPMAD/MA-IBS/VI/2023

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Al-Ihsan Boarding School (IBS) Riau :

Nama : WAHIDUSSOMAD, Lc.M.Sy

NIPTK : 1410176

Jabatan : Kepala Madrasah

Instansi : MA Al-Ihsan Boarding School

Dengan ini menerangkan bahwa:

Nama : WINDA OKTI SAHFIRA

NIM : 22190124154

Program Studi : Pendidikan Agam Islam

Konsentrasi : Pendidikan Bahasa Inggris

Bahwa yang bersangkutan telah melakukan Penelitian di MAS Al-Ihsan Boarding School (IBS) Riau pada tanggal 14 Juni 2023, dengan Judul **"TEACHERS BELIEFS ABOUT ENGLISH LEARNING AS A FOREGN LANGUAGE : A CASE OF ENGLISH TEACHERS OF MA AL-IHSAN BOARDING SCHOOL RIAU"** .

Demikian surat keterangan ini dibuat dan apabila dikemudian hari terdapat kekeliruan dalam surat keterangan ini, maka akan diadakan perubahan sebagaimana mestinya.

Siak Hulu, 15 Juni 2023
Kepala Madrasah Aliyah
Al-Ihsan Boarding School

WAHIDUSSOMAD, Lc.M.Sy
NIPTK. 1410176

No.	Tanggal	Materi	Paraf Pembimbing / Keterangan
1.	25/5 2023	1) Focus of the problem and about learning objective of curriculum. 2) Theory of Learning in chapter II	
2.	31/5 2023	1) Research Instrument - Questionnaire.	
3.	6/6 2023	- Chapter III - Theory of learning	
4.	23/6	- chapter IV - related with theory in RQ 2. - Approved	
5.			
6.			

Pekanbaru, 23 Juni 2023

Pembimbing II / Co Promotor*

Catatan:
*Coret yang tidak perlu

No.	Tanggal	Materi	Paraf Pembimbing / Keterangan
1.	15/5 2023	1) Research Focus and Instrument.	
2.	22/5 2023	1) Chapter 1 & 2 2) Instrument (Questionnaire)	
3.	05/6/2023	1) Conceptual Framework.	
4.	19/6 2023	1) chapter IV 2) Transcript Interview with category	
5.	23/06-23	Approved	
6.			

Pekanbaru, ...20....

Pembimbing I / Promotor*

Catatan:
*Coret yang tidak perlu

DOCUMENTATION OF INTERVIEW

DOCUMENTATION OF SHARE QUESTIONNAIRE

KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Winda Okti Sahfira
NIM : 22190124154
PRODI : PAI
KONSENTRASI : PBI

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1.	Selasa /14/3/23	Implementasi Kurikulum Terpadu Dalam Pembelajaran Pendidikan Agama Islam Disekolah Dasar Islam Terpadu kecamatan Mandau kabupaten Bengkalis	Sri muharni 22290120009	
2.	Selasa /14/3/23	Pengaruh Pengelolaan kelas Terhadap Minat dan Prestasi Belajar Siswa pd mapel PAI Di Sekolah Dasar Negeri 21 Mandau	Fifi nrianti 22290120009	
3.	Selasa /14/3/23	Perspektif Implementasi Pendidikan Akhlak Dalam kitab Tahdzib Al Akhlaq karya Ibnu Miskawaih & Relevansrya Dlm Proses Pendidikan Di Sekolah	jumari, S.Ag 22290110034	
4.	Selasa /14/3/23	Konsep Akhlaq Dalam Tafsir Buya Hamka & Relevansinya Dalam Pembentukan Pendidikan karakter.	Irman Novjardi 22290110051	

Pekanbaru, 14 Maret 2023
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB 1. Kartu ini dibawa setiap kali mengikuti ujian.
2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal, thesis dan disertasi
3. Sebagai syarat ujian Proposal, tesis dan Disertasi

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KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs. (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Winda Okti Sahfira
NIM : 22190124154
PRODI : PAI
KONSENTRASI : PBI

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	Senin / 6-3-23	Efektivitas metode langsung dgn menggunakan	Ahmad	
2		gerak tangan dalam meningkat maharah	Dimsah	
3		kalam kelas VII SMP IT AL-ANDALAS	Nasution	
4		Pekanbaru		
5				
6	Senin / 6-3-23	Manejemen Pembelajaran Bahasa Arab di	Mandri Saputra	
7		Pondok Pesantren Syafa'aturrasul kuantan	Rustin	
8		Singingi		
9				
10	Senin / 6-3-23	Desain media gambar bahasa Arab dgn	Febriansyah	
11		Pendekatan kontekstual untuk siswa kelas	Herma	
12		1 di sekolah dasar As-Shofa tembilah		
13		Riau.		
14				
15				

Pekanbaru, 6 Maret 2023
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB 1. Kartu ini dibawa setiap kali mengikuti ujian.
2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal Tesis
3. Sebagai syarat ujian Proposal dan tesis

CURRICULUM VITAE

PERSONAL INFORMATION...

Full Name	**Winda Okti Sahfira**
Sex	**Female**
Place, Date of Birth	**Air Molek, Oktober 6th, 1996**
Nationality	**Indonesia**
Religion	**Moslem**
Kota	**Pekanbaru**
Mobile	**0852-2474-7983**
Email	**windasahvira@gmail.com**

EDUCATIONAL BACKGROUND..

2021-Present	**Post Graduate Program State Islamic University of Sultan Syarif Kasim, Riau, Indonesia**
2015-2019	**State Islamic University of Sultan Syarif Kasim, Riau, Indonesia**
2012-2015	**State Senior High School 1 Pasir Penyu, Indragiri Hulu Regency, Riau, Indonesia**
2009-2012	**State Junior High School 1 Pasir Penyu, Indragiri HuluRegency, Riau, Indonesia**
2003-2009	**State Elementary School 012 Candirejo, Indragiri Hulu Regency, Riau, Indonesia**

ORGANISATIONAL AND COMMUNITY INVOLVEMENT..

2018-Present	**Member of Students Association of Kempas distric, Indragiri Hilir Regency, Riau, indonesia**
2016-Present	**Member of Students Association Senior High School 1 Pasir Penyu, Pekanbaru, Riau, Indonesia**

2016-Present	Member of English Learning Community Pekanbaru, Riau,Indonesia
2016-2018	Secretary of Students Association of English Education Department
2016-2017	Member of Saeed Debate House, Pekanbaru, Riau, Indonesia

UIN SUSKA RIAU

مركز تطوير اللغات لجامعة سلطان شريف قاسم الإسلامية الحكومية رياو

CENTER FOR LANGUAGE DEVELOPMENT

State Islamic University of Sultan Syarif Kasim Riau

CERTIFICATE OF ACHIEVEMENT

WINDA OKTI SAHFIRA

achieved the following scores on the

TOEFL *Prediction* Test

Listening Comprehension	:	50
Structure & Written Expressions	:	54
Reading Comprehension	:	56
Overall Score		**: 531**

Expired Date: *March 05, 2025*

Date of Birth: October 06, 1996
Students Number: 22190124154
Sex: Female
Test Form: Online Test
Date of Test: March 05, 2023

Promadi, Ph.D
Reg. No. 19640827 199103 1 009
The Director of Center for Language Development

TOEFL Prediction Test® Certificate is provided by
*Center for Language Development of State Islamic University of
Sultan Syarif Kasim Riau. The score and information presenr=ted
in this score report are approved.*
Address: Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28124
WA: +6281261656566
Email: pb@uin-suska.ac.id
Website : www. pb.uinsuska.ac.id
BRONZE : 04.04.2708.02.1.000422

UIN SUSKA RIAU
PUSAT PENGEMBANGAN BAHASA

UIN SUSKA RIAU

UIN SUSKA RIAU

CENTER FOR LANGUAGE DEVELOPMENT
State Islamic University of Sultan Syarif Kasim Riau

مركز تطوير اللغات لجامعة سلطان شريف قاسم الإسلامية الحكومية رياو

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UIN SUSKA RIAU
PUSAT PENGEMBANGAN BAHASA

CERTIFICATE OF ACHIEVEMENT

This is to certify that

WINDA OKTI SAHFIRA

achieved the following scores on the

TOAFL *Prediction Test*
(Test of Arabic as a Foreign Language)

Listening Comprehension : 50
Structure & Written Expressions : 53
Reading Comprehension : 56
Overall Score : **522**

Expired Date : *March 05, 2025*

Date of Birth: October 06, 1996
Students Number: 22190124154
Sex: Female
Test Form: Online Test
Date of Test: March 05, 2023

Promadi, Ph.D
Reg. No. 19640827 199103 1 009
The Director of Center for Language Development

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

Sertifikat

Nomor: B-2355/Un.04/Ps/PP.00.9/04/2023

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama	:	Winda Okti Sahfira
NIM	:	22190124154
Judul	:	Teachers' Beliefs About English Learning As A Foreign Language: A Case Of English Teachers Of MA Al Ihsan Boarding School Riau

Telah dilakukan uji Turnitin dan dinyatakan lulus cek plagiasi Tesis Sebesar (24%) di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.

Pekanbaru, 26 Juni 2023
Pemeriksa Turnitin Pascasarjana

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Mengetahui
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