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TEACHERS' PEDAGOGICAL BELIEFS, KNOWLEDGE AND CLASSROOM TEACHING PRACTICE: A CASE STUDY OF FOUR TEACHERS IN SMAN 5 CIMAHI

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Abstract

This study explores the teachers' pedagogical beliefs, knowledge and teaching approaches to EFL instructions. The study is done to answer the questions: First, what are the common pedagogical beliefs do teachers have regarding their approaches to EFL instructions? second, what ways do their pedagogical beliefs match with their teaching practices in the classroom? This study adopts qualitative reserach design. The study is conducted in SMAN 5 Cimahi, and four teachers of English subject as participants. Close-ended and open-ended Questionnaire, are used to describe teachers' pedagogical beliefs and how the beliefs are practiced in the actual classroom teaching practices. The result reveals that teachers have common beliefs regarding the conception of teaching and learning English as a foreign language. This study also finds that Language learning aptitude, difficulty of language learning, nature of language learning, language learning and communication strategies, and language learning and motivation varies among the teachers. A variation of approaches to EFL instructions are found in the ways the teachers translate their beliefs in the teaching practices. This study is hoped to be significant for both theoretical and practical considerations in Indonesian EFL context.

Keywords: *belief, approaches, strategies, EFL class*

INTRODUCTION

In relation to the understanding of teachers' profesional development, the investigation of teachers' beliefs and cognition has become an increasing interest in ESL/EFL education research over the past couple decades. The exploration how ESL/EFL teachers became language teachers, what teaching beliefs they have as language teachers, how they construct/ reconstruct their teaching beliefs, how they apply their teaching beliefs to teaching practices helps us understand not only teachers' profesional development but also what is going on in the classroom. Studying teachers' belief are important as these belief can influence the nature of language teaching practices, roles of teachers, and relationship with students (Richard, 1998 in Floris, 2013). Teacher belief will also influence acceptance and uptake of new approaches techniques and activities. Furthermore, Chapman (2001) states that teachers' belief have a high impact on students' beliefs.

Several studies have been conducted to investigate language teachers' belief and classrom teaching practice. A number of researchers have argued that not only do language teachers' belief influence their practice, but their beliefs also help shape the nature of the classroom interaction (Johnson, 1992). He also investigated beliefs of thirty ESL teachers and found that teachers literacy instruction was consistent with their belief.

The next study conducted by Florish (2012) who revealed that the students still prefer native speaker to teach speaking classes and prefer to use materials published in inner circle countries. Concerning the language used in the classroom, it was found that all students use Indonesian and English in their speaking and grammar classes. Similarly, Zacharias (2012) highlighted the importance of English in Indonesia in which English was viewed as a door to better employment and higher social status and also as requirement imposed by the globalization era, preference for teaching materials from English speaking countries, native speaker were more suitable in teaching English, the role of students' mother tongue and culture in language teaching.

Holt Reynolds (1992) showed that teachers beliefs about teaching and learning may be powerfully influenced by teachers' own experiences as learners and are well established by the time teachers go to university. Further study is conducted by Dobson and Dobson (1983) and Pearson (1985), they found that teachers' belief about teaching and learning are, at the same time, not always reflected in what teachers' do in the classroom practices.

Two research questions are used as the framework of the collection and analysis of the data in this study:

1. What are the common the pedagogical beliefs do the teachers have regarding the approaches to EFL instruction as their classroom teaching practice?
2. In what ways do their pedagogical beliefs match with their teaching practice in the classroom?

LITERATURE REVIEW

This section discusses the notion of teachers' beliefs and knowledge, and teachers' pedagogical beliefs about language learning

The Notion of Teachers' Beliefs and Knowledge

Teachers' beliefs is defined differently by scholars. Pajares (1992) define it as attitudes and values about teaching, students, and the educational process. Belief refers to a proposition which may be consciously or uncsciously held, is evaluative in that it is accepted as true by individual, and is therefore imbued with emotive commitment (Borg, 2001: 186 in Vries, et al, 2012). In terms of the notion of belief, Dilts (1999 in Zacharias, 2003) also defines belief as judgements and evaluations that people make about themselves, about others and about the world around them. Besides, belief about language learning also can be viewed as a component of metacognitive knowledge, which include all that individuals understand about themselves as learner and thinkers, including their goals and needs (Flavell, 1987 cited in Bernat and Gvozdenko, 2005; Wenden, 1999). Beliefs about language learning were also defined as 'opinions on variety of issues and controversies related to language learning (Horwitz, 1987 in Fujiwara, 2011).

In addition, the term knowledge is a form of personal knowledge consisting of implicit assumptions about students, learning, classroom and subject matter to be taught (Kagan, 1992). It also refers to knowledge about learning difficulties, subject matter and teaching strategies (Verloop, 2001).

Teachers' pedagogical beliefs about language learning

This section discusses five main parts of teachers' pedagogical belief about language learning. They are: beliefs about foreign language aptitude, belief about difficulty of language

learning, belief about the nature of language learning, belief about learning and communication strategies, belief about language learning and motivation.

Teachers' belief about Foreign Language Learning Aptitude

Aptitude is a general ability to learn language (Nunan, 1999), everyone could acquire foreign language (Johnson, 2001). In addition, several studies had shown that intelligency may be more strongly related certain kinds of second or foreign language abilities and that intelligency seemed to be a strong factor when it comes to learning languages in classroom, particularly if the instruction is formal (Ganeese, 1976). Language aptitude is the rate at which person at secondary school, university and adult level will successfully master a foreign language (Carol, 1973 in Johnshon, 2001).

A number of studies had discussed whether the beliefs that some people have special abilités to learn language has effect on language learning and teachers' beliefs. EFL teacher with their beliefs in teaching the language may influence the learners experience in language learning (Barcelos, 2000 in Susanti, 2015). Nevertheless, Horwitz (1985 cited in Vibuphol, 2004) claimed that teachers who believe that some people posses a special ability to learn a foreign language and some do not are likely to have negative expectations about students. Similarly, Puchta (1999) asserts that teachers expectations about students achievement may influence their interaction with the students. Teachers are likely to get more interaction both verbally and non-verbally with students who are perceived as high proficient students than the students who are believed to be the low proficient. Thus, understanding the belief about foreign language learning aptitude help teachers to adjust their role in the classroom.

Teachers' Belief about the Difficulty of Language Learning

The belief about difficulty of language learning are the views that some languages are easier to learn than other languages. It is easier to speak than to understand a foreign language, and it is easier to read and write English than to speak and understand it.

In addition, beliefs about the difficulty of language learning were found to associate with language achievement. Learners who perceived the target language that they were learning as an easy language tend to do better than those who believed that they were dealing with difficult task (Mori, 1999).

Further, Horwitz (1987) said that an underestimation of difficulty of the target language will not lead to any positive consequences. She also argued that learners' judgement about language difficulty affect their expectation for and time commitment to language learning; Therefore, learners' who underestimate the difficulty of their target language and believe that they are learning an easy language but cannot make as much progress as they expected can be discouraged and may withdraw from their learning. Besides, teachers who underestimate the difficulty of the language they are teaching may have false expectations about students' progress, which can lead to a negative reaction toward some students (Horwitz, 1985). She further elaborated that teachers who view the language they are teaching as an easy language may become frustrated with the students who cannot perform as well as they expected at a particular time.

Teachers' Belief about the Nature of Language Learning

The studies on teachers' beliefs about the nature of language learning are generally talk about the language and its culture, the importance of learning vocabulary and grammar, and the

environment of language. Another aspect involved in the issue of belief about the nature of language learning is that learning a language is different than learning other academic subjects. In line with the beliefs of vocabulary learning and beliefs about grammar instruction, Horwitz (1987) claimed that learners who reported beliefs about the importance of vocabulary and grammar in language learning risk negative effects. She claimed that learners who possess these beliefs may spend a lot of time memorizing vocabulary list and grammar rules at the expense of other language learning practices. In addition, in terms of English teachers' attitudes to language work, Chandler (1988) found that the teacher main source of grammatical knowledge was their own language learning experience at school. Hence, they used outdated method in teaching grammar. Peacock (2001) also reported that there is a significant negative relationship between belief about learning grammar and English proficiency, and the belief about learning vocabulary is negatively correlated with English proficiency.

Nevertheless, Wen and Johnson (1977 in Vibulphol, 2004) suggested the positive effect of vocabularies learning strategies on English scores. Learners who reported practiced vocabulary learning strategies tend to have higher English scores than those who did not.

Teachers' belief about Language learning and Communication Strategies

Belief about learning and communication strategies includes beliefs about correct pronunciation and beliefs about one's own self confidence in speaking English, the importance of practice the language, and the tolerance for errors in speaking. For belief about correct pronunciation, Horwitz (1987) claimed that learners who report these beliefs may not be receptive to concept of communicative approaches to language learning. Similarly, Horwitz (1989) asserted that learners who are concerned about correctness in their performance in language learning but do not have an ability to meet their own expectation are likely to experience anxiety.

In short, some beliefs about learning and communication strategies may undermines learners' success in second or foreign language learning by misleading the learners' expectation on their own language learning, inhibiting their attempts, raising their anxiety, limiting their perceptions about new approaches to language learning, and reducing their use of the target language (Vipulphol, 2004).

Teachers' beliefs about Language Learning and Motivation

Teachers' motivation will not only benefit the teachers themselves, but will also contribute to their future students' success. Since the teachers have positive perceptions about the values of English learning, their enthusiasm in learning English may be shared with their students in class, and in turn enhance their students' motivation. Teachers can help enhance students' motivation in second language learning by showing the students that they themselves see the importance of the second language learning as a meaningful experience that produces satisfaction and enriches their life (Dornyei, 1994 in Susanti, 2015).

Moreover, teachers need to design and use instruction to develop students' motivation which can influence the students' motivation for language learning activities (Kamarul, et al, 2009). Furthermore, belief about learning and motivation as well as the interaction between teachers and students may provide implications in variety of areas for educators. It will enable teachers to provide different strategies to students, find ways to motivate students to learn and engage them in active learning, and to understand their students' learning strategies (Mattarima & Hamdan, 2011).

METHODS

This study adopted a qualitative approach as it involved the collection and qualitative data analysis. This study belongs to a case study because it focused on a particular phenomenon, situation or event within its real life context (Merriam, 1998:29; Frankel and Wallen, 2007; Silverman, 2005) and concern on “a small scale and a single case” (Bogdan and Biklen, 1998). A single case of this study referred to the issue of teachers’ beliefs, knowledge and classroom teaching practices. The participants in this research are four teachers who are EFL teachers of SMAN 5 Cimahi. Those three teachers are chosen by purposive sampling that they have been teaching for fifteen years until twenty five years. This study uses close-ended checklist questionnaire and open-ended questionnaire for collecting data.

The questionnaire used in this study was a modified version of beliefs about Language Learning Inventory (BALLI) proposed by Horwitz (1985) to obtain teachers’ beliefs on the teaching English as foreign language in the classroom. The BALLI version for foreign language teachers consisted of 28 Likert-scale items with scales ranging from strongly agree to strongly disagree. The questionnaire consists of two main parts. Part one is 28 close -ended ckecklist questionnaire which described teachers’ beliefs about language learning and devided into five areas: (1) foreign language aptitude, (2) the difficulty of language learning, (3) the nature of language learning, and (4) learning and communication strategies and (5) language learning and motivation and 6 open-ended questionnaire in order to konw teachers’ understanding and how they implemented teaching English as foreign language. Part two is list of statement of teachers’ approaches to EFL practices which reflects teachers’ belief about how English as a second language is learned and how English as foreign language should be taught. The following table is the general description of the questionnaire:

Table 01. General Description of the Questionnaire

Part	Coverage	Total number statement	Statements Distribution in number
I	Bagground Information		
	Belief about Language learning (<i>close-ended checklist questionnaire</i>)		
	Foreign language aptitude	8	1, 2, 4, 8, 9, 13, 19, 20
	The difficulty of language learning	5	3, 16, 21, 27, 28
	The nature of Language learning	5	6, 10, 11, 15, 18
	Learning and communication strategies	5	5, 7, 12, 22, 24
	Language Learning and motivation	5	14, 17, 23, 25, 26
	Teachers’ understanding and the way to implement teaching English as foreign language (<i>Open-ended questionnaire</i>)	6	-
	Total	28	
II	Approaches to EFL teaching Practices		
	Skill-based approach	5	1, 4, 12, 14, 15
	Rules-base approach	6	3, 5, 8, 9, 10, 11
	Functions-based approach	6	2, 6, 7, 13, 16, 17
	Total	17	

The data analysis conducted is guided by the research questions. Starting with the data organized in the table and presented in form of explanation then moved to analysis and the last verifying the conclusion. The checklist questionnaire was analyzed using Likert Scale proposed by Riduwan (2008). All answers item on the close-ended checklist questionnaire were classified and analyzed into percentage. The calculation of the result was changed into the percentage. The statements on the questionnaire were then grouped into five beliefs categories: *beliefs about language learning aptitude, beliefs about difficulty of language learning, beliefs about the nature of language learning, beliefs about learning and communication and beliefs about language learning and motivation*. In line with the five rating Likert-scales used in the questionnaire, the writer adopts the technique proposed by Vipulphol (2004). The five rating scales were consolidated into three groups and were interpreted into: responses ‘1 and 2’ were combined and analysed under the category of ‘disagreement’ which indicated that the respondent disagree with the statement. Responses ‘4 and 5’ were analyzed together under the category of ‘agreement’ which indicated that the respndent agreed with the statement. Response ‘3’ was analyzed in the category of ‘neutral’ which meant that the respondent did not either agree or disagree with the statement (Vibulphol, 2004)

FINDINGS AND DISCUSSION

This section discussed the data finding from close- ended and open-ended questionnaire. The discussion of each section will be focused on two areas related to the research questions, i.e. the common pedagogical beliefs the teachers have regarding the approaches to EFL instruction as their classroom teaching practice and the way teachers’ pedagogical beliefs match with their teaching practice in the classroom.

The Common Pedagogical Beliefs the Teachers have Regarding the Approaches to EFL Instruction as their Classroom Teaching Practice.

This section discussed the teachers’ pedagogical beliefs inventory beliefs about language learning and teachers’ pedagogical beliefs Inventory-approaches to EFL Instruction.

Teachers’ Pedagogical beliefs Inventory_Beliefs about Language Learning

The teachers pedagogical beliefs and belief about language learning in this study were divided into five main parts:

Beliefs about Foreign Language Aptitude

The items in the table below are the items in the questionnaire which fall into category of beliefs of foreign language aptitude.

No	Statements
1	It is easier for children than adult to learn a foreign language.
2	Some people are born with speacial ability which help them learn a foreign language e.g. English
4	People from my country are good at learning foreign languages
8	It is easier for someone who already speaks a foreign language to learn another one
9	People who are good at mathematics or science are not good at learning a foreign language
13	Women are better than man at learning a foreign languages
19	People who speak more than one language well are very intelligent
20	Everyone can learn to speak a foreign language

In general, the participants endorsed that there is an aptitude of foreign language teaching. Majority of the participants (75%) agree with the statements "*some people have special ability to learn a foreign language*" and 25% of them were neutral. With the belief of special ability in a foreign language, a hundred percent agreed that "*everyone can learn to speak a foreign language*". It meant that all participants' beliefs that foreign language aptitude existed. Most of the teacher beliefs that the younger the learner the easier the foreign language is learned. It was found that (75%) teachers being neutral with the statement "*it is easier for children than adults to learn a foreign language*" and (25%) teachers agreed.

About the effect of gender in language learning, the responses to the statement "*Women are better than man at learning a foreign languages*" were varied. Teachers' response were being neutral (50%), (25%) agreed and (25%) disagreed. Seventy five percent of teachers were neutral that people who already speaks a foreign language could learn another language without difficulty. The responses to the statement "*People who speak more than one language well are very intelligent*" varied. A hundred percent responded to this statement in the agree scale. Whereas, fifty percent of respondents were being neutral that "*people who are good at mathematics or science are not good at learning a foreign language*", 25 % agreed and 25 % disagreed.

Regarding the potential in the language learning of Indonesian people, 50 % of the participants were agreed with the statements " Indonesian people are good at learning a foreign language" and (50%) were neutral.

In brief, most teacher in this study reported believing in existense of special ability for language learning and they themselves possed such ability.

Beliefs about the Difficulty of Language Learning

There are five items covered in the questionnaire which fall into the category of belief s about the difficulty of language learning.

No	Statements
3	Some languages are easier to learn than other
16	It is easier to speak than to understand a foreign language
21	It is easier to speak and to write English than to speak and understand it
27	English is : (a) a very difficult language (b) a difficult language (c) a language of medium difficulty (d) an easy language (e) very easy language
28	If someone spent one hour a day learning a language, how long would it take him/her to become fluent? (a) less than a year (b) 1-2 years (c) 3-5 years (d) 5-10 years (e) you can't learn a language in 1 hour a day

In respond to "*some languages are easier than to learn than others*", half of the participants (50%) reported neutral to the statement, 25 % agreed and 25 % disagreed. While regarding to "*it easier to read and write English than to speak and understand it*", seventy five percent teachers' responds were neutral and (25 %) agreed. When asked about the difficulty of English language, 100% rated it as ' medium of difficulty. None of the participants reted English as 'very easy language' or a very difficult language'.

For the questions time commitment for English learning "*if someone spent one hour a day learning a language, how long would it take them to speak the language very well*, the

participants had different ideas. Twenty five percent believed that it would take: less than a year: 25%, 1-2 years: 50%, 3-5 years: 25%.

Briefly, from the result of BALLI items in the category of difficulty in language learning reported that different language had different relative difficulty and they viewed English as medium difficulty. About the difficulty of language skills reported that some language skills are easier than other.

Beliefs about the Nature of Language Learning

No	Statements
6	It is necessary to know English -speaking cultures in order to speak English
10	It is best to learn English in an English-speaking country
11	The most important part of learning a foreign language is learning vocabulary words.
15	The most important part of learning a foreign language is learning the grammar
18	Learning a foreign language is different from learning other school subject

The participants in all studies beliefs reported similar beliefs about the nature of english language learning except learning a foreign language is different from learning other school subject. They believed that is is necessary to know about English speaking countries' culture in order to speak English (75%) and it is best to learn English in an English-speaking country (100%). Concerning to the most important part of learning a foreign language, 75 % agreed that the most important part of learning a foreign language is learning vocabulary and grammar and 25% disagree. While learning a foreign language is different than learning other academic subject, 50 % teachers were neutral and 25 % agreed and disagreed.

Beliefs about Learning and Communication Strategies

No	Statements
5	It is important to speak a foreign language with an excellent pronunciation
7	You should not say anything in the foreign language until you can say it correctly
12	It is important to repeat and practice a lot
17	Language learning invoves a lot of memorization
22	It is important to practice with cassette tapes
24	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on

The majority believe of the participants in the importance of repeat and practice a lot was (100%), excellent pronunciation in speaking was viewed essential in english language communication by 75% of the teachers and 25% of them were neutral. 50% of the participants in the study strongly were disagree with the statement 'You should not say anything in the foreign language until you can say it correctly', while 25% of the participants were agree and neutral. The use of cassette tapes was viewed 'useful' for practising English, 75% of participants enjoyed and 25% did not enjoyed. Regarding the errors students make in English communication, the responses were 75% agreed and 25% neutral. All participants also believed that language learning invoves a lot of memorization, 75% of them accepted and 25% were neutral.

Beliefs about Language Learning and Motivation

No	Statements
14	People in Indonesia believe that it is important to speak English
23	English is useful for students who wish to lead academic life in English-speaking countries in the future

25	Students learn English so that they can get to know English –speaking people better
26	If English is taught and learned well, students will have better opportunities to be good teachers

Majority of the studies reported high motivation for learning. The finding revealed that 100% of teachers in this study believed that it is important to master English. There were three major reasons for students to motivate them to learn English. First, 100% agreed by the statement ‘English is useful for students who wish to lead academic life in English-speaking countries in the future’. Second, students will have better opportunities to be a good teachers if English is taught and learned well (100% agreed). Third, Students learn English so that they can get to know English –speaking people better, 75% agreed while 25% were neutral.

Teachers Pedagogical Beliefs Inventory- Approaches to EFL Instruction

The teachers Pedagogical beliefs and approaches to EFL instruction in this present study were divided into three main parts: skill-based approach, rule based approach and function-based approach. It can be seen that there was varies distribution of approaches used by teachers in their classroom namely 25% skill-based approach, 41,7% rules-based approach, and 20.8% function-based approach. The table below was the distribution of the statement in the approaches.

No	Questionnaire	Statements	Approaches to EFL Instruction	%	
1	1	Language can be taught of as a set of grammatical structures which are learned consiously and controlled by the language leaner.	Skill-based approach		25
2	4	As long as students listen to, practice and remember the language which native speakers use, they are actually learning the language.			
3	12	Language can be describes as a set of behaviours which are mastered through a lot of drill and practice with the language patterns of native speakers.		25	
4	14	Students usually need to master some of the basic listening and speaking skills before they can begin to reade and write			
5	15	It is not necessary to actually teach students how to speak English, they usually begin speak english on their own		100	
6	3	When students make oral errors, it helps to correct them and later teach a short lesson explaining why they made that mistake.	Rules-based approach	25	41.7
7	5	Students generally need to understand the grammatical rules of English in order to become fluent in the language		50	
8	8	If students understand some of the basic grammatical rules of the language they can usually create lots of new sentences on their own.		75	
9	9	Usually it is more important for students to focus on what they are trying to say and not			

		how to say it.			
10	10	If students practice the language patterns of native speakers they can make up new sentences based on those patterns which they have already practiced.		25	
11	11	It is important to provide clear, frequent, precise presentations of grammatical structures during English language instruction		75	
12	2	As long as students understand what other people are saying, they are actually learning the language.	Function-Based Approach	25	20.8
13	6	When students make oral errors, it usually helps them to provide them with lots of oral practice with the language patterns which seems to cause them difficulty.			
14	7	Language can be taught of as meaningful communication and is learned subconsciously in non-academic, social situations.		25	
15	13	When students make oral errors, it is best to ignore them, as long as you can understand what they are trying to say.			
16	16	It is important to involve students' personal experience in teaching and learning English.		25	
17	17	Teaching word meaning and usage through meaningful context will encourage students to express their ideas without fear of making mistakes.		50	

Teacher pedagogical beliefs Inventory_Skill based approach

Skill-based approach views language as consisting of four discrete language skills, generally presented lesson in which the focus is primarily on skill acquisition (Johnson, 1991 in Richard, 1998). There were 25% participants reported that they employed skill-based approach during their teaching. 25% of teachers claimed that language can be described as a set of behaviours which are mastered through a lot of drill and practice with the language patterns of native speakers. Moreover, 100% of the teachers also claimed that it is not necessary to actually teach students how to speak English, they usually begin speak english on their own.

Teacher pedagogical beliefs-rules based approach

Rules- based approach views language as a process of rule-governed creativity; employs more activities and exercise that serve to reinforce knowledge of grammatical structures (Johnson, 1991 in Richard, 1998). The finding showed that teachers considered it is important to provide clear, frequent, precise presentations of grammatical structures during English language instruction (75%). In addition, 75% of teachers agreed that students need to understand some of the basic grammatical rules of the language so that they can usually create lots of new sentences on their own.

Teachers' pedagogical beliefs inventory-Function based approach

Function-based approach focuses on the use of authentic language within situational contexts and seeks to provide opportunities for functional and communicative language use (Johnson, 1991 in Richard, 1998). Fifty percent of the teachers reported that their teaching was guided by the belief that teaching word meaning and usage through meaningful context will encourage students to express their ideas without fear of making mistakes. Besides, 25% of teachers believed that language can be taught of as meaningful communication and is learned subconsciously in non-academic, social situations. Similarly, 25% teachers also reported that as long as students understand what other people are saying, they are actually learning the language.

The Way Teachers' Pedagogical Beliefs Match with their Teaching Practice in the Classroom

Five questions were addressed to the participants regarding their beliefs about language learning. Asking about the first question, the teachers shared similar understanding toward the concept of teaching English and learning English. They reported that teaching English meant to help students mastering English subject, teaching English material, delivering material which is in line with English subject. On the contrary, in terms of learning English, they argued that learning English was receiving English material from teachers, learning how to use English based on the context, learning English for knowing how to communicate in English. In terms of teachers beliefs about foreign language aptitude, the question asked to cover the aspect of foreign language aptitude such as age, gender, subject interest, intelligence and nationality. All teachers argued that age, gender, intelligency, interest and nationality do not really affect the language learning. It depends on how they keep trying and learning English.

Responding to the beliefs about the difficulty of language learning, the four teachers reported that the difficulty levels of English was easy, medium and difficult. Generally, they had difficulties in memorizing new vocabulary, how to pronounce in good way, practicing English in everyday communication.

Regarding the nature of language learning, all teachers commented that mastering vocabulary and grammar was important in learning English as a foreign language, understanding the function of English and knowing how to use it in daily activity in spoken or written form. In addition, when asked about the reason why people or students learning English, teachers stated that by it was demand of curriculum. Mastering english students could also reading the world, they knew the progress of the world, understanding other sciences, and looking for job.

Concerning on types of instruction used in the classroom, teachers perception were various. One teacher acknowledged that she did not use one method but mixed the method in one material. She also argued that she implemented enjoy learning, made the students happy and not boring in the class. Other three teachers stated that they provided games, modelling, class discussion, practice, and explanation.

CONCLUSION

This study tried to investigate and analyze the beliefs of teachers of English at SMAN 5 Cimahi in their classroom teaching practices. The teachers shared similar understanding the concept of teaching and learning English. Teaching and learning English were the cooperation between teachers and students that involving skills in English language, usage of English, habit and experiences, approaches in teaching it, materials used and teaching and learning setting.

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