TEACHERS’ BELIEFS AND TEACHING BEHAVIORS IN YOUNG LEARNERS ENGLISH CLASS

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Hasta Pandu R.
112012124

ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ARTS
SATYA WACANA CHRISTIAN UNIVERSITY
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THESIS
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TEACHERS’ BELIEFS AND TEACHING BEHAVIORS IN YOUNG LEARNERS ENGLISH CLASS

Abstract

This study was conducted in one Elementary school to examine how teachers’ beliefs toward young learner and TEYL are reflected in their teaching behaviors. Research question for this study is how teachers’ beliefs toward young learners are reflected in their teaching behaviors in English class? The participant for this study is two teachers from one elementary school in Salatiga. Interviews and observations were used as the instruments to collect the data. Interview was used to get the teachers’ beliefs and observation was used to see how teachers’ beliefs are reflected in their teaching. Through the observations, the researcher found some of the teachers’ beliefs such as how the teacher should teach young learner students were reflected in their teaching. Based on the finding, the researcher suggested that teachers should build some beliefs toward their students especially for young learner students before they teach them. The educational institution also should qualify and know the teacher beliefs toward the student through interview.

Key-words: young learner, beliefs, reflected, teaching behaviors

INTRODUCTION

People beliefs’ toward some particular things or problems usually influence them in the way that they do something. This thing also happened in many different professions including in people who have a profession as a teacher of English for young learners. Teacher’s beliefs play an important role in their teaching behaviors. There are many aspects that may have influenced the teaching behaviors of teachers who are teaching young learners in their English as a Foreign Language (EFL) classroom. One of the key aspects is the EFL teachers’ beliefs which have develop throughout their years of teaching English language in the classroom.
Teacher beliefs are important as emphasized by Richards and Lockhart (1996) who state that “what the teachers know and believe” as well as “teacher-knowledge and teacher-thinking” provide “the underlying framework which guides the teachers’ classroom actions” (p. 29). Young learner teachers have certain preconceived ideas or beliefs about how best to approach English teaching for young learner students. Young learner teachers’ beliefs are also important to investigate and the researcher wants to investigate this thing because it is important for educational institution to know how teacher beliefs are reflected in the way that they teach their students in the classroom.

Teachers often come into an English classroom bringing their previous educational experiences, cultural backgrounds, and also social interaction, which may further shape their beliefs about English teaching (Richards & Lockhart, 1996). Since English teachers bring their unique sets of beliefs to bear in situations and decisions related to language teaching, these beliefs are usually recognized as significant predictors for their actual teaching practices. Thus, understanding teachers’ specific beliefs about English teaching and young learners can inform about how teachers are likely to implement their beliefs in their teaching. It is necessary for the researcher to do this research because it can reveal whether teacher beliefs could be reflected in their teaching or not.

In teacher education and development, researchers have shown how teachers’ beliefs play a critical role in affecting their teaching and the kinds of thinking and decision making that underlie their classroom practices and their teaching behaviors.
(Moon, 2000). Furthermore, these beliefs are stable sources of teachers’ reference, are built up over time, and are related to teachers’ theories of language, the nature of language teaching practices, roles of themselves as teachers, and relationships with their students (Richards, 1998). However, teachers’ beliefs cannot always be implemented in their teaching because of some factors. Bingimlas & Hanrahan (2010) found the two key factors for a mismatch between beliefs and practices. The first key is the powerful influence of the social context such as which students that they teach and the second key is the curriculum from the academic program.

In this study, the researcher wants to examine about how teacher’s beliefs can be reflected in their teaching behaviors in young learner English classroom. This present study observed the reflection of teacher’s beliefs in teacher’s teaching behaviors’ related with the interview about their beliefs including student’s characteristics, teaching English to young learners, and the assessment. Some students may experience lacks in the learning process because the mismatch of teacher’s beliefs and students’ need especially in young learner context. Based on all these considerations, the current study primary research question is: How teachers’ beliefs toward young learners are reflected in their teaching behaviors in English class?

**LITERATURE REVIEW**

**What is Teacher’s Belief?**
Teacher beliefs are important as emphasized by Richards and Lockhart (1996) who claimed that the knowledge and the thinking that the teacher brought through years provide their basic in making decision in their teaching behavior. From Richard and Lockhart statement, teachers’ fundamental thinking gives them impact in their teaching behavior and their classroom action.

Belief is referred as individual personal knowledge, which are constructed from their experience acquired through their culture, education and it serves as implicit theories to guide their thoughts and actions (Pajares, 1992 as cited in Pietila, 2008). Beliefs are constructed by people experience in their life and become their unconsciously knowledge and guidance in their actions. From Pajares’s statement, we can conclude that teacher beliefs are the fundamental thing that they got from their experience and influence people in their action and thinking for some particular things in this case is teaching behavior. Other researchers affirm that beliefs tend to be static and resistant to change because they already exist in a person’s personal understandings (Phelan & McLaughlin, 1995; Richardson, 1996).

In a more specific view, the term of teacher belief was defined by Kagan (1992 as cited in Karaaæç & Threlfall 2004) as ‘unconsciously held assumptions about students, classrooms, and the academic material to be taught.’ From the statement above the assumptions of teachers are unconsciously held and influence them in their teaching behavior. Teachers’ beliefs about the nature and aims of their discipline would affect the decisions about what they will focus on in the classroom and the type of
activities that they involve their students in (Atweh & Brady, 2009). From Atweh & Brady statement, we know that teacher’s beliefs influence them also affect their decisions in making classroom activities and their focus on their students. Similarly, Gebhard (2006) asserted that what teachers actually do in the classroom is determined by beliefs that built from teacher teaching experience and teaching context. In other words, action that the teacher actually did in the classroom which we can say as teaching behavior is built from their beliefs about students and academic material.

However, Tatto (1998) argues that we have a very little empirical evidence showing the influence of teacher education on teachers’ values and beliefs. So, it may commonly be accepted that teacher education can have little influence on altering teachers’ beliefs. The thinking processes and personal beliefs which serve as the background knowledge gives much influence to teachers’ decision and classroom actions (Richards and Lockhart, 1996 as cited in Anders, Hoffman & Duffy, 2000). From the statements above teacher personal knowledge become the basic thing for their teaching and therefore, as posited by many researchers, they have strong influence on teachers’ planning, instructional decisions and classroom practices. This study is related with some previous studies that conducted by Herrera (2010) entitled “Teacher beliefs and practices: their effects on student achievement in the urban school setting”. That study examines the teaching beliefs and practices that lead to improve achievement among students of color. The result of that study is teacher expectations and beliefs have great impact and influence their students that they teach. This study
seeks to contribute to this area of research and find out how teachers’ beliefs influence their teaching in young learner English classroom.

Teaching Young Learner Students

In teaching, teacher should know about the characteristics of students that they are going to teach especially when they are going to teach young learner students. Linse (2005) states when teaching very young learners, teachers should keep in mind about some aspects concerning their young learners students age, interest, level, intelligence, time, material and classroom. Harmer (2007) states that young learner teachers also need to pay attention to their students interests so that they can use it to motivate their students.

Some researchers already conducted some research and identified the characteristics from young learners. Asykari (2012) indicated that young learners students can easily be distracted and have a difficulty to concentrate in the material if the material is not in their interests and makes them bored. Asykari also stated that children can easily lose their interest if teacher cannot motivate them and oppress them since they do not like criticism. The teacher should give them support, motivation, and guidance in the learning process. The teacher who teach young learner should know about those things and serve it in their fundamental thinking as their beliefs. Scott & Ytreberg (1990) as cited in Shin and Crandall (2014) states that it is important for young learner teacher to conscious about how to motivate young learner students and
do not make them down. The teacher should appreciate for what their students do in the learning process to make them feel successful. From the statements above, we know that teachers should have some kind of beliefs and it should be reflected in their teaching behavior.

**The relation between teachers’ belief and their teaching behavior in young learner context**

Every teacher has different teaching behavior and it is determined by their beliefs about their teaching context, in this case is young learner students. According to Vijayan (2015) teachers’ behavior is the style that the teachers have in managing their classroom and the way how they teach the material to their students. This behavior covered the teacher plans and how they lead the classroom. Vijayan also states that behavior is not only a response to stimuli from another person, but actions are constructed through shared symbols in teacher interaction, in which they use their senses, insight and the most important thing is their thoughts.

Teaching behaviors are constructed by beliefs and knowledge that teachers already have before they teach their students. Bingimlas & Hanrahan (2010) viewed teaching context playing an important role in how teacher beliefs are put into their practices which means their teaching behavior in the classroom. Teaching context plays a very important role in the relationship of teacher beliefs and practice. Ajzen (2002) found that some of the elements that cause a mismatch between beliefs and practices
are human behaviors, time, resources and course content. From Ajzen statements we know that teacher beliefs usually mismatch and with their practices or their teaching behavior in the classroom because of some factors such as personal behavior, resources and the course material. Harmer (2007) highlighted that the teacher should be able to understand how their students think and operate in the learning process. Although there have been much work done to link teacher beliefs to teacher practice, there is still little we know about how teachers’ belief is related to their environment.

THE STUDY

Context of this study

This present study was conducted in Al-Azhar elementary school in Salatiga. In this school English is considered as the subject study not as the extracurricular like in 2013 curriculum although this school is used 2013 curriculum. The researcher chose elementary school as the context of the study because the researcher wanted to examine young learner teachers’ beliefs and elementary school student is a student who still in young learner phase.

Participants

The kind of sampling that the researcher used in this study was purposive sampling because the researcher needs participants who experienced in teaching English for young learner students. In this study, the researcher chose two teachers from the same school, Miss M and Miss E. Both of the teachers have different
experiences in teaching English for Young Learner students. Miss E has already teach young learner for eleven years and Miss M for five years. Both of the teachers have same education background for their basic in teaching young learner. Both of Miss E and Miss M graduated from FKIP – PGSD faculty in Satya Wacana Christian University.

Instruments of data collection

In this research, the researcher used two kinds of instruments to collect the data, interview and observation. The researcher used interview questions as the instrument to get the data from the participants about their beliefs toward teaching English to young learner. Interview questions investigated about teacher’s experience in teaching young learner students, their view toward young learner students, how teacher should teach and assess young learner students and also their view toward teaching English to young learner students. Type of interview that the researcher used in this research was semi-structured interview. The reason the researcher used semi-structured interview was to get the richer data from the teacher about their belief toward teaching young learner students. Using interview allows the researcher to discover and to identify some pertinent points that are relevant to the study and would not have been obtained through the other methods discussed. Using interview is suitable for research that requires several types of information (Wray & Bloomer, 2006). The interviewer has better control over the types of information received, because the interviewer can ask specific questions to elicit this information. In order to make the researchers gather
maximum qualitative data and communicate easily with the participants, the researchers consider using Bahasa for Interview questions. Through interview the researcher got the participant beliefs about young learner and teaching English to young learner, and through the observation section the researcher can observe how their beliefs will reflect in their teaching.

In order to see how the participants beliefs was reflected in their teaching behaviour, the researcher observed all of the participants in the classroom and used video recording to record the teacher teaching behavior in classroom. The researcher used video recording to get the data about teacher teaching behavior according to their beliefs without any missing parts. The data that the researcher got was in the form of the transcription from the interview with the participants and the descriptive form from the observations.

Data Collection Procedures

Before collected the real data from the participants, the researcher did the piloting session for the interview questions in order to test if the interview questions were able to collect relevant data that needed for this research or not. After the piloting session done, the researcher was interviewing both of Miss E and Miss M about their teaching beliefs toward young learner students. The interview asked both of two
participants to share about their beliefs about teaching young learner and how their beliefs are constructed. For the next step, the researcher observed Miss E and Miss M in their classroom. The observation was conducted three times for each participant. The observation focused on how their beliefs toward teaching young learner from the interview session was reflected in their teaching behavior in English classroom. In this observation, the researcher became a non-participant observer.

Data Analysis Procedures

After the researcher got the data from the interview, the researcher highlighted and classified Miss E’s and Miss M’s teaching beliefs toward young learner students. After highlighting the point of two participants’ beliefs from the interview result, the researcher analyzed and looked from the video recording about which beliefs that the researcher already classified are found and reflected in their teaching.

FINDINGS AND DISCUSSIONS

This section discusses the results of the researcher interview section and how the participants’ beliefs toward young learner students were reflected through the observations in the learning process. This section is divided into four major themes. The first theme is about how the teachers’ views toward young learners and second is
how the teachers’ views toward how the teacher should teach young learner in general. Furthermore, third and fourth theme will show about how the teachers view toward teaching English for Young Learner and how the teachers view toward assessing young learner.

**How Two Teachers View Toward Young Learner**

This section discusses about how Miss E’s and Miss M’s beliefs toward young learner students from the interview section and how their beliefs about young learner are reflected in their teaching behaviors. In the interview section, Miss E shared her beliefs toward young learner students. For Miss E, young learner was like a ‘blank paper’ where she as the teacher of young learner students should give or write something that meaningful to it. Her beliefs came from the javanese culture that teacher is the person that trustworthy and can become a good example for their students. The data below show how Miss E beliefs that young learner is like a “blank paper”.

**Extract 1**

*Miss E: Jadi menurut saya young learner itu ibarat nya juga seperti kertas putih yang perlu kita berikan suatu tulisan dimana young learner ini banyak sekali yang harus kita tanamkan disana. Jadi kalo young learner ini benar2 dia masuk itu seperti kertas putih. Untuk saya seperti itu. Kalo anak2 seperti kertas putih gini mas, apalagi kita sebagai seorang guru. Guru itu ibarat e wong jowo mengatakan guru itu digugu lan ditiru bukan wagu tur saru. nah otomatis apa yang kita katakan ke anak tersebut dia pasti akan mengikuti, apa yang kita contohkan pada anak tersebut dia pasti juga akan melaksanakan atau dia mengikuti pola pikir yang kita lakukan. Seperti kemaren semester lalu sewaktu saya masih mengajar di SD negeri, saya pegang di kelas satu, kenapa saya mengatakan anak seperti kertas putih? Karena apa yang setiap kita*
katakan, kita keluarkan atau kita link kan ke mereka itu mereka tangkap dan itu tanpa disaring terlebih dahulu leh mereka. Itu yang saya namakan seperti kertas putih. Anak itu seperti kertas putih yang patut kita tuliskan sesuatu yang berisi, tidak hanya putih polos.

(I think young learner is like a “blank paper” where we need to write and plant something as many as possible in there. For me is like this, as a teacher like in Javanese beliefs that Teacher is “Digugu lan ditiru bukan wagu tur saru”. Automatically what we told to the students they must be following it. What we show or command to them they must be do it or they follow the logic that we show to them. As the last semester, when I still teaching in State school, I teach the first grade. Why I said that they like a white paper? Because everything that I said, showed or I give to them they catch it without filtering it. Kids is like a blank paper where we should write something that meaningful.)

In Extract 1, miss E beliefs that young learner is like a “blank paper” where teacher should give them many useful and essential information. Teacher should be careful in choosing information that they should give to them. In this “young learner” phase, children copied everything that the teacher showed or given to them. Miss E also beliefs that young learner cannot filtering the things that showed to them including other people behavior. They absorb and copy everything that they see. Miss E beliefs that teacher should be careful in making some behavior especially when they teaching in the classroom, young learner can copy teacher behavior and they cannot differentiate is it good or not.

In the observations section, Miss E shows that her beliefs toward young learner students are reflected in her teaching behavior. She gives explanation and her knowledge carefully so the students will not copy or do the bad things. In Extract 2 below shows how she gives explanation to her students.

Extract 2

Students: (Do the conversation)

Miss E: Nah gitu, pinter, jangan sampe lupa bilang Thank you kalo sudah dikasi tahu arahnya. Sekarang coba yang lainnya ya.

(Observation 1 – 30 January 2016)

Through the observation section the researcher found that Miss E’s beliefs that young learner is like a ‘white paper’ was implemented in her teaching. The data above show that Miss E gave advice to her students and remind them about good behavior such as do not forget to say thank you after people gives you the direction and if people do a good thing for you. Young learner students should receive a meaningful knowledge and teacher should give the example of good attitude so the students will learn or even imitate a good behavior. Her beliefs about young learner as a ‘blank paper’ and teacher should be careful and give meaningful knowledge to young learner students is reflected in the way that she gave advice to them. She gave an example of good attitude to her students so the students will not copy and learn some bad attitude from her.

Through the interview with the second participant, Miss M, the researcher got the beliefs from Miss M sharing. Miss M believe that young learners is a kid that still in the phase of developing their fundamental thinking and logic. Below are the results
of the interview when the researcher asks the participant about how the Miss M thinks about young learner students.

**Extract 3**

Miss M: My point of view about kids or young learner they are still development phase especially in their logic, they are still absorb so many information and they still cannot process it well. Actually, incidentally they already collect many information and they can process it creatively but most of them still cannot direct the information and their creativity to be more essential and useful. They already have knowledge than what I try to give to them. They already can see the things that more interested to them)

From Extract 3, Miss M shared her beliefs that kid or young learner students are still developing their thinking but they already collect and have many knowledge from their environment. From Miss M interview result, young learner can absorb many things from the outside but they cannot filter or process it into something meaningful and useful. It is the duty for the teacher to help the students in processing their knowledge and creativity.

Through the observations, the researcher found that Miss M helped her students to filter the information and tried to hook them in sharing their knowledge. The dialogue from the observation below shows how her beliefs reflected in the classroom.
**Extract 4**

Miss M: Hayoo ada yang tau ini benda apa ? Inggris nya apa? (sambil menunjukkan bunga)

Students: Flower miss!

Miss M: Kalo bunga Belinya dimana ?

Students: Di toko bangunan miss.


*(Observation 3 – 11 March 2016)*

The Extract 4 shows how Miss M tried to make her students sharing their knowledge because she beliefs that her students already have some knowledge. In this observation, she showed a flower and asked the students where they could buy a flower. Student tried to make a joke although they already know where they could buy a flower. However, Miss M still tried to hook them by asking some questions in order to make them shared what they already know. From the dialogue above, Miss M tried to hook students’ knowledge through questions. It is proved that she implemented her beliefs in her teaching activities. Kagan (1992 as cited in Karaaç & Threlfall 2004) define teacher beliefs as the assumptions about students, classrooms, and the academic material. Teacher use those assumptions as the fundamental thinking that could be implemented conscious or unconsciously in their action. The data above proves Kagan definition that the teachers’ beliefs not only became her fundamental thinking but could be reflected in her action.

**How Two Teachers View Toward The Way Of Teaching Young Learner**
This section discussed and showed the beliefs of Miss E and Miss M about how teachers of young learner should teach their students and how it reflected when they teach their students in the classroom. Miss E believes in teaching English to young learner teacher should make the activities that can make students interactive and active. Not only teach them some concept and rules but young learner should practice their skill and apply it into real world. The Extract 5 below is the result of interview with Miss E.

**Extract 5**


(I am more emphasizing on practice rather than just gives conceptual things. If I give them too much theory, they will be not concentrating because they prefer to play. Usually I mix between concept and practice. If I just give them concept they will forget it. If we use games in the material they will remember it. That comes from my experience. It will be easier for them to remember it.)

From Extract 5, Miss E seems more emphasize in the practice and not only give her students conceptual things such as grammatical rules and etc since young learner students is more interesting in playing some games. The phrase ‘give them too much theory’ that she mentioned in the interview section means that she does not like too give long explanation to her students. Miss E used to teach young learner using games and not too much giving theoretical things. Based on her experience, young learner students will understand and remember about what they already teach in the class. It is
easier for young learner to absorb the knowledge using games and practical things rather than just giving and explaining some theoretical things to them.

The observation data below was the observation in fourth grade class. It showed how Miss E’s beliefs are reflected in her teaching behavior. In the classroom activities, Miss E asks the students to practice in making some dialogues.

**Extract 6**

*Miss E: Ayok let’s practice dulu ya. Miss punya map nih disini, nah nanti miss tunjuk satu-satu loh ya. Nanti tugaskan beda-beda, ada yang nunjukin arahnya, ada yang nanyain caranya gimana. Mau urut atau miss tunjuk acak?*

*Students: Acak aja miss*

*(Observation 1-30 January 2016)*

**Extract 7**

*Miss E: Sekarang dicoba kalo Miss mau pergi belanja ke pasar arahnya lewat mana hayoo? How can I go to the marketplace? Ehm Dina.. gimana caranya? In English please.*

*Students: Go straight, in T junction turn right*

*Miss E: Good, sekarang coba siapa lagi ya?*

*(Observation 1-30 January 2016)*

From Extract 6, Miss E beliefs about Young learner students are reflected in her teaching. She believes that young learner should practice more and the teacher should not gives them long explanation in how to do the task. Miss E prefers to ask her student practice the language rather than just silent and pay attention to her explanation. In extract 6 and 7, she asks the students to practice by making a dialogue about how to asking and giving direction after she gives a little explanation about it. The observation
data shows Miss E beliefs are reflected in her teaching. Her beliefs became her fundamental in making some actions in the classroom like in the observation data above. Pajares (1992) stated that beliefs are constructed from someone experience and become their fundamental thinking or knowledge that guide people in doing some actions. Pajares theories proved through observation with Miss E that her experience and fundamental thinking was guiding her in her teaching action.

And the second participant, Miss M beliefs in teaching young learner students the teacher should give them a creative activity that can makes them active and apply their knowledge. The data interview below show Miss M beliefs about how teacher should teach young learner students.

*Extract 8*

*Miss M*: “Yes, of course. Anak SD basically mereka itu active learner, jadi mereka harus dipancing dengan creative method of learning. Karena mereka saya rasa sendiri mereka akan mudah bosan. Karena anak SD yang saya alami 5-10 menit itu mereka bisa focus tapi setelahnya sudah tidak bisa lagi, dan saya sebagai guru harus pandai-pandai I have to try to gain their attention to me by misalkan games, atau story. Sebenarnya materi yang cocok itu memang active learning by doing some activities not merely just sit and do writing or reading something like that. No, saya rasa mereka harus bergerak juga. Itu harus menurut saya. Because I think learning English itu lebih praktis untuk dibawakan ke dalam dunia nyata. Tidak hanya di dalam kelas mereka membaca, menjawab soal atau belajar formula grammar lalu membuat kalimat tidak hanya itu saja.”

(Yes, of course. Young learner basically they are an active learner, so they should be “hooked” with creative method of learning. I think they are easy to get bored. Based on my experience they only can focus in 5-10 minutes and more than that they can’t. As a teacher I should smart, I have to try to gain their attention to me using such as games, or story. Actually the appropriate material for them is active learning by doing some activities not merely just sit and do writing or reading something like that. No, I guess they should move too, that’s a must for me because I think learning English is better to bring it in the real world context. Not only in the class from their reading,
when they do some exercise or learning some grammar formulas and make the sentences from it.

From the Extract 8, the researcher found that Miss M believes that young learner is an active learner that easy to get bored. She must use games and something that can make them move and practice. Miss M believes that teacher who young learner students should using creative methods by doing some games and more emphasize on how to apply their knowledge. Young learner students need to move and practice what they already know. Not only to make them not bored with the materials but also it can help them to remember the materials that they already learn in the class. The data above also show the reasons from Miss M why teacher should give more practice rather than theoretical things to young learner students. Miss M stated the reasons why young learner students should do more practice rather than just do some reading and writing and getting a good grade in the class. Miss M assumed that the true goal of young learner in learning English is they can apply it in the real world context and their daily life.

Miss M believes that teacher of young learner students should give them activities that can make them practice their English in the real world context so their knowledge will be applicable in their daily life. The Extract 9 below is the data observation from Miss M about how her beliefs reflected in her teaching activities.

**Extract 9**

_Miss M_: So today we will play a game, _The title of this game is “things around us”._

_Students_: Horay!
Miss M: Dengerin dulu, sebelumnya kita bikin grup dulu ya, satu grup 5 orang nah nanti grup yang terbanyak bisa nebak dan nemuin benda yang dimaksud itu nanti dapet hadiah.

Students: Hore! Hadiahnya Apa Miss?

(Observation 3 – 11 March 2016)

In the observation section, Miss M gave the students a game that called ‘a thing around us’. In those activities, teacher asked the students to find the things that Miss M spread around the school. Miss M asked the students to find the things around the school area based on the clue that she gives to them. In this activity, her beliefs about how teacher should teach young learner is reflected. She believes that to teach young learner students teacher should use creative learning by giving the students games something that can make them move and active. It was reflected in her teaching behavior in the observation section. Atweh & Brady (2009) state that teachers’ beliefs affect their decisions about what they will focus on in the classroom and the type of activities that they will give to their students. The data from Miss M shows how her beliefs influence her in making some activities that make her students active. Atweh and Brady statement proved through Miss M decision in gave the game for her students because she believes that game can be a tool to make young learner students pay their attention in classroom.

How Two Teachers View Toward TEYL

This section discuss about Miss E and Miss M beliefs toward the importance of Teaching English to Young Learner and how they implemented it in their teaching.
Nowadays English is the needs for most of people in this era including young learner. In order to continue the education into the higher level, students should learn English in early age. From the Extract 10 below, Miss E stated how important is teaching English to young learner in this era.

*Extract 10*

Miss E: ya kalo menurut saya sangat perlu mas, apalagi di era kayak gini ya. Dan itu sudah saya tekankan murid-murid saya, itu sangat penting, sangat perlu. Apalagi buat murid-murid saya yang mau masuk sekolah favorit, itu tesnya juga ada yang B. Inggris. Dan sekarang apa-apa pake bahasa Inggris laptop, hp semuanya pake bahasa Inggris.

(I think it is really important, especially in this era, And I already emphasizing it to my students, it is important, it is a demand. Especially my students who want to continue their study in the favorite school, the test using English. And now everything is using English such as laptop and handphone, those things using English.)

From the data interview above, Miss E stated that English is really important for young learner in this globalization era. It is important for them especially for students who want to sign up and continue their education in the favorite school because sometimes the selection is using English. She also stated that everything in this era almost using English such as gadgets and those are the reasons why she believes that teaching English to young learner is important.

The Extract 11 below show how she emphasizes to her students that English is really important for them in their next education.

*Extract 11*


Students: (Pay attention to teacher explanation)
From the Extract 11, Miss E showed the reason why teaching English is important for them in the next education. In the interview section, she believed that English is important for young learners especially when they want to sign up in the favorite school. Her practices in the classroom reflected her beliefs toward English that important for young learner next education.

In this present era, almost all of things using English such as gadget, internet and etc. Students should be prepared with English if we want them to compete in this globalization era. In Extract 12 below shows how Miss M’s beliefs about teaching English to young learner.

**Extract 12**

Miss M: Menurut saya English itu sangat perlu, kurikulum 2013 kemarin menjadikan B.Inggris sebagai ekstrakurikuler. Tetapi di SD kami, dari pusat tetap minta itu sebagai termasuk dalam pembelajaran karena kami sangat sadar B.Inggris itu membantu anak-anak berkompetisi di era global sekarang ini, karena banyak hal di luar sana yang membutuhkan kita untuk understand English.

( I think English is really demanding, 2013 curriculum makes English as an extracurricular, but in our school, it still makes English as the subject because we conscious that English is really help students to compete in this globalization era. There are so many things in the outside that makes us need to understand English language.)

From Extract 12, Miss M stated that English is the demand of this globalization era. She shared that in curriculum 2013, English do not become study subject. However, she and the school where she is teaching now are conscious about the importance of English for their students. She believes that there are so many things in this era that using
English and makes English is the demand that should be fulfilled especially for young learner students.

Extract 13

Miss M: Hayoo ayo-ayo diperhatikan dulu yok, nanti kalo ada yang mau jalan-jalan ke luar negeri terus mau belanja-belanja gak tau nanti malu lo.

Students: Iya miss (students pay attention)

(Observation 2 – 1 February 2016)

In Extract 13, Miss M asks her students to pay attention to her explanation and she implicitly emphasize and tells her student that English is useful for them in daily life especially when they go abroad. It is prove that Miss M beliefs also transferred to her students and reflected in her teaching behavior.

How Two Teachers View Toward Assessing For Young Learner

Every young learner is unique and has different abilities. Miss E states that Teacher should be careful in assessing them. From the Extract 13 below, Miss E shared about how she assessing her students.

Extract 13

Miss E: kalo saya cenderung dari semua sisi, semua aspek. Jadi baik psychomotorik, kognitif, maupun sikapnya atau intelegensinya. Tapi kalo saya biasanya intelegensinya saya nomor dua kan. Saya lebih ke psychomotorik dan kognitif nya, intelegensi memang penting sih tapi psychomotorik dan kognitifnya yang biasanya saya lebih utamakan. Tidak hanya melulu ke angka ya, misalnya dalam pembelajaran kelompok kan biasanya lebih siswa yang aktif, disitu kita bisa melihat penilaian proses.
From the interview result, Miss E stated that she usually assessing her students from all aspects. She beliefs that assessing young learner cannot be done only with number. She is more emphasizing on psychomotor and cognitive aspects. She also stated intelligence is important to assess but psychomotor and cognitive aspects is more important to assess.

Asykarı (2012) stated that children are sensitive, dislike criticism and easy to lose their interest. In order to assessing young learner, teacher should be careful because they should look from all aspects and do not make the student lose their spirit and interest by their grades. Extract 14 below shows how Miss M assessing her students.

**Extract 14**

*Miss M: I love qualitative scoring, sebenernya saya lebih suka qualitative yang dalam artian seperti yang A, B, C rather than a number. Sebenernya daripada angka, saya lebih suka yang ABC seperti itu. Meskipun ABC itu juga range nya jelas tapi itu tidak terlalu membuat mereka drop. Dengan lihat nilaimu hanya 50, it means that kamu tidak bisa bahasa Inggris. Karena skill anak-anak saya rasa bermacam-macam. They cannot do speaking but they are good in grammar, they are not good in grammar but they are good in speaking.*

From Extract 14, Miss M stated that she likes using qualitative scoring A, B, C rather than number because it is still have a clear range and do not makes her students feel down. She believes that every young learner have different abilities in language. The beliefs of the teacher about the assessment are influence by the students that they teach in this context is young learner students. Through the observation section, both of Miss E’s and Miss M’s beliefs about how teacher should assess young learner
students was not reflected in their teaching behavior because they were not show it to her students in their teaching.

CONCLUSION

The aim of this study was to examine how teacher’s beliefs toward teaching English to young learner is reflected in their teaching behavior in English classroom. Through the interview and observation section the researcher found that every teacher has their own beliefs toward young learner and how it reflected in their teaching. Through the interview, the researcher found from the participants that young learner is like a white paper and still in the phase of absorbing many knowledge from the others. Teacher of young learner should teach young learner using creative method and do not give too much explanation about grammatical pattern. The participants believe that teacher should give activities that makes young learner practice their skills since young learner is an active learner. The participants also believe that English was important for young learner next education and to compete in the globalization era. The participants prefer to use qualitative scoring and assessing young learner students from all aspects since each of young learners has different abilities. Through the observation, the researcher found some of the teacher beliefs from the interview section were reflected in their teaching behavior. In the observation, there are some points from teachers’ beliefs that really reflected in their teaching behavior such as the teachers using game and asked the students to practice their English such as practice some dialogue and etc.
The point such as how teacher assess young learner students was not reflected in their teaching behavior.

Based on the finding, there are some aspects that the researcher suggests from the data that found in this research for teacher of young learner and elementary school. Teacher of young learner should build some beliefs about their students especially for young learner students. It is important for young learner teacher to have and construct some beliefs so they can understand how their students’ thinking and how their students learn because it can help them in implemented the appropriate method for their students in their teaching behavior. It would be better for educational institution or elementary school to examined how their teacher’s beliefs toward the students that the teacher would teach in the school.

However, this study still has some limitations. The first limitation is the number of teacher observed. A bigger number of the data source will be more beneficial for the reliability and authenticity in the further studies. For the second limitation, this study is contextualized. The researcher observed English teachers only in one school. Therefore, having a broader context will be more valuable to get the richer data.

For further studies, researchers can conduct studies on the same area of study about how teacher’s beliefs and their practices and the effect for students’ achievement. The instruments for collecting data are observation and interview. Observation is used
to analyze teacher practices in the classroom and interview is used to examine how teachers’s practices influence their achievement.

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