TEACHERS’ BELIEFS AND PRACTICES IN TEACHING WRITING AT THE ELEVENTH GRADE STUDENTS OF NATURAL SCIENCE AND SOCIAL SCIENCE CLASSES
(A Case Study at Madrasah Aliyah Negeri 1 Surakarta)

THESIS

Submitted to the Graduate School Sebelas Maret University as a Partial Fulfillment of the Requirements for the award of Master of Education in English

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TEACHERS' BELIEFS AND PRACTICES IN TEACHING WRITING AT THE ELEVENTH GRADE STUDENTS OF NATURAL SCIENCE AND SOCIAL SCIENCE CLASSES
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This is to certify that I myself write this thesis entitled “Teachers’ Beliefs and Practices in Teaching Writing at the Eleventh Grade Students of Natural Science and Social Science Classes (A Case Study). It is not a plagiarism or made by others. Anything related to other’s work is written in citation, the source of which is listed on the references.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancelation of my academic degree.

Surakarta, February 2015

Tias Windi Alvita
ABSTRACT


The objectives of the research are (1) to identify teachers’ beliefs in teaching writing, (2) to identify the factors that influence their beliefs and practice in teaching writing, and (3) to identify the implementation of teachers’ beliefs in teaching writing.

This case study was carried out at MAN 1 Surakarta that was conducted from May to September 2014. The subjects of the research are one English teacher of IPA and one English teacher of IPS study programs. The subjects were taken by using purposive sampling. The data is collected through questionnaire, observation, interview, and document analysis. The data is analyzed by using interactive model of data analysis technique proposed by Miles and Huberman which covers data collection, data reduction, data display, and drawing conclusion.

The findings of the research are: (1) there are some similarities and differences between teachers’ beliefs in teaching writing of IPA and IPS teachers. The similarities and differences are in education and teaching, and in curricula. Meanwhile, in teaching profession, the teachers have the same beliefs, (2) there were ten factors which affect teachers’ beliefs and practice in teaching writing that consist of a) teaching experience, b) learning experience, c) students, d) class time, e) teaching test and teaching subject, f) classroom management, g) student’s family, h) students’ colleagues, i) motivation, and j) teaching media, and (3) dealing with teaching practice, IPA teacher does continuous teaching in which one genre is taught continuously to the next meeting, while IPS teacher does one finished teaching in which one genre is taught in one meeting. In their teaching practice, there are some beliefs about education and teaching and about curricula are not implemented, while beliefs about teaching profession are implemented.

On the whole, teachers’ beliefs may not always be applied well in teaching practice because of affecting factors that come from inside and outside the teachers. Therefore, it is important for teachers to minimize the factors that hamper the implementation of teachers’ beliefs in teaching practice so that their beliefs can be implemented well and be able to facilitate students in teaching learning.

Keywords: teachers’ beliefs, teaching practice, teaching writing, case study.
Allah's help is all-sufficient for us. He is the best protector

(Q.S. Al Imran: 173)
DEDICATION

Thanks to Allah the lord of the world
For all Your blessing so I can finish this thesis well.

I dedicate this work to:

My beloved mother Ibu Kasmiyati and my beloved father Bapak Sukarman
(The best parents in the world. May Allah SWT love them in the earth and hereafter)

My beloved brother, Singgih Tedy Kurniawan and my beloved sister, Septi Mustika Rani
(Thanks for all of your support and love to me)

My beloved sisters, the fighter of Syariah and Khilafah, Zulfiana R. Shalihah, Nurul Widya, Habibah Bahrun
(Thanks for your prayers and support to me)

All my teachers wherever you are now

My entire comrades in English Department 2013, especially Mom Ariyati, Mbak Atma Kharisma
(Thanks for your help and support to me)

You, if you have willingly opened this thesis for some reasons.
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7. Students of XI IPA 4 and XI IPS 5 of MAN 1 Surakarta, who become additional informants of this research.

The researcher welcomes constructive criticism, suggestions and hope this little work may be useful for all readers.

Surakarta, February 2015

Tias Windi Alvita

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<td>ELT</td>
<td>English Language Teaching</td>
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<tr>
<td>I</td>
<td>Interview</td>
</tr>
<tr>
<td>IPA</td>
<td>Ilmu Pengetahuan Alam</td>
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<tr>
<td>IPS</td>
<td>Ilmu Pengetahuan Sosial</td>
</tr>
<tr>
<td>LKS</td>
<td>Lembar Kerja Siswa (students’ worksheet)</td>
</tr>
<tr>
<td>PPL</td>
<td>Field Practice of Teaching</td>
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<tr>
<td>Q</td>
<td>Questionnaire</td>
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<tr>
<td>SA</td>
<td>IPA Student</td>
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<tr>
<td>SBC</td>
<td>School Based Curriculum</td>
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<tr>
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