

**SCIENTIFIC APPROACH: TEACHER'S BELIEFS AND PRACTICES IN
AN ELT CONTEXT**

A THESIS

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English Education



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Scientific Approach: Teacher's Beliefs And Practices In an ELT Context

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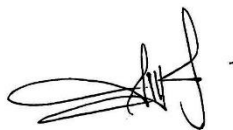
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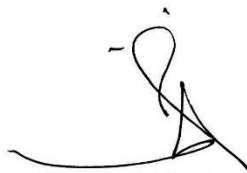
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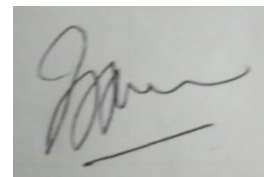


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ABSTRACT

Scientific Approach had been recommended by 2013 Curriculum for around five years to be used by teachers. However, in the field, the Scientific Approach does not get that much support to suit the language teaching. Many practitioners in English Teaching questioned the effectiveness and practicality of the approach to be implemented in language teaching. However, many English teachers still believed in this approach. Some of the English teachers were also still required to use this approach by the school authority they work to. This study was aimed at exploring what beliefs the English teachers had about Scientific Approach in ELT context and how those beliefs were reflected in their teaching. The main frameworks used in this study were the theory of beliefs suggested by Chan and Leung, some theories about the elements of Scientific Approach and some theories about the relationship between beliefs and practices. This study was a qualitative research using case study design which employed two English teachers as the participants. The data were collected through interview, observation and document analysis and analyzed following Miles and Hubberman's Interactive Model. Furthermore, the results showed that the teachers mostly had positive beliefs about Scientific Approach for English teaching, even though there were also a few negative beliefs about it too. Moreover, most of their positive and negative beliefs were reflected in their teaching. However, there were also some inconsistencies found between what they admitted to believe and what were shown in the implementation.

Keywords: *Beliefs, Scientific Approach and practices*

ABSTRACT

Pendekatan Saintifik telah direkomendasikan oleh Kurikulum 2013 selama kurang lebih lima tahun. Namun pada nyatanya, Pendekatan Saintifik kurang mendapatkan dukungan untuk diterapkan dalam pengajaran bahasa. Banyak praktisi dalam peengajaran Bahasa Inggris mempertanyakan efektifitas dan kegunaan dari pendekatan ini untuk diterapkan dalam pengajaran bahasa. Akan tetapi, banyak guru Bahasa Inggris yang masih meyakini pendekatan ini. Sebagian dari guru Bahasa Inggris juga masih diwajibkan untuk menerapkan pendekatan ini oleh pihak sekolah tempat mereka mengajar. Penelitian ini ditujukan untuk menggali *beliefs* dari guru Bahasa Inggris mengenai Pendekatan Saintifik dan bagaimana *beliefs* tersebut tergambar dalam proses mengajar mereka. Framework utama yang digunakan dalam penelitian ini adalah teori mengenai beliefs yang disarankan oleh Chan dan Leung, beberapa teori mengenai elemen-elemen Pendekatan Saintifik dan beberapa teori mengenai hubungan antara beliefs dan penerapan pengajaran. Penelitian ini merupakan penelitian kualitatif dengan design studi kasus. Data diperoleh melalui interview, observasi dan analisis dokumen dan dianalisis menggunakan model interaktif Miles dan Hubberman. Selanjutnya, hasilnya menunjukkan bahwa secara garis besar, partisipan memiliki keyakinan positif terhadap Pendekatan Saintifik untuk diterapkan dalam pengajaran Bahasa Inggris, walaupun ada juga beberapa keyakinan negatifnya. Kemudian, kebanyakan dari keyakinan baik yang positif maupun negative, tergambar dalam proses pembelajaran yang diterapkan. Namun, terdapat juga beberapa ketidaksesuaian antara keyakinan yang mereka akui dan yang tergambar dalam penerapan pembelajarannya.

Keywords: *Beliefs, Pendekatan Saintifik and penerapan pembelajaran*

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