

**Teachers' Beliefs and Practices in the Teaching of
English as a Foreign Language in Senior High
Schools in Waikabubak, West Sumba**

A THESIS



By:

**Antonina Anggraini Setiamunadi
8212712040**

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
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Presented to Widya Mandala Catholic University
Surabaya in partial fulfillment of the requirement for
the Degree of Magister in Teaching English as a
Foreign Language



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Antonina Anggraini Setiamunadi
8212712040

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ADVISOR'S APPROVAL

This thesis entitled **Teachers' Beliefs and Practices in the Teaching of English as a Foreign Language in Senior High Schools in Waikabubak, West Sumba** prepared and submitted by Antonina Anggraini Setiamunadi (8212712040) has been approved to be examined by the Thesis Board of Examiners.



Prof. Anita Lie, Ed. D.

Thesis Advisor

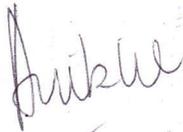
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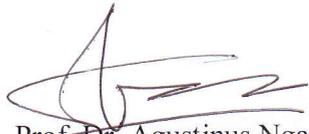
Dr. Ignatius Harjanto

Chair



Prof. Anita Lie, Ed.D.

Secretary



Prof. Dr. Agustinus Ngadiman

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Director

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled **Teachers' Beliefs and Practices in the Teaching of English as a Foreign Language in Senior High Schools in Waikabubak, West Sumba** to Widya Mandala Catholic University Library and fully understand that it will be made public via the internet and other means of online media.

Surabaya, 5 September 2018



Antonina Anggraini Setiamunadi
8212712040

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ABSTRACT

This study aims to find out the senior high school English teachers' beliefs and practices in the teaching of English as a foreign language in secondary education in Waikabubak, West Sumba, Indonesia. Four senior high school English teachers teaching in one private school and one public school in Waikabubak, West Sumba, Indonesia were interviewed and observed regarding their conceptions of the teaching of English to senior high school students. The findings of the study revealed that the four teachers participated in this study believe that the objective of the teaching of English to senior high school students is for communication and that its learning on the whole should be viewed as a student-centered learning. This view aligns with the CLT method. However, when it comes to error treatment, all of them consider errors undesirable and should be corrected immediately which somewhat reflects the GTM view of errors. The four of them showed some mismatches in their beliefs and teaching practices. Teachers' lack of awareness of their teaching practices and beliefs, some factors from the teachers' accounts, and the student factor were indicated to be the causes of the mismatches.

Keywords: teachers' beliefs, EFL teaching and learning, pedagogical practices

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