

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Teacher's Belief

To gain a comprehensive understanding about teachers' beliefs, this part discovers the definition of belief, the understanding of teachers' beliefs, the sources of teachers' beliefs, the types of teachers' beliefs, and teachers' beliefs about teaching. The people may ask what the term belief means. Pajares defined belief as an individual judgment that can only be established from a lot of understanding of what human being say, aim, and do. In line with Pajares, Larenas defined belief as "interpretation of experience and as mental and affective constructions of experience are integrated into schemata. Any simple proportions inferred from what a person says or do, capable of being preceded by the phrase, 'I believe that.

Borg defined belief as a mental state which has as its content a proposition that is accepted as true by the individual holding it, although the individual may recognize that

alternative beliefs may be held by others. The overall definition about belief implies that belief is something considered true according to someone. Furthermore, Borg defined teachers' beliefs as teacher's pedagogic belief, or those beliefs of relevance to an individual's teaching. Later on she defined teacher's belief as “what the teachers think, know, and believe.

Kuborzka defined teachers' beliefs are thought to have a profound influence on their classroom practices. An understanding of this relationship is important for the improvement of teachers' professional preparation and the successful implementation of new curricula. To sum up, teachers' beliefs in teaching-learning context are what teachers hold to be true in teaching learning process and they influence any of decisions made by the teachers in real classroom practices. Beliefs are propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and resistant to change. It means, teachers' beliefs in

teaching learning context are what teachers hold to be true in teaching learning process and they influence any of decisions made by the teachers in real classroom practices.

Based on explanation above, It could be concluded that belief in teaching and learning activity should be owned by the teacher, and belief that are held by the teacher must have the purpose to achieve learning goals. Therefore the teacher should aware their belief as educator and they should understand what teachers will do in classroom activity. Beliefs are important aware because it is a form of teacher's professional development. If the teachers how good belief and good classroom practices in the classroom, it can influence toward student achievement.

### **1. Definition of Teacher's Belief**

Belief is about what people think about themselves, about something, and about the world. Borg (2001) defines a belief as an evaluative scheme or plan which is accepted as true and held by the individual. Belief can be conscious and unconscious and is made as

guide to thought and behavior. Furthermore, Puchta (1999) also gives definition about belief by stating that belief functions as a guiding principle owned by each person and it can manipulate their understanding of and reaction toward new information. He also adds that belief is the main thing that control what people do and what people act (Puchta, 1999). It means that beliefs help people in determining how they think and what they want to do.

Belief is significant in many aspects of teaching, as well as in life. As Borg (2001, p. 186) says that “beliefs are included in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected”. In other words, beliefs help someone in making judgment, in understanding and evaluating about some things. Moreover, Pajares (1992) in his work says that belief is actually observable even though belief is closely related to personal conceptions and internal mental processes. He

also adds that to identify and observe someone's belief, people can see it through their attitudes, values, expectation, theories and assumption they make. From the explanation above, it can be concluded that beliefs can influence someone's behaviors and decisions.

#### **a. Understanding of Teachers' Beliefs**

Teachers' beliefs are central to determine their actual behavior towards students. Borg (2001) defines teachers' beliefs as a term usually used to refer to teachers' pedagogic beliefs or that belief of relevance to an individual's teaching. In addition, Richards and Lockhart (2007) argue belief as "the goals and values that serve as the background to much of the teachers' decision-making and action". Thus, how the teachers teach the students is depending on their beliefs. It is also called that beliefs comes from teachers professional development. Furthermore, it can be said that beliefs are prior ideas about particular things which can influence someone in thinking and making sense of the things.

Borg (2001) suggests that “teacher beliefs are concerned with what teachers know, believe, and think and teachers may have many competing beliefs in play at any one time”. Awareness of teachers’ beliefs therefore is important in taking decisions about teaching approaches, materials, and activities in the class. In the same vein, Pajares also argues about the influence of teachers’ beliefs.

Teachers’ beliefs have a greater influence than the teachers’ knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice. If teachers can identify the level of students’ capabilities, they will try to select and adjust their behavior and instructional choice accordingly (Pajares, 1992).

As mentioned earlier, teachers’ beliefs also strongly influence teaching behavior, practices, and finally learner development. The way teachers act and interact with students are affected by teachers’ beliefs.

As a result, they guide teachers in making decision such as creating activities in the classroom and designing appropriate assessments for the students. It can be said that the planning of teaching and curricular decisions are shaped by teachers' beliefs. Then, teacher may know to determine what should be taught and what path instruction should follow.

Therefore, it can be concluded that teachers' belief is teachers' knowledge, perspective, and attitude that influence teachers in making decision such as planning lessons, creating activities or classroom practices, and designing students' assessment.

**b. Sources of Teachers' Beliefs**

Teachers' beliefs are teachers' personal views about what is teaching and what kind of effective teaching. According to Borg (2001, 186), "teachers' beliefs refer to teachers' pedagogic beliefs, or those beliefs of relevance to an individual's teaching". The area of beliefs commonly discussed are teachers'

beliefs about teaching, learning, and learners. Teachers' beliefs may impact the way of a teacher in teaching the students. Beliefs can be conscious or unconscious. Richards & Lockhart (2007, p.36) state that teachers' beliefs about teaching can be seen through the teachers' role, implemented teaching method, and teaching resources being used in the classroom.

In relation to the sources of teachers' beliefs, Richards and Lockhart (2007) summarize a number of the sources of teachers' beliefs. First, it derives from their own experience as language learners. Their learning experience may influence their beliefs about teaching and learning if they see what their teachers do is accepted, they may imitate their former teacher's teaching. Second, it is the experience of what works best. Some teachers may experience that certain teaching strategies may or may not work in their classes. Third is established



practice. A certain teaching style may be preferred in an institution. Fourth is personality factor. Some teachers may prefer a particular teaching pattern or activity because it matches with their personality. Fifth is educational-based or research-based principle. Teachers may want to apply a particular teaching style that they may have learnt from a conference or research article. Six is principles derived from an approach or method. Teachers may believe in the effectiveness of a particular approach and apply it consistently in their classrooms (Richards and Lockhart, 2007, p. 30).

Thus, it can be conclude that there are three influential sources or factors affecting teachers' beliefs. First, it is teachers' prior experience as students or learners. The experience as students/learners informs the teachers the most appropriate teaching and learning process the students may prefer. Second, it is teachers'

professional development. This development may come from their teaching experience within the class, their experience joining a course or seminar, or their experience by reading journals/books related to teaching approach or teaching method. Third, it is contextual factors. This factor usually comes from the institution where teachers work or teach.

### **c. The Aspects of Teachers Beliefs**

Calderhead (1996) proposes five aspects of teachers' beliefs. They are described below :

1). Beliefs about learners and learning. The way teachers interact with their students and proceed towards learning tasks are influenced by the assumptions teachers make. Teachers' judgments of students and students' behavior toward them are influenced by various features students have (Levine & Wang 1983 in Calderhead 1996)

2). Beliefs about teaching. It is related to beliefs

teachers hold about teaching purposes. Teachers' beliefs about teaching are usually formed early when they were students teachers and may change when they have more teaching experiences.

3). Beliefs about subjects. Each teacher has their own belief towards subject area they teach so they can perform tasks effectively.

4). Beliefs about learning to teach. Student teachers usually have beliefs about their professional development and how they learn to teach. On the other hand, experienced teachers have restricted and simple explanation. Hence, the beliefs about learning to teach that student teachers hold affect the way they approach professional learning and aspect of their pre-service program (Calderhead and Robson 1991 in Calderhed 1996).

5). Beliefs about self and the teaching role. High level of personal involvement is required in

teaching. Teachers' value and personality plays important role in establishing relationship with students in order to maintain students' interests and develop productive working environment.

**d. Types of Teachers' Beliefs**

Calderhead (1996) explores and classifies types of teachers' beliefs as teachers' beliefs about teaching, learning, and learners, subject matter (i.e. EFL or language), self as a teacher, or the role of a teacher. It can be elaborated that belief about teaching refers to teachers' beliefs about the purposes of teaching. It makes the teachers think whether the teaching is a process of transmitting knowledge or it is about facilitating and guiding students' learning. Next, beliefs about learning to teach refer to teachers' beliefs about professional development.

The experiences of the being an educator help the teachers in choosing what appropriate materials, techniques, activities, and media to teach

students. After that, beliefs about subject deal with how teachers view the subject. In this case, it depends on the students' needs. Then, the teacher can decide the subject which need and want to learn. After that, the materials are intergrated with other skills. The last is beliefs about self and the teaching role deal with teachers' beliefs about their teaching roles and how these beliefs shape their classroom practice. The teacher can be a knowledge transmitter, a facilitator, a guide, or decision maker.

## **2.2 ICT in Education**

### **1. Definition of ICT in Education**

Information and Communication Technology (ICT) in education is the mode of education that uses information and communications technology to support, enhance, and optimize the delivery of information. Information and Communication Technologies (ICT), is a large umbrella of terminology that includes all technical equipment to

process and convey information. ICT covers two aspects, namely information technology and communication technology. Information technology includes everything related to the process, use as a tool, manipulation, and management of information. While communication technology is everything related to the use of tools to process and transfer data from one device to another. Therefore, information technology and communication technology are two inseparable concepts.

Information and Communication Technology contains a broad understanding of all activities related to processing, manipulation, management, transfer of information between media.

According to Fitrihana (2017), ICT is a system or technology that can reduce the limits of space and time to take, move, analyze, present, store and convey information data into information. And in the context of learning, ICT includes everything related to the use

of computers to process information and as a learning aid as well as a source of information for teachers and students.

The term ICT emerged after a combination of computer technology (both hardware and software) and communication technology in the mid-20th century. The combination of the two technologies is growing rapidly beyond other technological fields. Until the beginning of the 21st century ICTs continued to experience various changes and the saturation point had not yet been seen.

According to Bambang Warsita (2018:135) is an information technology infrastructure (hardware, software, use ware) system and method for obtaining, transmitting, processing, interpreting, storing, organizing, and using the data are meaningful. The same thing also in raised by Lantip and Rianto (2018:4) information technology is defined as the science in the field of computer-based information and

the expansion is very rapid. Hamza and Nina (2018:57) also suggests information technology is a technology that is used to process data.

Processing that includes processing, obtaining, compiling, storing, manipulating the data in a variety of ways to generate quality information, that information is relevant, accurate, and timely.

According to Suyanto (2015:10) information technology refers to an entire form of technology used to create, save, modify, and use the information in all its forms. Other theories are also expressed by Williams in Suyanto (2015:10) information technology is a general form that describes any technology that helps generate, manipulate, store, communicate, and or conveying information.

Another proponent of the theory according to Behan and Holme in Munir (2019:31) information and communication technology is anything that supports to record, store, process, got more,



radiating/delivering and receiving information from the opinion of the experts above it can be concluded that information technology is A state of the art technologies in the form of ( hardware, a nice little software you, useware ) used to obtain , the landmark step of sending, cultivate, interpret, his wrath he kept and, organizes, and use the data in a meaningful manner to obtain information the target of high quality .

From the above explanation maybe ICT is technology includes the equipment so we capable of conveying technical any information and also includes various tools in information management. In information management and for example when we want to transfer data from a device to a device another and something ICT is everything relating to the process, but a manipulation or when information management.

## **2. Information communication and technology (ICT)**

### **Application in Education**

#### **a. Electronic Books**

Electronic books or e-books are one of the technologies that use computers to display multimedia information in a concise and dynamic form. In an e-book can be integrated sound, graphics, images, animation, and movie so that the information presented is richer than conventional books. The simplest type of e-book is simply moving conventional books into electronic forms that are displayed by computers.

According to Haryanto (2018), that are more complex and require more careful designs such as Microsoft Encarta and Encyclopedia Britannica which are encyclopedias in multimedia format. Multimedia format allows e-books to provide not only written information but also sound, images, movies and other multimedia

elements. Explanation of one type of music for example, can be accompanied by sound footage of the type of music so that users can clearly understand what is meant by the presenter.

b. E-learning

E-learning is often associated with activities that use computers and are carried out interactively and simultaneously. One definition that is quite acceptable to many parties for example from Darin E. Hartley (Hartley, 2019) who states e-Learning is a type of teaching and learning that is possible to convey teaching materials to students using the Internet, Intranet or network media another computer.

According to Victoria L. Tinio (2019), for example, states that e- learning includes learning at all levels, formal and non-formal, that uses computer networks (intranet and extranet) to deliver teaching materials, interactions, and / or

facilitation. For learning which part of the process takes place with the help of internet networks it is often referred to as online learning. A broader definition is stated in the working paper, namely e-learning is learning through electronic services.

c. Computer Assisted Learning (CAL) / Computer Assisted Instructional (CAI)

Computer assisted learning (CAL), which is learning that uses primary tools computer, is an off-line program instruction so it does not depend on access to Internet. Computer systems can deliver learning directly to students through how to interact with subjects programmed into the system, this is what is called computer-assisted teaching.

Computer Assisted Learning (PBK) or Computer Assisted Learning (CAL) is learning that involves the use of computers to present learning material, tutorial and feedback on student

learning progress. Understanding Computer-Assisted Learning or "computer assisted learning" is computer applications as an integral part of the learning system for the learning process and teaching that aims to help students in their learning through two interaction patterns directions through computer terminals as well as multi-directions that are extended through computer networks (both local and global) and also extended its functions through interfaces (interfaces) multimedia.

d. Web-based learning

Web-based learning / web-based learning is related learning with teaching material presented through a web browser (such as internet explorer, mozilla Firefox, Opera, Netscape, etc.), including the presentation of learning it is packaged using CD-ROM media and other storage media. Web-based learning presents learning material displayed via the web browser, and actual learning

material sent or entered into the format the web. Web-based learning has an analogy with textbooks, where learning material packed like books, novels, or reports.

According to Glossary (2019) Computer Based Training (CBT) downloaded from the internet and stored in web format, the result is not being web-based learning as long as the content does not consist of learning material complete. Web-based learning material is usually obtained from the website, but Web-based learning does not have to require internet or computer networks. For example web-based learning that is run using a CD-ROM, where all learning materials have been included in it, students only need to enter the CD on the CD-ROM, then students can use it as a learning medium. The use of CD-ROM can be more effectively felt, if in a school, home, or

community not connected to the internet, you can use the web-based learning.

e. Online learning

Online learning is learning related to teaching materials can be read and accessed through a computer. The material presented may be stated in the form of web or internet, or the easiest is installed on the CD-ROM or computer hard drive. Online learning is more related to the concept of online help, online documentation, and online service. Online learning provides learning materials that invite students or the user can directly read using computer equipment. in general, online learning is an activity to access material resources learning is concerned with the subject matter being studied.

However also learning materials provided online on computer networks are also online learning, in fact the concept of online learning

appears before the term web and before learning material is presented via the internet or its network. Web based learning accessed from its main source can also be referred to as online learning. Finding or opening applications whose material is arranged separately is not an online learning, as long as the learning material is not obtained intact and easily be read.

Although there are various definitions but basically it is agreed that e-learning is learning by utilizing electronic technology as a means of presenting and distributing information. In this definition, radio broadcasts and television education are included as one form of e-learning.

Although radio and television education is one form of e-learning, it is generally agreed that e-learning reaches its peak after synergizing with internet technology. Internet-based learning or



web-based learning in its simplest form is a website that is used to present learning materials.

This method allows the learner to access the learning resources provided by the resource person or facilitator whenever desired. If needed, a special mailing list can also be provided for the learning site that serves as a discussion forum. Complete e-learning facilities are provided by special software called learning management system (LMS) S. P.Harinationsih (2015).

The latest LMS runs based on internet technology so that it can be accessed from anywhere as long as available access to the internet. Facilities provided include management of students or students, management of learning materials, management of learning processes including management of evaluation of learning and management of communication between learners and facilitators.

f. Distance learning

Distance learning involves remote interaction between the teacher and students, so that the teacher can directly monitor his students. Broadcast live Student learning material is not included as distance learning. The teacher must get it interact directly to be able to receive responses given from their students. Distance learning is the oldest concept compared to concepts others, at distance learning does not need a computer or network.

The terminology of distance learning has always been there, only the distribution of teaching materials and the learning process does not use electronic media, for example open universities first sent the learning module by post. Only, nowadays that university applying distance learning has mostly used electronic media for distribute teaching materials and teaching and

learning processes, in other words it can be distance learning goes into the definition of e-Learning for this condition. But it does not matter if it's open universities in this world still use the term distance learning, because maybe it's been longer and used to being used. This learning connects interactions between a separate class or individual in space, and allows the instructor to interact with his students. Distance learning such as TV broadcasts and education that use methods to send each other letter / file, but still can also use e-learning.

On the internet, interaction distance education is needed between the teacher and the student, the teacher with the teacher others, as well as students with other students. Distance learning is currently being done developing is an internet based live instructor broadcast, video conferencing, chat, and online discussions are

scheduled in advance, and even use email for discussion.

From the above explanation it become ICT is application that usually used in media learning that is electronic book that usually displayed the information in concise or dynamic. A kind of e-book the simplest is to move book. Book in electronic format and will be displayed by a computer then , e-learning is learning which includes their experiences in all levels of whether it is formal or non-formal use the network the internet to convey teaching or facilities.

### **3. History of ICT in Education**

Information and Communication Technology (ICT) is being developed as one of the pillars of modern society (UNESCO, 2020). Many countries believe that critical understanding of ICT along with mastering the skills and concepts of ICT as part of the core of education is as much important as reading,

writing and arithmetic (UNESCO, 2002). It is widely believed that information and communication technology is changing the education system leading to the modernization of teaching and learning (Sindhu, 2013). Therefore, it is necessary to examine ICT in education as a socially organized knowledge and critically reflect upon the various processes of education enabled by ICT leading to social change and national development.

The Information and Communication Technology (ICT) in Schools was launched in December, 2004 and revised in 2010 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process.

#### **4. The Benefits of information and communication of technology (ICT)**

According to Abdulhak (2015:413) there are ICT utilization classification into three kinds, namely:

first, the ICT as a medium education namely only as a complement to clarify descriptions- descriptions are delivered. Second, ICT as a source as a source of information and searching for information. Thirdly, ICT as a learning system.

According to Bambang Warsita (2018:150-151), in general there are three information technology utilization or instructional computers and the internet for education and learning, are: first, Learning about computers and the internet, namely the computer can serve as a learning object, for example computer science (computer science). Second, Learning with computers and the internet, namely information technology to facilitate learning in accordance with the curriculum of the school. For example Pustekkom, the MoE developed interactive multimedia CD program for subjects.

The opinion also reinforced by Heinich in Bambang Warsita (2018:137-144), IT is any form of use

or utilization of computers and the internet for learning.

The form of use/utilization of information technology including :

- a. Tutorials, is a subsidiary to us who in the confusion of reality the program attention was given to disseminating the material goods carried out in a tutorial manner , it is a sweet the concept of which it is served with the text , an image of either dwelt among plantations and hedges 11atau move , and charts;
- b. The shop and exercise ( drill and practice ) , that is to take over as coach of school tuition so as to have skillfulness in a skill or has helped forge even closer lord a concept .the program usually provides a series of test problems the marking of or question.
- c. A simulation (simulation), them to apply the format ran into financial difficulties the office is aimed at to simulate about an occurrence that have occurred and those yet and usually associated with a the risk

of , like a plane and their followers shall fall or bumping , the occurrence of calamity and woe among them and so forth.

d. Trial or experiment of , it closely resembles the european them to apply the format with format stimulation , but more on aimed at activities the course of this experiment, leasure lab work in the laboratory installations as well as , biology or chemical.

e. The game of game underlined the near impossible , promised to supply were created in accordance with the learning process and with the department of multimedia it was hoped that this reality the program formatted.

From the above explanation is the various opinions above it can be concluded that the benefits of IT are as follows: first, the IT as a source i.e. IT can be used to source the information and to seek information that will be required. Second, TI as a medium, as a tool



that facilitates the delivery of information in order to be accepted and understood easily. Third, IT as a developer of learning skills, skills development-information technology-based skills with applications in the curriculum.

### **5. ICT in Language Learning**

In language teaching, the educational and tutoring support available can be used in creating the e-learning environments for teaching general language courses in different languages at different levels; for learning terminology, and ESP (English for Specific Purposes) in different fields of specialisation. At the same time, ICT enables us to foster student-centred learning, individualisation and support building up a sense of belonging to a community. In the article below, we would like to share some of these experiences.

## 6. The Benefits of ICT in Language Learning

Supports the modern principles of learning and language acquisition. Individualisation, interaction and student motivation, often considered paramount in modern education theories, are necessarily a part of the process in ICT. As Theobald (2006: 1) points out, some students need extrinsic tools to increase their motivation. Intrinsic motivation, however, is “the ultimate goal of educators for their students” (ibid.). How to make students reach this? Intrinsic motivation is often attributed to finding a value in what students do. Theobald (2006: 1) concludes:

Helping students find value in learning through the implementation of various instructional strategies and multiple alternative and authentic forms of assessments, while maintaining high standards of student performance in an environment which encourages students to do their best work by effective,

nurturing teachers, will help increase the motivational levels of all students.

## **7. Information and Communication of Technology (ICT) Devices**

In utilizing the IT required equipment/devices that can be used to get information, the following according to Jamal (2019:164-166) information technology tools :

### **a. Computer**

Computer is a device in the form of hardware and software used to help humans in the process data into information and save it to be shown at a later time. Computer-generated information can be either text, pictures, sound, video, and animation.

### **b. Laptop/Notebook**

Laptop/notebook is a powerful tool that functions the same with computers, but practically can be folded and carried everywhere.

c. Deskbook

Deskbook is a type of computer with its much more practical, i.e. CPU blends with the monitor so that it is easy to put on the table without consuming a lot of places.

d. Personal Digital Assistants (PDAs)

Hand-held PDA/Computer is a type of computer device, but have a very mini so it can be included in the Pocket. However, its functionality is almost the same with personal computers that can process data.

e. Flash disk , CD , DVD, Floppy Disk

Memory card flash disk is media data storage that can store vast amounts of data.

Application of IT in the world of education as teaching software, providing facilities for student to learn to take advantage of it, distance learning, information and knowledge about education. According to Davies as cited in (Suyanto : 2018 :

326), use of the software in the process of learning IT will improve efficiency, enhance motivation, give active learning facilities to facilitate experimental study, consistent with the learning-centered on the students and guides to learn better. Pioneer software provider teaching and learning process in Indonesia is derived from telcom. Progam IT from telcom this is a computer-based learning media.

Information technology as a medium of education is done using the media-media communication such as telephone, computer, internet, e-mail, and as follows. The interaction between professors and students is not only done through face-to-face relationships but also done using the media. Lecturers can provide service without necessarily dealing directly with students. Similarly, students can obtain information in a broad scope from a variety of sources through cyber space or virtual space by using a computer and the internet.

From the above explanation is There are some big communication tool that we use in life the day who do not we can separate from our lives and usually it used to support a job or a school homework or a school task will be done because, with the technology it will be so much easier and easy to work with.

#### **8. The Role of information and communication of technology (ICT) in Education**

ICT in the current era is developing and advancing rapidly. With the ICT that goes along with the development of science that is used as a tool in learning activities. With this ICT, can get everything quickly, such as finding teaching materials for the learning process that would implemented. The internet would have a growing impact on daily life since there are so many users worldwide. Individuals can obtain various types of information simply by making use of search engines such as Google. For students to be engaged in engaging in each session, teachers must

also use learning media more effectively. The convenience and consistency of teaching and learning processes are improved by the use of learning media.

These techniques help to make the meaning communicated clearer so that learning objectives can be better. 22 Today, use technology in a variety of ways, especially in education. In the process of teaching and learning, the use of instructional media may inspire and motivate students, increase learning activities, and even have a psychological impact on them. So that, almost all students use technology to get a wealth of knowledge and information, one of which is a place to study.

Now many schools, colleges and universities use ICT as a medium in learning. The use of ICT is still common, including learning English especially in learning speaking. ICT should be used to teach speaking more generally because of its numerous benefits. Using a pronunciation test app, for instance

help with pronunciation. When speaking incorrect grammar students can seek justification through the available applications. ICT improves independent learning, ICT enables to focus on one specific aspect of the lesson (pronunciation, vocabulary) and Selection of updated articles from the Internet contributes to the learner's language awareness (grammar skills).<sup>24</sup> To support learning processes that are believed to improve the quality of learning, expand access to education and learning, address the need for participation in ICT. ICT also promotes individuals in achieving many big learning goals in the future, particularly studying English. ICT also aids in the development of education. The first stage is integrating ICT into the context of language teaching and learning since the benefits would be enormous. In this regard, Padurean and Margan (2019) state: The application of ICT provides more opportunities for communication between fellow students they can



work in teams on different projects, exchange emails, participate in blog discussions, and exchange information. The students would gain a deeper understanding of the culture of the nation and the people whose language they are studying if they use real Internet-provided information. As a result, it can be said that ICT plays a crucial role in helping students learn a foreign language. Students can use ICT to identify their knowledge gaps, and language learners should be provided with a variety of intellectual tools to help foster a learning environment that fosters communication and learner awareness.

Munir (2019) the role of ICT in education is so great that specifically the government in Pustekkom Diknas divides the role of ICT in modern schools into 7 roles as well as education pillars. The 4 roles of ICT are:

- a. ICT as a storehouse of knowledge

This means that with ICT the source of knowledge becomes so rich and even abundant, both core content in school learning and as learning additive material (content supplement). In this function the internet has a large role as a widely accessible source of knowledge that in it has been connected with thousands of digital libraries, millions of articles / journals, millions of e-books, and others.

b. ICT as a learning aid

This means that current learning is easier with the help of ICT, to present the world in class and can be presented to all students through ICT equipment such as multimedia and computer-generated learning media such as posters, graphics, photos, images, displays, and other graphic media. Utilizing Interactive CDs, Learning Videos, Multimedia presentations, e-learning included in this section.

c. ICT as an educational facility

In this case ICT as a suggestion that complements school functions as an educational institution, especially electronic facilities such as computer labs, language laboratory equipment, multimedia rooms, sound recording studios, music studios, video production studios and editing.

d. ICT as a competency standard

This means that ICT as a subject we know ICT subjects. This subject contains competency standards.

From the above explanation it becomes ICT applications is usually used in media learning the electronic book that usually displayed in a concise manner or dynamic information the simplest of e-book is move. Book electronic format and will then, displayed by a computer e-learning is learning that includes learning at all levels both formal or non-

formal that uses the internet to convey teaching or Facilities.

## **9. The challenges of ICT implementation in Indonesia**

The major challenges faced while using ICT included unstable internet connection, lack of training, lack of support from the school, lack of time. In order to ensure a more successful implementation of ICT in education, appropriate training on the usage of ICT in teaching should be provided.

### **2.3 Theory of Foreign Language (EFL)**

#### **1. Definition of Foreign Language (EFL) Classroom**

According to Peter Jarvis (1990: 653), The term teaching derives many definitions such as explained in International Dictionary of Adult and Continuing Education that teaching is 1) The process of presenting knowledge, skills, attitudes, or values, which can be transmitted to and learned by others (commonly called didactic teaching), (2) A process of questioning, so that the students can learn through the sequence of

questions and answers (called Socratic teaching), (3) The creation of situations and experience, through which students have the opportunity to learn (called facilitative teaching), and the last, (4) In a Skinnerian sense, teaching is about arranging the contingencies of reinforcement. Nowadays, teaching English is not only important but a need.

English must be introduced well for the students. The 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. It was, however, the introduction of English to the indigenous peoples led to the existence today of numerous independent states where English continues in daily use. In the rest of the world, there is English a Foreign Language (EFL).

That is, it is taught social life (Geoffrey Broughton, 2001: 6). In schools, often widely, but it

does not play an essential role in national or Indonesia, our country, uses English as Foreign Language. Thus, the existence of English only limited in the classroom or institution. English as Foreign Language (EFL) classroom means a set of classrooms in a school that study English and taught English but English itself does not have any role nationally and daily.

Michael West defined the foreign language in the foreigner is learning English to express ideas rather than emotion: for his emotional expression, he has the mother tongue It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be. In foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language. When English become a world language, while the daily social life does not ask to master and use it, thus only high-motivated learner study hard.

English as a Foreign Language (EFL) can be optimal and maximal to be taught in the class if the process of teaching itself is effective. Effective teaching can be defined as teaching that successfully achieves the learning by pupils intended by the teacher. In essence, there are two simple elements to effective teaching: (a) The teacher must have a clear idea of what learning is to be fostered, (b) A learning experience is set up and delivered that achieves this (Kyriacou, 2009: 7). Therefore, it can be concluded that an effective teaching is a teacher best performance of transferring knowledge process that proven by students,, learning achievement. The essence of effective teaching lies in the ability of the teacher to set up a learning experience that brings about the desired educational outcomes.

Each pupil must be engaged in the activity of learning. In the other hand, there are many definitions of learning, all reflecting the academic specialisms from which the study is conducted. (1) The process of

acquiring knowledge, skills, attitudes, values, beliefs, emotions, senses, etc. (2) The sum total of the process of acquiring knowledge, skills etc, eg a learned person. (3) Sometimes it is wrongly used as a synonym for education, e.g. adult learning. Significantly, it is replacing the term education in the educational vocabulary (Peter Jarvis, 1990: 356) . Pupil learning can be defined as changes in a pupil,s behaviour that take place as a result of being engaged in an educational experience. While effective learning is all of these at their best, plus the monitoring and review of whether approaches and strategies are proving effective for the particular goals and context.

## **2.4 Previous Studies**

There are some studies that discuss similar topic :

1. Víctor Pavón Vázquez (2019) who investigated EFL teachers' beliefs about the teaching and learning of English in public education. The study presented seven categories of teachers' beliefs regarding English



teaching and learning. They are the use of English in EFL lessons, the teacher role, the student role, the teaching components, the role of the teaching and learning context, the role of the language curriculum, and the relationship between the language curriculum and the course book contents. The similarity of this takes a look at is that researchers have a look at EFL teachers. The distinction in this study lies in the approach of teaching and getting to know the system.

2. Hariya Harlina & Fazri Nur Yusuf (2020) who investigated teachers' beliefs about communicative English language teaching and their classroom practices. The study revealed four categories of teachers' beliefs. First, the aim of language learning ought to be communicating fluently. Second, learning is studying, searching, and experimenting by oneself and with other people's guidance. Third, learning is an active process. Fourth, it is teacher and student roles in teaching and learning activities. They believe that teacher should be

knowledgeable while active and motivated students would succeed in language learning. The similarity of this examination is teachers' beliefs. The distinction in this examination is about communicative English language teaching and their classroom practices, while in this research the researcher focus on EFL.

3. Azwar, Agus, & Nurliana (2019). In his study he highlights about the challenges of ESP teaching in Indonesian Vocational Higher Institution. The study was carried out within the framework of interpretive inquiry and the semi- structured interview was used as the instrument for data collection. Marwan's study revealed the teacher's ESP teaching challenges such as motivation, curriculum expectation and students' English proficiency, learning resources and teachers' teaching load have a significant influence on the quality of ESP teaching. These four factors require serious attention from the stakeholders, particularly school administrators and teachers. Teachers, for instance,

should also, in addition to their subject matter teaching, make efforts to help improve students' motivation to learn. In other words, they need to create a fun atmosphere in the process of ESP teaching and learning. Marwan also suggested that ESP learning will not be effective if students are not motivated to learn. The similarity of this examination is study revealed the teacher's ESP teaching. The distinction in this examination is in his study he highlights about the challenges of ESP teaching in Indonesian Vocational Higher Institution, but in this research focus on MA (Senior High School).

4. Dede (2016) found that ICT tools or devices themselves may not always suit for all types of teachers learning outcomes or for all teachers personal instructional situations. Thus, learn divined guidelines on what to learn and to what extend still have to be had and followed by the teachers themselves. In this regard, according to law number 14/2005 on teachers and

lecturers in Indonesian context, for instance, there are at least four domain competencies that teachers must process and must continue to develop. These competencies include, professional competence pedagogical competency, personal competency, and social competency.

5. Richards's and Farrell's (2015:13) found that theory of the dimension of continuing professional dimension namely self-directed learning. All in all, it can be inferred that teachers had their own preferences on deciding which competency that they typically leaned through the use of ICT and why. At this point it should also be summed that the teachers generally had an agreement that regardless of which professional competency that they tried to develop, ICT was still considered as having its' own role on this process.

6. Mamo (2013) conducted the research with sample of first year students instructors in Bongo College of teacher and all of the available English education.

Result of this study showed that instructors had an easy access to authentic listening materials. The instructors also indicated that students' level, interest, relevance and quality of the material should be considered in selecting appropriate authentic listening materials. Besides, instructors mentioned TV/video, radio, audiotapes and the internet as the main sources to obtain authentic listening materials.

7. Huda (2017) found that in journal about the use of authentic materials in teaching English state islamic junior high school level revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their gender, teaching experience, and academic degree. The reason for such an attitude was to expose the students to the real English language and to motivate them in learning English.

Based on the result of previous researcher mention previous, the researcher concludes there are similarities and differences with this research. The similarities are all the

findings show that ICT is used in the development of classroom learning if could be online and offline. While the differences are this research will find out the way of teachers in using ICT and their perception of the use of ICT in teaching English.

## **2.5 Conceptual Framework**

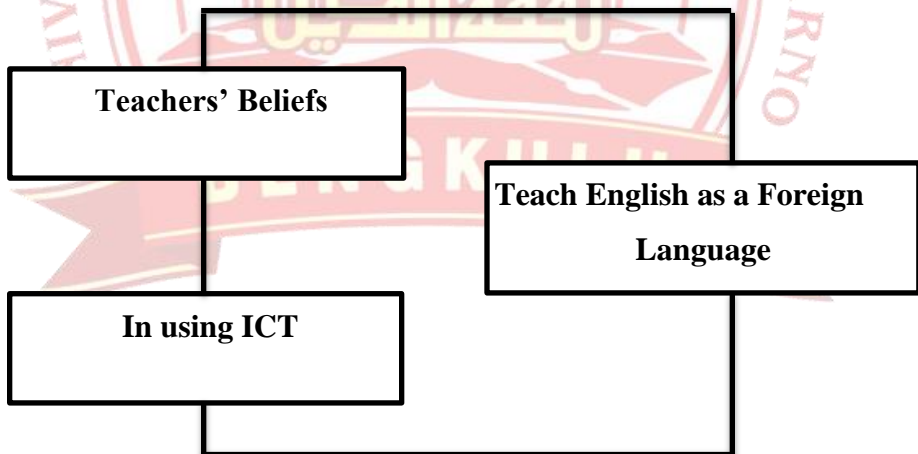
Achieve the goals of the study a conceptual framework is needed to make the study focus. This study focuses on teachers' beliefs in teaching English to students of Nutrition and Health Department.

Pajares (1992) describes belief as an "individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do". Borg (2001, p. 186) states that "belief is a proposition that may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment". In the same line, Nespor (1987) delivers the comprehension about belief with the accepted idea that

teachers' way of thinking and understanding are vital components of their practice. From this point of view, it is noticeable that teachers' belief, in the realm of ideas is what the teachers think and what teachers know regarding to their profession which affect them in their performance. He also mentions that teachers' belief is a significant influence that affects them in conceptualizing tasks. The importance of beliefs in teaching could be denied at all. From all the theorist above, belief is a foundation or a basis for teaching since the way teacher act and think are influenced by the belief.

In the other way, the question comes up about what things that could shape someone's beliefs. One of them is experience. As Nespor (1987) says that experience becomes a factor that shape teachers' belief whether experience as a student or a teacher. It is also supported by Borg (2001). He states that the teachers' belief can be indicated by several factors that affect it, such as their schooling, professional coursework, contextual factors and classroom practice. The schooling includes their experience in learning in the

classroom. This schooling factor informs both their beliefs and their professional coursework. The later factor takes account of teacher educational courses they receive prior and throughout their teaching career, which are intended to enhance their professional knowledge and instructional practice. Another factor that shapes teachers' beliefs is contextual factors. Contextual factors like society, institution where they work, standardized test like national examination, curricula, motivation, and expectation also influence of belief that the teachers hold.



**Figure 2.1 Conceptual Framework**