

Vocational High School Teachers' Beliefs on Teaching Speaking Skills in English as a Foreign Language

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Abstract

Before improving and developing the best method for teaching speaking in vocational schools, teachers' beliefs and beliefs should be unpacked to know how far the understanding of them. This article presents a case study that examined vocational school teachers' beliefs and practices to do teach as a foreign language, especially speaking comprehension. Based on the case study, four teachers were asked to fill the questionnaire to get the information about their beliefs; forty students were confirming the practices of those beliefs in the classroom through questionnaires. Findings unfolded English teachers' views related to their roles, the students' positions, the effective English speaking teaching, the language used in the classroom, and the goals of teaching speaking. Based on the students' statement, the convergence of educators' beliefs to practices arrived at half of the teachers. The study results give teachers implications for constructing valid thoughts and provides an overview for stakeholders to decide an efficient teaching strategy.

Keywords: Beliefs; Practices; Speaking; Vocational School.

I. INTRODUCTION

Constructing beliefs is one of the essential matters in teaching as beliefs could have a tremendous impact on the very process of teaching or the practice of teaching itself (Farrel & Ives, 2015). Considering the teaching activities, considering teachers' beliefs could be an essential tool to measure how far the effective teaching has been practiced. On the other hand, teachers' beliefs affect the practices or the activities in the classroom (Garrity & Guerra, 2015).

Farrell and Ives (2015) stated that reflective practice ultimately means that teachers put their teaching and learning beliefs or values under scrutiny and thus take full responsibility for their classroom practices as they are expressed in these classroom activities. In line with this point, Farrell and Ives (2015) mentioned that reflective practice is essential to the development of a teacher's as it helps teachers to consider and evaluate the activities in their classroom, which lead them not only to

improve the quality of their teaching but also to provide their students more opportunities to learn. Farrell and Yang (2017) also append that teachers should comprehensively obtain information about their beliefs and teaching practices to engage in reflective practice, and then consider whether their beliefs and practices are inconsistent. It is a consequence of reconciling their primary objective of teaching and the application of learning itself, which contributes to more organized and qualified education.

Besides, schools need to combine and balance their teachers' beliefs to make a consensus agreement about how to teach effectively to meet and accomplish their goals. Although teachers' beliefs about the roles of teachers, as well as the roles of students, and also about the effective teaching of speaking in the context of teaching English for foreign students, which aimed to teach students who are not in the country that use English as their main language, are crucial to constructing, only a few of literature on teaching beliefs about

how they teach speaking in Indonesia.

Consideration should be afforded to the relation between teachers' beliefs and daily educational decisions as it can have a significant impact on pedagogy (Gareca & Gui, 2018). Richards and Lockhart (2009) describe teachers' beliefs as structures based on the goals, principles, and thoughts that teachers have about the material, the teaching method, and their awareness of the frameworks' function and positions. There are enormous studies that reveal that teachers often have complex beliefs about teaching and learning English, which has excessively impact their teaching practice in the classroom (Hopkins, 2014; Amiryousefi, 2015; Buss, 2015; Fives & Buehl, 2016; Farrell & Yang, 2017).

It was proposed that language teachers' beliefs should figure out how they interpret their teaching and affect their practice. Confidence in classrooms where teachers are not comfortable in their teaching practices might play an essential role. In other words, teaching beliefs give a new insight into the decision-making and instructional processes of teachers. In some cases, the efficacy of training activities can also be assessed (Nespor, 1987; Pajares, 1992) since values are the principle that people hold to ensure and direct their life prospects.

On the other hand, speaking as a constructive ability is more challenging to master than responsive skills such as listening or reading (Zhang, 2013). Speaking skills or oral skills are related to speaking skills, including knowledge of sounds, vocabulary, structures, and language subsystems (Supriya, 2018). In learning a language, have a clear understanding of speaking is essential. Even literature notes note that speaking is the most critical ability to learn (Savitri, 2013; Nuraini, 2016). Expressing ideas, sharing information, and giving meaning to people's surroundings are examples of speaking roles that make it essential (Damayanti, 2019). Speaking is the most effective skill in learning English since the mastery of the English language is frequently shown through speaking skills.

In first-language instruction, speaking is experienced unconsciously in everyday life, Jurnal Penelitian Pendidikan

and writing is learned intentionally, typically in classrooms. However, it is not easier than to write in second-language learning, even in a foreign language situation. The discrepancies between these two abilities are based on several factors. The first is the learning environment, and speaking is an ability that demands more realistic preparation in daily life.

Grammar is another challenge in studying English and many others (Zhang, 2013) and many others. The grammar that offers a series of rules of the language that allow us to understand and formulate the proper words (Zhang, 2013). Vocabulary leads students to convey their meaning in the target language effectively (Khan *et al.*, 2018). Comprehension that reflects the degree of someone's capacity in learning something. In the context of speaking, students' willingness to understand conversations or words, and another vocabulary, are defined as comprehension (Damayanti, 2019).

Also, pronunciation and fluency strengthen the language proficiency of the individuals and show their communicative skills more clearly. They are both so closely related that they are inseparable (Abbaspour, 2016). In other words, language grammar tools need to be used to create a far more comprehensive set of meanings (Thornbury, 2005). Over the decades, education professionals have continued to develop many methods of learning to teach English. However, the most important thing to do before designing strategies is to know how teachers' beliefs about their roles, students' roles, and how effective teaching is itself.

Besides, the different kinds of traditions or cultural experiences of the place can generate different beliefs for others' views, including the teachers. Pan and Block (2011) stated that teachers' ideas could be linked to political and social boundaries. Thus, creating an impact on the system behind the language classroom. Few studies have examined the relationship between teacher beliefs and why some thoughts outweigh others. For example, Mak (2011) found that western countries use the communicative approach as their approach to language teaching is well accepted since they use English as their first language. This might

be challenging for students who perceive English as their second or even foreign language.

Besides, what teachers believe in pedagogy and how their beliefs are taken place in the classroom are essential in language teaching (Pan & Block, 2011; Pettit, 2011). Teachers' beliefs were based on teachers' experiences as members of cultural communities (Garrity & Guerra, 2015). Since teaching and the local perspective of vocational school are estimated differently from other public schools, particularly in teaching methodologies' beliefs and practices, exploring how English as a Foreign Language (EFL) teachers teach speaking could shed more light on EFL teacher's development. As reported by the special directorate of vocational school coaching, vocational schools are also concerned with engineering academic, social, and political issues (Direktorat Pembinaan SMK, 2017).

The general goal of vocational schools is to educate young people who are intellectually and educationally competent in the world of work. One of the leading training for this target is having vocational school students to learn communication skills. To improve vocational school graduates' competitive potential, enhancing and increasing the capacity to communicate internationally (English) has become the top priority.

Based on these factors, the purpose of this study was to investigate the teaching beliefs of teachers in the teaching of English in a foreign user context, particularly in teaching speaking based on a local, regional perspective in one of the vocational schools in Indonesia. To explore the topic of teachers' beliefs and their practices in the scope of teaching the EFL in a vocational school as outlined above, this study aims to find answers to the following questions; (1) What are teachers' beliefs when they teach speaking? (2) How do teachers teach speaking? (3) How are teachers' beliefs reflected in their teaching?

This analysis must be restricted to offer the best outcome. This research focuses on exploring how teachers believe in teachers' role, the role of students, and the efficient

English teaching for speaking and the language used by teachers in the classroom.

By conducting this study, it is expected to give meaning to the consciousness of teachers to establish beliefs in teaching and to incorporate them in their teaching activity, and to inspire teachers to develop their knowledge in building up beliefs through valid sources. It also provides an overview for the stakeholders of vocational schools in deliberating their approach for successful teaching English for speaking in particular.

II. METHODS

As this research aims to uncover the phenomenon of how teachers build beliefs about the role of them in the classroom, the role of learners, and the learning of speaking also observing the practice of the beliefs in the classroom, a qualitative approach is proposed to do it in this research certainly case study method, since it was a social phenomenon study which was examined through the analysis of individual case within the argument and the execution of the case (Hamied, 2017).

This research was designed as a case study to explore the relationship between teachers' beliefs in foreign language teaching methods, particularly in speaking and later the actual practices. A case study has been preferred since they are ideally able to give a comprehensive and systematic interpretation of what to study because it could examine the significance of real-life events. (Stake, 1995).

2.1. Research Site and Participants

Since this study is a case study in a vocational school with a specific demand and vision for English use, this research was carried out in one of the vocational schools in Langsa, Aceh. This school is preferred because of the school's uniqueness, which has a specific requirement for teaching. Thus the school uses two languages, English and Indonesia, to instruct its primary subject. Another reason for having this school is associated with the popularity of this school. This vocational school is known as one of the most famous schools in Aceh. As a result of their achievement in LKS (Lomba Keterampilan Siswa) as a science competition among

vocational schools in Indonesia, there is a diversity of ethnic communities coming from regional or even outside Aceh to participate in this school. The next reason for choosing this vocational school as a research site is apparently due to its convenience and feasibility considerations. Since this school is open to improvement, teachers are agreed to be interviewed and willing to complete the questionnaire and anything relevant to the researcher's requirements.

Concerning the participant of the study, the researcher addressed four English teachers at this vocational school. All teachers have been selected based on their expertise in teaching English. They are all graduates from the Department of English Education and have a Bachelor's degree. They have already been teaching English for more than a decade, which has led them to be more experienced in teaching English and richness of experience in their field. There are only four teachers who are preferred for the dept analysis consideration of both information and data. Also, to validate the teaching methods, students are engaged in this research.

2.2. Data Collection Technique

There were two sorts of questionnaires included in this study. The first questionnaire is administered to collect how teachers interpret their beliefs related to teaching English speaking. The second questionnaire was aimed to obtain data on how views are reflected in classroom activities. The first questionnaire was distributed to the teachers, and the second questionnaire was distributed to the students.

The result of questionnaires was also used to analyze the divergence between the beliefs and practices of teachers. The questionnaires were delivered through google form to both teachers and students. The questionnaires were sent to both teachers and students via a google form. The questionnaire format is on the Likert scale, comprising five points used to query the participants' degrees of the agreement as strongly agreed, agreed, neutral, disagreed, and strongly disagreed.

The questionnaire topics were the role of teachers, the part of students, successful teaching, the use of languages, and the aim of Jurnal Penelitian Pendidikan

education speaking. The issues of the questionnaire were in the context of speaking English learning and modified from Bell (2005), Lu and Lavandez (2014) and, Moini (2008).

2.3. Data Analysis Procedures

The researcher gathered and interpreted data on the research questions. The data analysis showed the details, descriptions, ideas, and patterns found throughout the research process from data collected (Silverman, 2004). When the data collection technique (questionnaires) had been transcribed, it was coded and analyzed. The inductive qualitative data analysis processes include the data's organization into specific criteria of the theories employed to theorize the research (McMillan & Schumacher, 2014).

The first question is aimed to examine the teachers' beliefs about EFL speaking based on local knowledge. A form of questionnaires was distributed to four English teachers in a vocational school. The questionnaires also intended to explore teachers' role, the role of students, the effective teaching of English speaking in the classroom, and the teaching purposes. The result of this questionnaire will later be checked and grouped, then described. This result also becomes the primary information for answering the third question.

The second form of questionnaires was also distributed through google form to the students for the second question supposed to review the actual methods for teaching EFL speaking offered by English teachers. The questionnaire results were described and, together with the first questionnaire result, become the crucial data for answering the third question.

And lastly, the link between the beliefs and practices encountered by teachers of English speaking in conjunction with local understanding of vocational schools is the aim of the third question. This query was sought to see whether there is alignment or difference in the beliefs and beliefs of EFL speaking teaching. This section is completed by fulfilling the table and then profoundly described.

III. RESULT AND DISCUSSION

3.1. Result

This study presents three main topics: teachers' beliefs, the thoughts' practices, and the convergency among them. The first topic is related to the teachers' reflections on teaching English to vocational school students as foreign learners. Five main themes of beliefs are indulged in gathering the information about this term they are; the thoughts of teachers' role, the thoughts about students' function, the ideas about the effective teaching for speaking in EFL context, the arguments about language use in the classroom, and the goals of education speaking.

For the first theme related to teachers' role, the four teachers have already given their opinion. The first statement states that teachers choose the speaking materials for students based on their speaking level. This statement is agreed by the three teachers (H, Y & I), while CR stated firmly agrees with this statement. The reports mention that teachers prefer to use examples instead of rules in learning and teachers should explain why learner responses are inaccurate when students make errors; also, teachers should grade spoken language production predominantly for grammatical accuracy, make two teachers (I & CH) agreed on this matter while H stated that she strongly agrees and Y feels neutral. In term of asking students to focus on form by doing drills and exercises, encouraging learners to begin speaking in English only when they feel they are ready to, and connecting foreign language teaching with students' existing knowledge become the next statements which are agreed by CH, I and H while Y considered it as neutral.

Related to state and describe the rules, then provide more examples are preferred by H, who marks this as strongly agree, followed by I, who keeps this as decide and the last two teachers mark this as neutral. For the next statement, giving students tasks frequently could make them master speaking faster is agreed by I, but the rest are preferred to consider it as neutral. Helping students learn the textbook context well, using indirect clues or hints to signal errors to the learner, and assigning some exercises for further practice,

is agreed upon by all teachers but H, who considers it neutral.

All teachers agree on using assessment mainly to evaluate students' grammar and vocabulary knowledge while doing speaking tasks and providing feedback and correct errors as an important part in learning speaking, exposing students to different dialects of English also on the statement that those teachers should be taught both form and meaning of language together and. But in terms of correct errors immediately than provide feedback, three teachers (CH, I & Y) and strongly approved by a teacher (H) agreed. Most teachers, except CH, who choose neutral for this matter, decide to correct errors as soon as possible after they occur and assess students using an open approach.

The second theme is related to the students' role, and the four teachers also had given their opinion related to these four statements. The first statement, which mentions that teachers think that students have to follow all the teachers' instructions, is agreed by CH, Y, and I, while H thinks it is neutral. The statement teachers believe that students have to practice speaking in the classroom and teachers believe that students themselves should think about errors they make and find the correct also, teachers believe that students should help each other by discussing and correcting their teachers' errors.

The third theme explains effective teaching for speaking in the EFL context. The statement which related to the importance of speaking as a component of language learning and related to the user speaking lesson that should be related to students' lives in schools, communities, and families are categorized as strongly agree by H, agree by CH, I, and neutral by Y.

All teachers agree on the statement that an effective speaking lesson should promote speaking skills and help students develop speaking strategies, incorporate cultural learning to help students understand and appreciate the target culture, use small group instruction to enhance student self-correction, use small group instruction to cause students to learn inaccurate forms of the TL from each other, use portfolio assessment to measure student achievement in a foreign language as a

valid and reliable tool also make foreign language learners learn to use a foreign language proficiently by merely exposed to it. Next, the statement that an effective speaking lesson should offer students opportunities to use what they have learned to explore topics of their interests is agreed upon by all teachers except H, who consider it strongly agree.

The statements mention that a useful speaking lesson should use authentic materials in the classroom, foreign language learners should interact with native speakers of English as often as possible, using small group activities is likely to reduce learner anxiety, speaking tests should imitate real-life language use situations whenever possible, foreign language learners should be put into groups of fast and slow learners are marked agree by CH, and I while Y and H prefer to choose neutral. The statement reveals that an effective speaking lesson should spend most of the time on learning the language system and on testing students on what has been taught in class is more important than testing their overall language development are signed as agree by CH and I, neutral by Y and disagree by H. All teachers agree on the statement that foreign language speaking is learned predominantly by imitating correct models of the language but Y who consider it as neutral. CH and I agree while Y is neutral and H disagrees.

All teachers also agree on thinking that learning a foreign language "on the street" is generally more effective than learning it in the classroom, but CH, who considers it neutral. Another statement mentions that the higher a person's IQ, the more likely they are to learn a foreign language well is agreed by I and Y but signed neutral by H and disagreed by CH. CH, I, and Y also agree with the statement, which mentions that too much interaction with native speakers can hinder beginning foreign language learners because native speakers generally take control of conversations, but H prefers to mark it as neutral.

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that should be related to students' lives in schools, communities, and families are categorized as strongly agree by H, agree by CH, I, and neutral by Y. All teachers agree on the statement that an effective speaking lesson should promote speaking skills and help students develop speaking strategies, incorporate cultural learning to help students understand and appreciate the target culture, use small group instruction to enhance student self-correction, use small group instruction to cause students to learn inaccurate forms of the TL from each other, use portfolio assessment to measure student achievement in a foreign language as a valid and reliable tool also make foreign language learners learn to use a foreign language proficiently by merely exposed to it.

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All teachers agree on the statement that foreign language speaking is learned predominantly by imitating correct models of the language but Y who consider it as neutral. CH and I agree while Y is neutral and H disagrees. All teachers also agree on thinking that learning a foreign language "on the street" is generally more effective than learning it in the classroom, but CH, who considers it neutral. Another statement mentions that the higher a person's IQ, the more likely they are to learn a foreign language well is agreed by I

and Y but signed neutral by H and disagreed by CH. CH, I, and Y also agree with the statement, which mentions that too much interaction with native speakers can hinder beginning foreign language learners because native speakers generally take control of conversations, but H prefers to mark it as neutral.

The next theme is related to the language used in the classroom. All teachers give different opinions related to using the Indonesian language at the school. CH agrees to use it, H and I tend to neutral, and Y disagrees to use it. Using English as the primary classroom language is agreed by almost all teachers except Y, who consider it neutral. Regarding the goals of teaching English speaking as the last theme, CH and I agree on the statement 'I think that activities that focus on the exchange of meaning between two speakers are more important than activities that focus on the manipulation of grammatical forms.' At the same time, Y and H feel it is neutral.

The second topic is related to how the practices of the beliefs themselves. The same themes are used to confirm the rules of the students to each teacher. Most voices are attached in the description. On behalf of confirming the beliefs of teacher CH related to the role of teachers, students agree that CH groups them and chooses the speaking materials based on their speaking level, tends to give examples in the learning process instead of explaining the specific lesson, asks them to stay focus on the English speaking lesson by doing drills and exercises, teaches both form and meaning of language, gives tasks frequently which could make them master speaking faster, connects foreign language teaching with students' existing knowledge, assesses students using open approaches, helps students learn the content in the textbook well, uses assessment mainly to evaluate students' grammar and vocabulary knowledge while doing speaking tasks, provides feedback and correct errors as an essential part in learning speaking, prefers to correct the mistakes immediately then offer feedback, uses indirect clues or hints to signal errors to the learner, exposes students to different dialects of the English, corrects

errors as soon as possible after they occur, explains why learner responses are inaccurate when students make errors, and assigns some exercises for further practice. Students feel that sometimes their teacher states and describes the rules then provide more examples, encourages learners to begin speaking in English only when they think they are ready to, grades said language production predominantly for grammatical accuracy. Hence, they mark neutral to these statements.

The students' opinions are also confirmed in the next theme related to their role. The students agree that CH has them follow all the teachers' instructions, practice speaking in the classroom, think about the errors they make, find the correct forms for themselves, and help each other by discussing and correcting their mistakes.

The next theme is teaching speaking effectively. Students strongly agree if CH uses a portfolio assessment to assess their speaking skills. Most students agree if CH emphasizes that speaking is a very important component of language learning, teaches the lesson by correlating the speaking lesson to students' lives in schools, communities, and families, promote speaking skills and help students develop speaking strategies, offers opportunities for students to use what they have learned to explore topics of their interests, uses authentic materials in the classroom, spends most of the time on learning the language system, uses small group activities to reduce their anxiety and enhance their self-correction also cause them to learn inaccurate forms of the TL from one another, imitates the correct models of the language, corrects them when they make grammatical mistakes in speaking, evaluates them after the lesson, makes class outside the classroom, and provides exposures of English. Same as the previous theme, the students have also marked some actions of the teacher as neutral since they sometimes make the statements like incorporating the cultural learning to help students understand and appreciate the target culture, giving speaking tests that imitate real-life language use situations, grouping them into fast and slow learners group, asking their IQ, offering students to mostly interact to the native speaker. Moreover, they tend to mark

disagree if CH offers them to interact with native speakers of English.

For the next two themes, language used in the classroom and teaching speaking goals, the students reveal that they agree if CH uses the Indonesian language at the school but uses English as his primary classroom language. The students do not feel that CH often encourages them to focus on exchanging meaning between them since it is more critical than activities that focus on manipulating grammatical forms.

Now is teacher H's turn. For the teacher's role theme, the students strongly agree that H teaches both form and meaning of language, provides feedback and correct errors, prefers to correct the mistakes immediately, then provides feedback, and uses indirect clues or hints to signal errors to the learner. They also agree if H groups them and chooses the speaking materials based on their speaking level, asks them to focus on form by doing drills and exercises, prefers to state and describe the rules then provide more examples, gives tasks frequently, which could make them master speaking faster, assesses students using open approaches, helps them to learn the content in the textbook well, evaluates their grammar and vocabulary knowledge while doing speaking tasks, exposes students to different dialects of English, corrects errors as soon as possible after they occur, explains why their responses are inaccurate when they make errors, and assigns some exercises for further practice.

The students tend to feel neutral when H prefers to use examples instead of rules in learning, encourages them to begin speaking in English only when they think they are ready to, connects foreign language teaching with students' existing knowledge. Grades are speaking predominantly for grammatical accuracy.

For the theme of students' role, the students strongly agree that they follow all the teachers' instructions. And agree if they practice speaking in the classroom, think about the errors they make, find the correct forms for themselves, and help each other by discussing and correcting their mistakes.

The next theme is useful for teaching. The students strongly agree if H spends most

of the time learning the language system, uses portfolio assessment, and imitates the correct models of the language.

They agree if H emphasizes that speaking is a very important component of language learning, teaches the lesson by correlating the speaking lesson to students' lives in schools, communities, and families, promotes speaking skills and help students develop speaking strategies, uses small group activities to reduce their anxiety and enhance their self-correction also cause them to learn inaccurate forms of the TL from one another, gives speaking tests that imitate real-life language use situations, corrects them when they make grammatical mistakes in speaking, and offers them to mostly interact to the native speaker.

Tend to choose neutral if H offers opportunities for students to use what they have learned to explore topics of their interests, offers them to interact with native speakers of English, evaluates them after each lesson, makes class outside the classroom, groups students based on the capability of fast and slow learners, tests or asks their IQ, and gives them exposures in English. They also marked disagree in the statement that H incorporates cultural learning to help them understand and appreciate the target culture and uses authentic materials in the classroom.

Regarding language use in the classroom, students agree that using the Indonesian language also uses English as the primary classroom language. The students also agree that H encourages them to focus on the exchange of meaning between them since it is more critical than activities that focus on manipulating grammatical forms.

Students are also given their opinion for teacher Y related to the themes. According to the students related to the teachers' role, they agree if Y groups the students and chooses speaking materials for them based on their speaking level, prefers to use examples instead of rules in learning, asks students to focus on form by doing drills and exercises, teaches both form and meaning of language, give tasks to students frequently, encourages learners to begin speaking in English only when they feel they are ready to, connects foreign language teaching with students' existing knowledge, assesses students using open approaches, helps

students learn the content in the textbook well, evaluates students' grammar and vocabulary knowledge while doing speaking tasks, provides feedback and correct errors as an essential part in learning speaking, uses indirect clues or hints to signal the mistakes to the learner, exposes students to different dialects of the English, corrects errors as soon as possible after they occur, grades spoken language production predominantly for grammatical accuracy, and assigns some exercises for further practice. When Y prefers to state and describe the rules, then provide more examples, choose to correct errors immediately, provide feedback, and explain why learner responses are inaccurate when students make errors.

Concerning the students' role as the second theme, the students strongly agree that they have to follow all the teachers' instructions. Moreover, they also agree that they have to practice speaking in the classroom, think about the errors they make, and find the correct forms for themselves also help each other by discussing and correcting their mistakes.

Related to effective teaching, the students strongly agree if Y offers opportunities to interact with a native speaker, evaluate students after each lesson. They agree that Y CH emphasizes that speaking is a very important component of language learning, teaches the lesson by correlating the speaking lesson to students' lives in schools, communities, and families, promotes speaking skills and help students develop speaking strategies, offers opportunities for students to use what they have learned to explore topics of their interests, incorporates cultural learning to help students understand and appreciate the target culture, use authentic materials in the classroom, spends most of the time on learning the language system, uses small group activities to reduce their anxiety and enhance their self-correction also cause them to learn inaccurate forms of the TL from one another, uses portfolio assessment, imitates the correct models of the language, corrects them when they make grammatical mistakes in speaking, makes class outside the classroom, groups students into a fast and slow learner, and gives

exposures of English to the students.

The last two themes related to language use in the classroom and the goal of teaching speaking. The students agree if Y uses the Indonesian language at the school and neutral if they use English as the primary classroom language. Also agree if Y encourages them to focus on exchanging meaning between them since it is more critical than activities that focus on manipulating grammatical forms.

The last teacher is I. Students gave their opinion about the teacher roles as follows. They strongly agree if I group them and choose the materials based on their speaking level, prefers to use examples instead of rules in learning, asks students to focus on form by doing drills and exercises, teaches both form and meaning of language, gives tasks to students frequently which could make them master speaking faster provides feedback and correct errors as an important part in learning to speak, prefer to correct errors immediately then provide feedback, explains why learner responses are inaccurate when students make errors, grades spoke language production predominantly for grammatical accuracy and assigns some exercises for further practice.

And agree if I prefer to state and describe the rules then provide more examples, encourages learners to begin speaking in English only when they feel they are ready to, connects foreign language teaching with students' existing knowledge, assesses students using open approaches, helps students learn the content in the textbook well, evaluates students' grammar and vocabulary knowledge while doing speaking tasks, uses indirect clues or hints to signal errors to the learner, exposes students to different dialects of English, and corrects errors as soon as possible after they occur.

To confirm the role of students' theme, the students strongly agree that they have to follow all the instructions given by I, practice speaking in the classroom, think about the errors they make, and find the correct forms. They also agree if they should help each other by discussing and correcting their mistakes.

They also confirmed the good teaching theme. They strongly agree if I emphasize the importance of speaking as an important component of language learning, correlates the

lesson with students' social environment, promotes speaking skills and help students develop speaking strategies, offers opportunities for them to use what they have learned, incorporates cultural learning, uses authentic materials, makes small groups reduce their anxiety also enhance their self-correction, makes test which imitates the real-life language use situation, imitates correct models of the language, uses portfolio assessment, corrects them when they make grammatical mistakes in speaking, tests them at the end of each lesson, makes class outside the classroom, and does not allow them to have much interaction to the native speaker. They agree if I spend most of the time learning the language system, makes them interact with native speakers of English as often as possible, puts them in a small group to learn inaccurate forms of TL from one another, groups them based on the capability of the slow and fast learner, checks their IQ also gives exposures of English to the students.

The next two themes are the language used and the goals of teaching speaking. The students agree if I use the Indonesian language in the classroom but use English as the primary classroom language. They also decide if I also encourage them to focus on exchanging meaning between them since it is more critical than activities that focus on manipulating grammatical forms.

The third topic is intended to confirm whether the beliefs and practices are convergent or not. Based on the result of teachers' and students' questionnaires, the similarity between the beliefs and practices of CH is 62.5%, H is 37.5%, Y is 56.25%, and I is 37.5%.

3.2. Discussion

The findings indicate that CH and Y beliefs are mostly convergent; on the other hand, H and I are mostly categorized as diverting to their practices. The convergence of the thoughts and ways are shown in all themes. For example, In CH situation, his beliefs and the practices are convergence when he agreed on using examples instead of rules, ask students to focus on form by doing

drills and exercises, teaching both form and language, connecting foreign language teaching with students' existing knowledge, helping students learn the content in the textbook well, using assessment mainly to evaluate students' grammar and vocabulary knowledge, providing feedback and correcting errors immediately, exposing students to different dialects of English, explaining students' errors, assigning some exercises for further practice, having students to; follow all the instructions given by the teachers, practice speaking in the classroom, think about the errors they make and find the correct forms for themselves, and help each other by discussing and correcting their errors. CH argues that speaking is an important component of language learning, also argues that effective speaking lesson should; be related to students' lives, promote speaking skills and help students develop speaking strategies, offer opportunities for students to use what they have learned to explore topics of their interests, etc. This convergency is occurred to confirm the dual-process theories validly.

The dual-process theories are transpired when the information is processed through the central route; the individual uses deliberate, systematic, and deep processing. In contrast, when processed through the peripheral way, the individual often relies on heuristics from previous experiences and/or affective responses (Lu & Lavandez, 2014). So, it is normal when teachers' beliefs apply to the practices in the classroom.

While the divergence is shown when teachers' H, and I, beliefs are often different from their practices, as confirmed by them. In some cases, this will also happen since teachers' beliefs could not match with the situation of learners, the work environment, the teachers' degree, teachers' gender also teaching experience (Moini, 2009).

In H, and I situation, degree, and gender do not seem to be the main problem since CH is male, and Y is female, and both have beliefs and practice consistency. The most probable reason for the divergence is the teaching experience, the work environment, and learners' situation. Sometimes, teachers have an excellent teaching strategy, but when the students are not suitable enough for the

teaching strategy, the teacher may not apply it aptly. The teaching experience also sometimes leads the teachers to feel unconfident to contextualize and operate their beliefs into the teaching materials and the activities (Rohmah *et al.*, 2019).

However, in teacher I, most of the students claimed strongly agree on their statements in most cases while I decided to mark it with agree. In this case, there are three possible outcomes of this fascinating problem. First, the students could not decide whether they were always experiencing the themes or just plain frequently. Second, the teacher thought that she does not always teach that class by the situation or themes. Third, the questionnaire does not explain the five Linkert scale clearly. These three possible outcomes should become the next deliberation for further research.

IV. CONCLUSION

This study examined EFL teachers' beliefs and practices in teaching English speaking and decide whether the thoughts are convergence or divergence with the rules. The views of teachers have been investigated through questionnaires with four themes of the statement. All articles are responded to by four teachers and forty students. Two teachers are confirmed to have the convergence belief to its practices; on the other hand, the rest two teachers are divergence. By this result, the implication of the study is hopefully could increase the teachers' awareness of constructing beliefs and practice them in their teaching activities, motivate the teachers to improve their knowledge in constructing beliefs through valid sources also give an overview to vocational schools' stakeholders in deliberating their strategy for the efficient teaching English especially speaking.

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