TEACHERS’ BELIEFS AND PRACTICES IN TEACHING WRITING AT THE ELEVENTH GRADE STUDENTS OF NATURAL SCIENCE AND SOCIAL SCIENCE CLASSES

(A Case Study at State Islamic Senior High School in Surakarta)

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Abstract

This article reports a study on teachers’ beliefs and practices in teaching writing at the Eleventh grade students of natural science and social science classes. This study was conducted to ensure that language teachers’ beliefs have powerful effect on teachers’ pedagogical decisions, strongly influence what and how teachers learn during language teacher education, and can be deep-rooted and resistant to change. This can be the reason for researcher to investigate this case in order to provide depiction for English teacher to reduce the affecting factors that impede the smoothness of teaching writing process. The objectives of the research are (1) to identify teachers’ beliefs in teaching writing, (2) to identify the factors that influence their belief and practice in teaching writing, and (3) to identify the implementation of teachers’ beliefs in teaching writing.

This case study was carried out at State Islamic Senior High School in Surakarta. The subjects of the research are one English teacher of natural science and one English teacher of social science study programs. The data are collected through questionnaire, observation, interview, and document analysis. The data are analyzed by using interactive model data analysis technique proposed by Miles and Huberman which covers data collection, data reduction, data display, and drawing conclusion. The findings of this research are: (1) there are some similarities and differences between teachers’ beliefs in teaching writing of IPA and IPS teachers. The similarities and differences are in education and teaching and in curricula. Meanwhile, in teaching profession, the teachers have same beliefs, (2) there are ten factors which affect teachers’ beliefs and practice in teaching writing that consist of teaching background, learning experience, students, class time, teaching test and teaching subject, classroom management, student’s family, students’ colleagues, motivation, and teaching media, and (3) dealing with teaching practice, IPA teacher does continuous teaching in which one genre is taught continuously to the next meeting, while IPS teacher does one finished teaching in which one genre is taught in one meeting. In their teaching practice, there are some beliefs about education and teaching and about curricula are not implemented, while beliefs about teaching profession are implemented. In sum, teachers’ beliefs that are held by IPA and IPS teachers may not always be applied well in teaching practice. The inconsistency between teachers’ beliefs and teaching practices is caused by affecting factors revealed by the teachers. Therefore, it is important for teachers to reduce the factors that impede the smoothness of teachers’ beliefs in teaching practice or even change their teaching belief if it cannot facilitate students to learn.

Keywords: teachers’ beliefs, teaching practice, teaching writing, case study.
Abstrak

Artikel ini menyajikan sebuah studi pada kepercayaan guru dan aplikasinya dalam pengajaran writing pada siswa kelas sebelas IPA dan IPS. Studi ini telah dilaksanakan untuk membuktikan bahwa kepercayaan guru bahawa mempunyai efek yang besar pada keputusan pedagogic, dan berpengaruh kuat pada apa dan bagaimana guru belajar dalam pendidikan dan menjadi landasan serta rentan untuk berubah. Hal ini dapat menjadi alasan untuk penelitian dalam menginvestigasi kasus ini dalam rangka menyajikan gambaran untuk guru bahasa inggris untuk mengurangi factor-faktor yang berpengaruh dalam menghalangi jalannya proses belajar mengajar writing. Tujuan dari penelitian ini adalah untuk (1) mengidentifikasi kepercayaan guru dalam pengajaran menulis; (2) mengidentifikasi faktor-faktor yang mempengaruhi kepercayaan guru dan aplikasinya dalam pengajaran menulis; dan (3) untuk mengidentifikasi implementasi kepercayaan guru pada praktik pengajaran menulis. Subjek penelitian ini adalah seorang guru bahasa inggris dari kelas IPS dan seorang guru bahasa Inggris dari kelas IPS. Data dikumpulkan melalui kuesioner, observasi, wawancara, dan analisis dokumen. Data dianalisis dengan menggunakan data analysis interactive model dari Miles dan Huberman yang mencakup pengumpulan data, penyeleksian data, penyajian data dan pengambilan kesimpulan. Hasil dari penelitian ini adalah (1) terdapat perbedaan dan persamaan antara kepercayaan guru IPA dan IPS pada pendidikan dan pengajaran, serta kurikulum. Sementara pada profesi mengajar, kedua guru memiliki keterpercayaan yang sama, (2) terdapat sepuluh faktor yang mempengaruhi kepercayaan guru dan aplikasinya yaitu a) pengalaman mengajar, b) pengalaman belajar, c) siswa, d) waktu, e) pengajaran untuk tes dan mengajar pelajaran, f) manajemen kelas, g) keluarga siswa, h) teman-teman siswa di sekolah, i) motivasi, dan j) media pengajaran, dan (3) terkait dengan praktik mengajar, guru IPA melakukan pengajaran berulang dimana satu genre diajarkan untuk dua kali pertemuan, sedangkan guru IPS melakukan pengajaran satu kali selesai dimana satu genre diajarkan untuk satu kali pertemuan. Pada praktik mengajar, terdapat beberapa kepercayaan guru tentang pendidikan dan pengajaran, serta kurikulum yang tidak terimplementasi, sedangkan kepercayaan guru tentang profesi mengajar terimplementasi oleh guru. Secara ringkas, kepercayaan guru yang dipengaruhi oleh guru IPA dan IPS tidak selalu bisa diaplikasikan dengan baik pada praktik mengajar. Terdapat ketidakkonsistennya antara kepercayaan guru dan praktik mengajarnya yang disebabkan oleh faktor-faktor yang telah diungkapkan oleh guru. Oleh karena itu, penting bagi guru untuk mengurangi faktor-faktor yang menghalangi lanjarnya penerapan kepercayaan guru pada praktik mengajar atau bahkan mengganti kepercayaan guru jika kepercayaan tersebut tidak bisa memfasilitasi siswa untuk belajar.

Kata kunci: kepercayaan guru, praktik mengajar, pengajaran menulis, study kasus.

INTRODUCTION

Borg (2011: 370-371) says that 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 are resistant to change. According to Aguirre and Speer (2000: 328), current definitions of teacher beliefs in the educational literature focus on how teachers think about the nature of teaching and learning. In this context, beliefs are defined as conceptions, world views, and mental models that shape learning and teaching practices. Melketo (2012) says that the term
beliefs refer to teachers’ pedagogic beliefs which are related to convictions about language and the teaching and learning of it. Teachers’ belief is embodied in their approaches, selection of materials, activities, judgments, and behaviors in the classroom. Thus, teaching learning activity that is created by teacher in the classroom should be understandable for students so the goal of teaching can be reached.

Writing is essential to be noticed as means of communication. It has goals to get information to someone who cannot presently talk to, to solve the problem, to store more than the human brain can remember, and to filter and shape our experience. In senior high school, the students still depend their learning on teacher. They often cannot learn alone by themselves. They need to be provided by some trigger activities that are created by the teacher especially in writing skill. Therefore, teachers have important roles in building students' understanding about how to write well. It means that students are highly dependent on teachers for instruction and support (Urquhart and McIver, 2005: 58). Thus, knowing teachers’ belief in teaching writing is essential because it can depict how teachers apply their belief in teaching practice that can help students to write well.

Teachers’ beliefs itself have broader areas that can be explored by the researcher. Hersulastuti (2013: 249) explores dimensions of teachers’ beliefs that consist of beliefs about teaching and learning philosophy, beliefs about learners, and beliefs about effective learning. Thus, in this research the researcher focuses the scope of teachers’ beliefs about education and teaching, curricula, and teaching profession in teaching writing.

Additionally, there are many factors that can affect the implementation of teachers’ belief in classroom. Borg (2003: 94) comments that factors such as parents, principals’ requirements, the school, society, curriculum mandates, classroom and school lay-out, school policies, colleagues, standardized tests and the availability of resources may hinder language teachers' ability to carry out instructional practices reflecting their beliefs. Borg and Phipps (2009: 381) conclude that the dichotomy of beliefs and practices may stem from teachers’ professional course work and prior experiences inside and outside school with teaching, learning experiences, students, or their activities.

The recent research that was done by Melketo (2012) about Exploring Tensions between English Teachers’ Beliefs and Practices in Teaching Writing resulted that teachers’ classroom
practices did not always correspond to their beliefs. The reasons for a mismatch would seem to be highly complex, but there was evidence to suggest that teachers' ability to teach related to their beliefs was influenced mainly by contextual factors such as class time, students' expectations, teaching the test rather than teaching the subject and focusing on classroom management concerns.

Thus, it becomes important to investigate the affected factor in the implementation of teachers' beliefs and teaching practice in writing activity.

Moreover, different teachers have different beliefs about teaching, so the way they are teaching is also different. This research investigated teachers' belief and practice in teaching writing at the eleventh grade students of natural science and social science classes of State Islamic Senior High School Surakarta.

RESEARCH METHODOLOGY

This research adopted a qualitative case study approach to investigate the relationship between teachers' beliefs and actual classroom practices in teaching writing.

The main aims of this research are to investigate teachers' beliefs of two English teachers that teach in natural science and social science classes and their practices in teaching writing. Considering that case study research cannot be separated from the context of the case being investigated, this study also investigated the factors that influence teachers' belief and practice in teaching writing.

The subjects of this study were the teachers of the eleventh grade class of IPA and IPS in State Islamic Senior High School Surakarta. Theoretical sample of non-probability sampling is used in determining the sample of the research. By considering the purpose of this research, the subjects of this research are the teachers that handle more than one class both English teachers in IPA class and IPS class. It has purpose that the teachers that teach more than one class have deeper beliefs about teaching writing.

In this research, the researcher collected the data by giving questionnaire to the teachers, observing teachers' practice in teaching writing, interviewing the teachers and the students, and documenting teaching learning activities and teaching source.

FINDINGS AND DISCUSSION

From the data that is obtained, teachers' beliefs in teaching writing that are investigated in this research include the teachers' conception about (1) education and teaching, (2) curricula, and (3) teaching profession. The findings of this section are based on the
data taken from questionnaire and interview.

The findings show that there are some similarities and differences between the results of teachers' beliefs in teaching writing of IPA and IPS teachers. From three main indicators of teachers beliefs in teaching writing, there are similarities and differences in education and teaching and in curricula. Meanwhile in teaching profession, the teachers have same beliefs.

Moreover, there are ten factors which influence teachers’ belief and practices in teaching writing that consist of teaching experience, learning experience, students, class time, teaching test and teaching subject, classroom management, student’s family, students’ colleagues, motivation, and teaching media.

The next is about the result of teachers’ practice in teaching writing that is obtained from the observation of their teaching practices. Teachers’ documents are also used to support the data about what teacher plans in her teaching, students' writing work, and material selection. In line with the observation, there is difference of teacher’s teaching practice in teaching writing. IPA teacher tends to continue her teaching in next meeting. In other side, IPS teacher tends to finish one text in one meeting. From their teaching practices, some teachers' beliefs in teaching writing that are not implemented are beliefs about education and teaching and about curricula. In other side, beliefs about teaching profession are implemented.

From the result, teachers’ beliefs about education and teaching are in line with curriculum demand and theoretical insight of communicative language teaching. Both teachers believe that teacher should master the material, know students’ characteristics, create communicative and interesting teaching, and have responsibility in enlightening students’ knowledge. The teachers say that in English language teaching the teacher should have close relationship with the students because they are friendship. Their beliefs are in line with school based curriculum. Mulyasa (2007: 162) reveals that teacher should be built as facilitator and learning partner to students. Teachers’ job is not only to convey the information to students, but also to be trained as facilitator that can facilitate the easiness for students in learning, so the students can learn in high motivated nuance and comfortable situation. In line with Mulyasa, Richard (2006: 23) states some core assumptions of current communicative language teaching are the roles of the teacher in the language classroom are that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students.
to use and practice the language and to reflect on language use and language learning. The classroom is a community where learners learn through collaboration and sharing.

Richard (2006: 22) also says that communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on. The flexibility of communicative language teaching might also become the reason of teachers’ beliefs about education and teaching.

Additionally, the findings of the research about education and teaching also summarize teachers’ beliefs in teaching writing. Related to the findings, both teachers believe that writing is written language that is used for communication to other people based on the reason of the composers in producing written work. Their belief about writing is in line with some definitions of writing that have been revealed by some experts. The researcher sums up the definition of writing from some experts i.e. the process of thinking to explore, to arrange, and to express thought and ideas into written or printed form in order to convey meaning in which the writer and reader communicate via text in an interactive process.

On the other hand, they have different point of view in positioning the goal of producing writing work. IPA teacher has view that producing writing work might bring students become composers in the future, while IPS teacher positions goal of writing to communicate in written form. It can be said that IPA teacher is more visionary in positioning the goal of writing than IPS teacher. It is affected by her principle that she produces writing work to be a valuable work. Yet, positioning goal of writing as means of communication in written form is the main purpose of writing. In this case, IPA teacher tries to encourage the students to complete the process of writing until the last process called publishing.

Dealing with teachers’ beliefs about curricula, the teachers have same mindset that curriculum is basic standard to do teaching learning that covers all program, syllabus is roadmap that contains material description to be taught, and lesson plan is guide or basis for practicing what should be taught. In line with their beliefs about it, Chodidjah (2012: 37) explains that curriculum is the road map of education activities which has to contain objectives that teachers should achieve at a certain period of time. Curriculum determines the instructional materials to use, the teaching techniques to apply
as well as assessment for the learning. Brown (1995) in Chodidjah (2012: 37) suggests that the teaching activities called syllabuses are predominantly concerned with the choices necessary to organize the language content of a course or program. In addition, Chodidjah (2012: 37) states that lesson planning is as the smallest unit to bring to class should clearly bring about the concept from the curriculum and from the syllabus. It shows that teachers’ beliefs about curriculum, syllabus, and lesson plan are in line with theoretical insight.

In material selection, both teachers believe that familiar topics in daily life ease students to learn and create imagination. The teachers also use main book and supplementary books in teaching writing, although they use different main and supplementary books. They use many books to complete the weaknesses of each book.

Mulyasa (2007: 226) states that in every learning and competence forming, the teacher can use various methods and various media to reach the learning goal. In this case, the teacher is hoped to choose method of teaching and media that can build up activities and creativities of the students. Thus, it is free for the teacher to choose material that can be used to facilitate students to learn. Considering the material that is used in the classroom, Richard (2006: 24) mentions some characteristics of classroom activities in communicative language teaching. One of the characteristics is classroom materials typically make use of authentic texts to create interest and to provide valid models of language. In accordance with this characteristic, the teacher has followed the characteristics by choosing familiar topics in daily life. The teachers also use main book and supplementary book in teaching writing, but they use different main and supplementary books. The book that is used by the teachers also followed the curriculum. It can be seen in the textbook, the publisher develops the material based on the underlying approach that is used in the curriculum. The book is presented by following genre based approach steps. Therefore, it can also be concluded that in teaching writing, the teachers are also leaded by the steps that have been adhered in textbook. Besides, the teachers also have supplementary book for their own basic knowledge in teaching writing. It deals with their beliefs that each book has weaknesses. Thus, they have to complete it by other books.

In teaching practice, IPA teacher does not use the book as the media, while IPS teacher builds students’ understanding by using LKS. It indicates that students’ characteristics in IPA and IPS class are different. Thus, the
teachers also apply different ways in building students' knowledge. It is strengthened by teachers' statement in interview. The teacher says that the characteristic of the students is different. IPA teacher reveals that her students have good ability in understanding what teacher explains. She reveals that it is different in handling IPA and IPS students. In addition, IPS teacher also states that IPS students have less ability than boarding students.

In school based curriculum, ELT is based on text based syllabus. Chodidjah (2012: 33) states that genre based approach is considered to be the most appropriate to be adopted in 2006 curriculum, because it gives more room for students and teachers to go through process of producing text. Yet, when the teacher is asked about what approach they use in teaching writing, they answer differently. IPA teacher says that she uses contextual teaching approach in her teaching because she triggers the students by familiar topics near them. In other hand, IPS teacher says that she uses communicative approach that is embodied by doing peer correction to the students. The teachers also changes their teaching approach depended on students' characteristics. It depicts that the teachers do not hold genre based approach as their approach in teaching writing.

On contrary, the teachers do not provide specific approach in lesson plan that is used in their teaching. They only plan technique to teach writing. IPA teacher plans to use three phase technique in teaching writing that consists of prewriting stage, writing stage, and revising, while IPS teacher plans to use 2 cycles 4 stages (building knowledge of field, modeling of text, joint construction of text, independent construction of text) which can be called as genre based approach.

In doing writing assessment, both teachers focus in structure, diction, and coherence, but IPS teacher adds topic and contain as the indicators to be evaluated. IPA teacher also believes that mechanics is not crucial to be evaluated. In other side, both of them also relate the evaluation to generic structure of the text. They give error correction by circling students' wrong words or sentences. They believe that it direct the students to write grammatically and make students understand their mistake.

Their beliefs about indicators that should be assessed are not completely in line with the theory of writing indicators. Jacobs’ et.al. in Hughes (2003: 104) proposed that in assessing writing, teacher should assess content, organization, vocabulary, language use, and mechanics. Therefore, it can be concluded that the teachers are
missed in inserting mechanics and content as writing indicators in their assessment. It is rooted in belief that the teachers hold about writing assessment particularly about mechanics in writing. The teacher believes that paying attention of writing assessment on mechanics can be placed after the students are able to complete structure, diction, and unity.

In contrast, using punctuation correctly is important skill. Harmer (2004: 49) states that many people judge the quality of what is written not just on the content, the language, and the writer's handwriting but also on their use of punctuation. If capital letters, commas, full stops, sentence and paragraph boundaries, etc. are not used correctly, this cannot only make a negative impression but can of course, also make a text difficult to understand.

Therefore, teachers believe that the mistake on mechanics does not urgently need to get attention is on contrary with the theory. Moreover, in lesson plan, *IPA* teacher does not attach her scoring rubric to assess writing work, while *IPS* teacher attaches scoring rubric that consists of content, organization, and structure. It indicates that teacher’s beliefs do not always reflect in their teaching practice. Their belief about lesson plan that is as guide or basis for practicing what should be taught does not directly lead them to write it completely. The format of lesson plan that is written by the teacher has followed the curriculum. Yet, the teachers do not completely attach what they plan in writing assessment.

In doing error correction, both of the teachers believe that it make students comprehend their mistake, and understand how to write correctly. The way the teachers do error correction is by underlining or circling the wrong words. Besides circling or underlining the wrong words, *IPA* teacher calls the students one by one in front of the class to inform their mistake. Meanwhile, *IPS* teacher also informs it to the students about their mistake in writing but she does not do it routinely. What they do in error correction is justified by the students. The students reveal in interview that the teachers circle or underline mistake of their writing works.

Related to teaching profession, both teachers agree that teacher should have good competence and skill, master the material, have good education, and be able to lead the students to learn. Their beliefs are in line with Richards (2006: 3). He proposes that communicative competence includes aspects of language knowledge i.e. knowing how to use language for a range of different purposes and functions, knowing how to vary our use
of language according to the setting and the participants, knowing how to produce and understand different types of texts, and knowing how to maintain communication despite having limitations in one's language knowledge.

The teachers also have the same view that teacher has intellectual and moral responsibility. They detail moral responsibility in the way of dressing and speaking, building students’ motivation and characteristic, while intellectual responsibility applies in transferring knowledge and giving motivation to the students to learn.

Their beliefs about moral and intellectual responsibility are in line with BCTF and CUPE joint paper (2009: 6-9). In this paper, there are some teachers’ responsibilities that included moral and intellectual responsibilities. Teachers’ responsibilities are designing instructional program, planning learning activities, identifying the appropriate instructional learning resources, developing school-based learning goals for individuals and groups, instructing, supervising, and facilitating student learning, defining the use of specific techniques, strategies, and appropriate language, as required in individual situations, ensuring assessment and learner profiles are current, and sharing relevant student related information on behavior, social, emotional, and physical health subject to privacy regulations.

In addition, Lumpkin (2008: 49) states that a teacher with character demonstrates that integrity is prized possession. Teachers with character serve as role models for telling the truth, respecting others, accepting, and fulfilling responsibilities, playing fair, earning and returning trust, and living a moral life. They should model the importance of engaging in a lifelong quest to do the harder right, rather than the easier wrong. Teacher with character teach their students that individuals make morally principled decisions through the moral reasoning process. They can help their students know what their values are, believe in these values as an integral part of who they are, and live in alignment with these values. Teachers can play an essential role in helping students learn and apply a moral-reasoning process. Lesson learned inside the classroom and through teacher-student interactions outside of the classroom should be based on virtues. Integrity, honesty, trust, fairness, respect, and responsibility should characterize teachers in their relationship with students.

Related to the theory above, it shows that teacher is role model for students in building students’ moral. Thus, what teachers believe that they
have moral responsibility is also in line with this theory.

Moreover, there were ten factors which affected teachers' belief in teaching writing gathered from interviews that consist of teaching experience, learning experience, students, class time, teaching test and teaching subject, classroom management, student's family, colleagues, motivation, and teaching media. These factors are in line with the factors that have been revealed by Borg. Borg (2003: 94) comments that factors such as parents, principals' requirements, the school, society, curriculum mandates, classroom and school lay-out, school policies, colleagues, standardized tests and the availability of resources may hinder language teachers' ability to carry out instructional practices reflecting their beliefs. From the factors that are revealed by Borg, the results of influenced factors that are found in this research that are in line to Borg's are students' family, colleagues, and classroom management.

Moreover, the rest of influenced factors in this research such as teaching experience, learning experience, students, class time, teaching test and teaching subject are in line with factors that are revealed by other researchers. Borg and Phipps (2009: 381) conclude that the dichotomy of beliefs and practices may stem from teachers' professional course work and prior experiences inside and outside school with teaching, learning experiences, students, or their activities. In addition, Melketo (2012) in his research says that beliefs are influenced mainly by contextual factors such as class time, students' expectations, teaching the test rather than teaching the subject and focusing on classroom management concerns.

In addition, another aspect which also related to teachers' beliefs and practices in teaching writing is students. In this research, the researcher also interviewed the students about what their opinion about writing lesson, and how teacher teaches writing. Dealing with the interview result, it can be concluded that the students see writing as important subject, because it becomes device for them to reveal what they feel by producing writing work. Meanwhile, about the way the teachers teach writing, they have different opinion. IPA students feel that they enjoy the way the teacher teaches them, while IPS students feel that they are difficult to understand what the teacher explain to them. The difference of students' opinion is affected by how they see English lesson. IPS students feel that English is difficult, thus when the teacher explains it, they face many difficulties to understand it. Therefore,
the teacher also reveals that she has to guide the students and appreciate whatever they can produce in their writing. It can also be seen in observation. The teacher gave freedom to the students whether they will produce their own writing or adapt from the story they have ever heard. As the result, many students took story from internet, yet there are some students that produce their own writing. Whereas, the teacher has informed them not to take story from internet, but from those writing works that have been collected, almost all writing works pasted from internet. It indicates that students' ability in producing writing work is low. Their motivation also affects their want to produce it by themselves.

In accordance to teachers’ beliefs in teaching writing, there are some beliefs that are implemented by the teachers, but some beliefs are not implemented by them. It happens in teachers' beliefs about education and teaching and about curricula, while about teaching profession, their beliefs are implemented. In education and teaching, IPA teacher has view that producing writing work might bring students become composers in the future, while IPS teacher positions goal of writing to communicate in written form. This belief does not apply well in teachers’ teaching practice. If the teachers want the students to be a composer and to communicate in written form, the teacher should inform the instruction clearly, so students know to whom they write and goal of producing their work. In teaching practice, the teachers do not write the instruction on the white board. They only instruct it directly. In warning the time for writing, the teachers also said it directly. Whereas, when the students are under pressure, they cannot concentrate on their works well. What they do in teaching practice contrasts to belief they hold about writing. They believe that in writing students need many time, thus they need to concentrate. What they do in teaching practice might be caused by the existence of researcher in the classroom that observed teachers’ teaching practice. It cannot be denied that the existence of other people make the teacher did not teach naturally.

Meanwhile, Lindemann in Clark et. al. (2003: 207) reveals that although there will always be variables in the directions for an assignment, the writer must have explicit information about some of them: (a) the purpose of the writing, (b) the audience, (c) the role the writer is to take in relation to the subject and the audience, (d) the form the writing should take, and (e) criteria for success. Moreover, Ryder, Vander Lei, and Roen (1999) in Clark et. al. (2003: 207) claim that it is especially
important that students know from the beginning who they are writing for. “Because writing is an interactive process, an audience has an impact on all parts of a text-the way a topic is developed, the organization, the diction, the tone, and so on”.

Dealing with teaching approach, *IPA* teacher says that she use contextual teaching approach in her teaching. Meanwhile, *IPS* teacher says that she uses communicative approach. Their beliefs about teaching approach are not implemented in teaching practice. The teachers tend to use genre based approach rather than the approach they hold. It cannot be denied that text based syllabus directs them to teach following generic structure of genre being taught.

In teaching practice, *IPA* teacher shows that she applies peer-correction as her teaching technique. From her teaching practice, it also indicates that she teaches by using genre based approach although she does not reveal it as her teaching approach. It is grounded on her teaching steps that involve steps of genre based approach.

Likewise, *IPS* teacher also did not say that she used genre based as her teaching approach. Yet, in her lesson plan what she write in her teaching technique are included in genre based approach. Meanwhile in teaching practice, it can be inferred that she also applies genre based approach.

Concerning about writing assessment, both teachers focus in structure, diction, and coherence, but *IPS* teacher adds topic and contain as the indicators to be evaluated. Meanwhile, in teaching practice, the teachers do not apply the indicators in assessing students’ work. It can be seen in their lesson plan, *IPA* teacher does not make scoring rubric, while *IPS* teacher makes scoring rubric that consists of content, generic structure, and grammar. Both teachers do not write specifically into the details of writing indicator they use. It might be caused that teachers have known about indicators they use so they do not specify it in students’ work. Teachers also states that since what students write is make sense, grammatically correct, and having good diction, it can be said that the students have produced good writing.

Furthermore, in teaching and assessing writing, White in Clark et. al. (2003: 207) has provided a list of questions that guide teachers as they make assignments, such as 1) What do I want the writer to do?; 2) How do I want the writer to collaborate or work alone? do the assignment?; 3) Does the assignment give enough information about required length and the use of sources?; 4) For whom are the writers writing?; 5) How much time do the writers need for the assignment?. 
Therefore, from the theory above, it is a need for teachers to specify the instruction, indicators, and time in making writing assessment. From teachers' beliefs that cannot be applied well in teaching practice, it can be concluded that there is inconsistency between teachers' beliefs and their teaching practices in teaching writing. It is in line with what has been reviewed by Phipps and Borg (2009: 381) in their work. One of their conclusions is teacher beliefs about teaching and learning are at the same time, not always reflected in what teachers do in the classroom. It means that belief does not always guide what teachers do in their teaching practice. Moreover, Phipps and Borg (2009: 381) also propose that approach to studying the relationship of beliefs and practices reflect some assertions. One of them is contextual factors, such as a prescribed curriculum, time constraints, and high-stakes examinations, mediate the extent to which teachers can act in accordance with their beliefs. It indicates that curriculum is potential to affect teachers' beliefs.

Furthermore, inconsistency of teachers' beliefs and teaching practice also found in other research. Thompson (1984) cited in Aguirre and Speer (2000: 329) described a teacher named Lynn who professed to believe that mathematics instruction should encourage students to ask questions and participate actively in class discussions. However, Thompson observed that Lynn's practice primarily consisted of lectures followed by routinized seatwork. These practices, which severely restricted student participation, interaction and the opportunity to ask questions, were inconsistent with Lynn's professed beliefs.

CONCLUSION AND SUGGESTION

From the result of the research it can be concluded There are some similarities and differences between the results of teachers' beliefs in teaching writing of IPA and IPS teachers. There are similarities and differences in education and teaching and in curricula, while in teaching profession, the teachers have same beliefs. There are ten factors which affect teachers' beliefs and practices in teaching writing that consist of teaching experience, learning experience, students, class time, teaching test and teaching subject, classroom management, student's family, students' colleagues, motivation, and teaching media. The difference affecting factors that are revealed by IPA and IPS teacher are in student's family, students' colleagues, motivation, and teaching media. IPA teacher reveals student's family and students' colleagues as other affecting factors,
while IPS teacher reveals motivation and teaching media as other affecting factors.

To make teachers’ beliefs applied well, the teacher can minimize the affecting factor so their beliefs can be implemented well in their teaching practice. It might also be possible for the teacher to change their beliefs if it impedes the smoothness of teaching learning process.

Furthermore, students need to practice producing writing works beside their activity in writing class. It is necessary for students to love the subject first before they learn the subject, because interview result showed that students’ motivation in learning English is low although they assumed that writing is important. It is caused by the lack of students’ ability in using the language. The minimal vocabulary they have becomes main problem for them. Therefore, it needs cooperation between teachers and students to make the process of teaching learning work well by applying roles of teacher and students.

Additionally, it is better for further researcher to examine many areas that can be explored and investigated in term of English teaching in local context, such as teachers’ beliefs about feedback in writing. Study about teachers’ beliefs and practices also can be examined in different skills (listening, speaking, and reading) in form of qualitative research with same subjects (IPA and IPS teacher) or different one. A further research might also be designed qualitatively in different level of school grade.

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