

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the research, statement of research problems, research objectives, scope and limitation of the research, and definition of the key terms.

### **A. Background of The Research**

Based on Curriculum 2013 in Indonesia, teaching writing in English has been done since the first level of junior high school. It continues until the higher education level such as undergraduate level and postgraduate level depending on what faculty and department the students choose. Nevertheless, the courses in elementary school up to senior high school level mainly teach about reading skills because the courses tend to teach communicative competence focused on meaning and developing students' positive attitudes (Rindawati, et, al, 2014). The teaching about writing skills has less attention from educators (Dombey, 2013) and due to teachers' failure to put their belief about the nature of writing into classroom practice and how it should be taught, writing is given little attention (Ferede, et.al, 2012).

Furthermore, teachers' attitudes toward teaching writing will become an issue if the teachers did not feel competent as writers and teaching writing (Islam, 2017). A good writing teacher is a good writer

himself. They know how to teach because they can write the text they want to teach. Moreover, teachers' belief about writing and their perceptions about themselves as a writer can impact their writing instruction and result in students who have proficient writing skills (Graham, et.al, 2012). These writing instructions include the techniques, media used, strategies, etc. Those indicators later will affect the success of teaching narrative writing.

A teacher should know what competent writer and competent writing are before he can teach in the classroom. A competent writer itself is a writer who has the skills or knowledge to do something well enough to meet a basic standard (Cambridge Dictionary) which can involve more than the ability to construct a simple sentence and write a five-sentence paragraph (Hartwick College, 1979). This is important, since when someone does not know better about something, he can not teach the other. He should know first so that he can let the others know. This is similar to the statement by Augsburger (1998) which says that is important for teachers to be writers so that they can share their writing experiences and explain why writing is worth the anxiety and work it entails. On the whole, to the extent that one can define the characteristics of good writing or competent writers, therefore, one can also readily teach writing according to established standards (Baroudy, 2008). Those characteristics are 1) The writers pay attention to details, 2) They have discipline, clarity, and lots of

vocabulary, 3) They are open to changes, 4) Have a passion for reading and nonetheless, 5) They strive for qualities (Moore, 2016).

Teacher's perceptions are determined by predictors in this order: scientific domain, experience with multicultural classes, and lower prediction from teaching service and age (Figueiredo, et.al, 2016: 90). Perception refers to the sorting out, interpretation, analysis, and integration of stimuli involving our sense organs and brain, and our behavior is essentially a reflection of how we react to and interpret stimuli from the world around us (Ferede, et.al, 2012: 30). Another researcher found that variability in belief and practices about teaching writing was related to individuals' prior experiences as EFL learners and teachers, their understanding of students' capabilities, self-reflection, and collegial influences (Yang & Gao, 2013). These collegial influences, later, will be back to the educational background the teacher has. What he already learned in the college, and what is his perception; it all started when a teacher began to know how to teach from their teacher.

It is important for teachers to acknowledge their personal belief and to analyze where they are rooted, and how it affects their teaching practice (Varty, 2009: 17) since their intention to act based on their belief played important roles in facilitating the consistency between the belief and practices (Farida, 2016). Richards (1998) defines belief as 'the information attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with

them to the classroom' (p. 66). From this, it can be known that it seems sensible to assume that what happens in the classroom is largely determined by a teacher's belief about children, teaching, learning, and themselves as a teacher and person (Mackenzie, 2014).

Teachers' belief and their techniques in teaching writing can assist the learners in improving their writing skills and also facilitate language learning (Mohtar, et.al, 2017). However, it will be back to the perception and belief that affect the techniques used. The same thing goes for innovations made by the teachers; they need orientation regarding different practices to teach writing so it would help them understand the benefits of empowering students in writing classrooms and make them realize that writing is mainly a skill for social interaction in the real world (Uddin, 2014: 73). Colombo and Prior (2016) stated that for higher education level, some teachers tend not to offer guidance and remedial solutions for their students. Their research result implies that being overprotective and not allowing their students to mature is different from their belief that the students should already have mastered writing when they enter university.

A preliminary study had been conducted regarding teachers' beliefs and perspectives. A questionnaire has been distributed and the result shows that teachers have to conduct the teaching practices based on the guidelines given by the government and the university.

In response to the background of the study above, the teachers must have a specific way of implementing their beliefs and perceptions

since it will affect their teaching practices. As unconsciously the teachers implement their beliefs and perception in their practices, the way they implement them under the guidelines given by the schools will be an important thing to know. In other words, this study aims to know the teachers' perceptions and beliefs in teaching narrative writing, and the specific way of implementing their beliefs and perceptions. After all, it is important to know that different beliefs and perceptions will result in different because it is important to know that different beliefs and perceptions will result in different outputs that used by the teachers.

## **B. Research Questions**

From the background of the study above, the researcher formulates the research questions that will be studied in this research, they are:

1. What are the teachers' perceptions and beliefs in teaching narrative writing?
2. How are the teachers' perceptions and beliefs implemented in the classroom?

## **C. Objectives of The Research**

Based on the research questions above, this study has objectives as follow:

1. To know teachers' perceptions and beliefs in teaching narrative writing

2. To know how the teachers' perceptions and beliefs implemented in the classroom

#### **D. Scope and Limitation of The Research**

Based on the identification of the problems above, it is important to know that the teachers' beliefs and perceptions will affect how the teachers choose their materials, techniques, and media used in the classroom. For specific, it will affect the instructions given by the teachers themselves.

In this research, the researcher focuses to dig into the teachers' beliefs and perceptions in teaching narrative writing, and how these beliefs and perceptions are implemented in their teaching process. First, the researcher will identify the teachers' beliefs and perceptions; as to know how they implement their beliefs and perceptions. The analysis will be based on their interview answers and the document gotten from them.

#### **E. Significance of The Research**

This research hope fully contibrutes to:

1. EFL students, especially those who study EFL as future researchers. The researcher hopes that this research can help university students to find new ideas and motivations in developing other research on teachers' perceptions and beliefs.

2. The researchers, give and present enough information about the related topic. It is hoped that the research can be the reference for the researcher.

## **F. Definitions of The Key Term**

1. Teachers' perceptions

The term teachers' perceptions used in this research is defined as the individuals' views of an issue. Perception refers to the sorting out, interpretation, analysis, and integration of stimuli involving our sense organs and brain, and our behavior is essentially a reflection of how we react to and interpret stimuli from the world around us (Ferede, et.al, 2012: 30).

2. Teachers' beliefs

The term teachers' beliefs used in this research is defined by Richards (1998) defines belief as 'the information attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom' (p. 66).

3. Narrative writing

The term teaching practice used in this research is defined as an informal piece of writing that relates a story from real life events experienced by the writer. The experience serves as a vehicle for a

specific point the author wants to make in his or her essay and includes the authors commentary on the event.

#### 4. Teaching Narrative Writing

The term teaching narrative writing used in this research refers to the statement said by Brown (1980:7) which defines teaching as showing or helping someone to learn how to do something providing with knowledge, and causing to know or to understand. In this research, the teaching is specified in teaching narrative writing.