

EXPLORING TEACHERS' BELIEFS IN TEACHING ENGLISH BY USING EVERYONE IS A TEACHER HERE (ETH) STRATEGY

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ABSTRACT

This research aims: (1) to describe teacher beliefs about using ETH strategy, (2). to find out the students' responses to teacher practice using ETH strategy. To obtain the data needed, This research used descriptive qualitative research. Data sources used in this study are: interview transcripts and student response results. The techniques and data collection used are semi structured interviews and close ended questionnaires. The validity used is triangulation. This study indicate that the majority of teachers' beliefs in using ETH strategy comes from the benefits of used it and several factors which are experience and habits. Get a positif results from students' responses. It's means that ETH strategy is an effective strategy.

Keywords: Teachers' Beliefs, Everyone is a Teacher Here (ETH) strategy, Student Response

INTRODUCTION

In Indonesia, English is one of foreign languages that must be studied. Some of the country use English language as their foreign language like in Indonesia. In Indonesia learning english language is very important. All schools in Indonesia implement english learning. According to Rusman (2012) The success or failure in achieving the learning objectives depends on how the learning process conducted in

schools. Learning process is a process of communication or interaction between the learning resources, such as teachers and students. It is very important to note, that in every learning there is good communication between the teacher and students.

In the process of learning English, teachers often have difficulty in teaching. Students often complain and are afraid to learn English, because for them English

is a language that is difficult to learn. Therefore, The teacher must have a target in teaching and pay attention to the conditions of students and class. According to Kathleen (2003) teachers should be aware of the issues of English as a second language (ESL), and English as a Foreign Language (EFL) are have different settings in learning. However, the teachers should arrange good lesson plans in the learning process and have a good strategies so that the material conveyed can be received clearly by students as stated by Uno (2009) that Learning strategies are the ways that educators will choose and use to deliver the learning material, so the students can accept and understand the learning material easier.

As a person who provides teaching or education, the role of the teacher is also to provide education and encourage learning, it is a topic that never ends in all educational environments. As agents of change, teachers want to help their students find their place in life and prepare them for a constantly changing and developing future. This ambition makes teachers continue to strive to reflect on the strategies they use

in teaching. According to Wegner et al (2013) in the education system students are expected to have an increased level of autonomy and show initiative in the learning process, examine learning material and understand the contents of the learning material.

Therefore becoming an effective teacher requires applying appropriate strategies to creative and innovative teaching to meet the individual needs of students. In teaching, the teacher must know the types of strategies to use in class. Teaching strategies are teaching activities that must be carried out by teachers and students so that teaching objectives are achieved effectively and efficiently. In brief to Heather (2009) understanding and using specific strategies will enable teachers to increase student achievement levels, provide a wider variety of teaching alternatives, and promote diverse learning methods for any student's level of ability.

Making the class in the perfect category is the goal of every learning. Making students enthusiastic in accepting lessons in class is very much needed in order to achieve perfect classroom

conditions. Strategy that can be used is an active learning strategy. This involves students directly in each process as what Siregar (2011) said that one of the learning strategies is active learning strategy. Active learning strategy is an efficient and very strategic way to make students more enthusiastic in each learning process.

Students will directly play a role and participate in solving any problems that exist in each learning material. Active learning strategy is intended to facilitate all skills which are possessed by students, in order to make them able to produce good achievements, regarding the personal characteristics they have. Active learning is one of the ways to develop student abilities because students must be able to cultivate themselves after the teacher gives instructions. There are many types of active learning that can be used by teachers as their strategy when teaching. One of them is using everyone is a teacher here (ETH) strategy. As Mel Silberman (2009) explained that the Everyone Is a Teacher Here strategy is an easy learning strategy for gaining large class participation and individual responsibility. A stated by

Suprijono (2013) Everyone is a Teacher Here strategy is a great way to enhance students' participation, either the whole students or individual. In addition, it also provides opportunities for students to act as teachers for their friends. Everyone is a teacher here strategies are learning strategies that involve students to actively participate in each learning process, and involve students to understand the material individually and perfectly, and give them the opportunity to teach other friends in class. In other words, they will teach each other and will give each other feedback.

One of teacher who implemented Everyone is A Teacher Here Strategy (ETH) for measuring students' ability is English teacher in SMKN 1 Sooko Mojokerto. In this research, researcher researched about the beliefs of teacher toward used ETH strategy in teaching English. The success of ETH strategy is inseparable from the teacher's beliefs when implementing the strategy. The definition of teachers beliefs according to Ghaith (2012) sees that the teachers belief is whole conception of several aspects related to the beliefs on

education and teaching, curricula and the teaching profession in general, and create the education culture which influences pedagogical objectives and values. Furthermore, similar with Pajares (1992) argued that teachers beliefs about teaching are formed early life through their experience as learners. Teachers' beliefs are indeed very important as their guidelines in the learning process. In the process of learning English the teacher must be able to have confidence in what is done so that all goes well and aligns with the curriculum.

In teaching English material the teacher used one of the active learning strategies. Based on the researcher conducting the interview with teacher A, the teacher use everyone is a teacher here strategy in the learning process. Teacher A tells a little about the class and students conditions in school. Before using this strategy, students tend to be less enthusiastic and score tend to be ordinary. But after Teacher A applied this strategy, there was an increase in the students' enthusiasm and score. Everyone is a teacher here strategy is the

strategy used by involving students as the main actor.

From those issues, the researcher were interested to conducted research related to the Vocational High School Teacher and Students in an English class and creat the formulation of the problem to achieve the target as follow: (1) What are the teacher's belief's towards the use of Everyone Is a Teacher Here (ETH) Strategy in the classroom? (2) How is the student's respon's on the teacher's practice using Everyone Is a Teacher Here (ETH) Strategy?

There are some research that conducted by the researcher related to this research. The research conducted by Mohammad Amiryousefi1 (2015).Iranian EFL Learners' and Teachers' Beliefs About the Usefulness of Vocabulary Learning Strategies. The instruments of this research used a 5-point Likert-type scale questionnaire used by tran (2011) to study the Viatnamese Teachers beliefs about vocabulary learning and teaching. The participants comprising 320 students and 72 english teachers. The data of the research were prepared for analisys and then analyzed using the statistical package for the social sciences

(SPSS) version 16. Descriptive statistics were used to describe the responses to the items available in the questionnaire. Another research is conducted by Nina Julia Anugrah in (2019) with the title *Teacher's Beliefs On Integrating Mobile Application In Efl Classroom*. The finding of this research was teacher believes that utilizing Mobile Application is very important as Mobile Application has ability to make transformation of educational aspects by making use of it to reach instructional objectives then the quality of teaching and learning will improve. The last research is *Teacher Beliefs And Practices Of Scaffolding Students' Reading Comprehension Through Questioning At Pre-Reading Stage* Thuy Diem Hong (2019). In this research, The paper reports a descriptive study that explores teachers' beliefs and their practices of the questioning strategy to scaffold students' reading comprehension in lower secondary schools in a Mekong delta region. Data collected in this study include questionnaires, classroom observations, and semi-structured interviews. Participants were sixty-four teachers of English as a foreign language. The findings reported in this paper provide insightful views

into how teachers used questions to scaffold student learning of reading comprehension. Pedagogical implications are also presented.

RESEARCH METHODOLOGY

The researcher used a descriptive qualitative research to answer the problem statement. According to According to Ary (2010) qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics.

The researcher were collected the data from the interview and questionnaire. The researcher wants to describe the teachers' beliefs in teaching English by using everyone is a teacher here (ETH) strategy for the English teacher of SMKN 1 Sooko Mojokerto in academic year 2019/2020. To obtain the the data , need a clearly information and the researcher used Purposive sampling technique. According to Arikunto (2010) purposive sampling is the process of selecting samples by taking subjects that are not based on level or area but are taken based on specific objectives.

The subject of the research were english teacher who using aeth strategy and students at SMKN 1 Sooko Mojokerto in academic year of 2019/2020. To collect the data,

researcher used instrument. According to Arikunto (2000) revealed that instrument in collecting data is a tool that is used by researcher to help them in collecting data in order to make it more easy and systematic. Here, the instrument is the researcher herself. In this research, the researcher used interview guideline and questionnaire tags.

The data collection in qualitative research according to Arikunto (2010) Collecting data is the most important job in the research so that in collecting the data is required the method and instrumentation for collecting data. In this research, the researcher used interview for the teacher and used questionnaire for students response. Researcher implementing such instruments, the researcher conducted the following procedures :

1. Interview

In this case, the researcher were used semi-structured interview to gain the information of teachers beliefs in teaching English by using ETH strategy

2. Questionnaire

According to Kothari (2004), the use of a questionnaire is one of the most common data collection tools employed in research works.

Questionnaires are used extensively together data on current conditions, practices, opinions, and attitudes quickly and in a precise way (Orodho, 2008). The researcher used an close-ended question. The researcher gives 10 statements. The triangulation was used in this research were data triangulation and methodological triangulation.

RESULT

Findings

a. Teachers' Beliefs

1) The teachers opinion about everyone is a teacher here (ETH) strategy.

Everyone is a teacher here (ETH) strategy is one of the types of active learning strategy that makes the students be a center. This strategy is in accordance with the current K13 curriculum. In the K13 curriculum, students play important roles and the teacher is only a facilitator and motivator. Making students interested and happy can mus be had to make them feel comfortable and it will be easier to capture learning material.

2) The teachers beliefs experience about everyone is a teacher here (ETH) strategy.

Everyone is a teacher here (ETH) strategy is suitable to do it with the curriculum now, that is K13

curriculum. And this strategy have many benefits. Make students more active and understand what is conveyed by the teacher. Also this strategy makes it easy for the teacher during the learning process.

And using this strategy, the teacher involves books, theories and experiences and beliefs in using this strategy.

3) The teachers beliefs factors about everyone is a teacher here (ETH) strategy

There are several factors and another factors that influence teacher beliefs in using the everyone is a teacher (ETH) strategy, the easy of the application and don't need more tools.

b. Students Responses

The students' response to each statement of closed-ended questionnaire were presented in the form of data frequency and data percentage that could be seen in Appendix. This questionnaire held on July 25th 2020 there were ten statements about student's respon's on the teacher's practice using Everyone Is a Teacher Here (ETH) Strategy.

The statements were divided into three kinds. According to Khafidah (2011) the students' responses divided into three kinds.

They are (1) Interesting, (2) Understanding,(3) Implementation.

1) Interesting

In the learning process students very interested and enjoyin learning English. It can be shown from the result of interview in interesting kinds. The students agree that using ETH strategy was given from the teacher is interesting.

2) Understanding

In learning process, ETH strategy helped students in learning process. They more understand and focus. Students agree that ETH strategy can make them more better during learning process.

3) Implementation

In learning process, more fifty persen of students agree when the teacher using this strategy. the teacher aim that this strategy can make the students effort more better.

Discussion

1. The teacher's belief's towards the use of Everyone Is a Teacher Here (ETH) Strategy

Teachers' beliefs of everyone is a teacher here (ETH) strategy is what the teachers belief about that strategy. Teachers beliefs known by interview. Teachers beliefs using

everyone is a teacher here (ETH) strategy is come from their trust what she believes, what she has gone through using this strategy, and looking at the habits around her.

2. The student's respon's on the teacher's practice using Everyone Is a Teacher Here (ETH) Strategy.

To describing the students response, researcher used questionnaire as instrument to collect the data. The questionnaire was divided into three kinds, they were interesting, understanding, and implementing. The result of analyze students response in teachers beliefs of using everyone is a teacher here (ETH) strategy in learning english is that more than fifty percent the students agree with this strategy, because this strategy can give positive impact on students.

CONCLUSION

This research aims to discover the teachers beliefs in teaching English by using everyone is a teacher here (ETH) strategy. Some conclusion are following:

Firstly, Based on the finding and discussion the researcher can conclude that the teachers' beliefs in

teaching English by using everyone is a teacher here (ETH) strategy is coming from their trust, experience, and their habits. The teachers beliefs because this strategy is suitable with K13 curriculum that students become a center and the teacher becomes a facilitator.

Secondly, this strategy can affect student success which can be proven through the results of student responses that on average agree with the teacher's beliefs using the everyone is a teacher (ETH) strategy in class.

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