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The Analysis of Teacher's Beliefs in Teaching English at SMP Negeri 3 Woha

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Abstrak
This study aims to examine English teachers' beliefs about teaching English at SMP Negeri 3 Woha and examine how these beliefs influence classroom teaching practices. This study used a qualitative method involving three English teachers selected through purposive sampling. Data were collected through semi-structured interviews, classroom observations, and document analysis, and analyzed using thematic analysis. The results showed that teachers held positive beliefs about interactive, hands-on, and student-centered English learning. They believed that students should be actively involved in classroom activities and confident in using English. These beliefs influenced teachers' choice of teaching strategies, learning strategies, classroom management, and instructional strategies. The study also revealed that teachers emphasized the importance of motivation, a positive classroom environment, and positive teacher-student relationships in supporting student academic achievement. However, several challenges undermined these beliefs, including limited class time, varying student abilities, lack of facilities, and limited English language confidence. As a result, teachers sometimes still used teacher-centered strategies even though they believed formal education was more effective. Overall, this study reveals that teachers' beliefs have a strong influence on the English language teaching process, although contextual factors and the school environment often influence their use in the classroom.

Kata Kunci: Teachers' Beliefs, English Teaching, Classroom Practices, Student – Centered Learning

INTRODUCTION

English plays a crucial role in education, particularly as an international language used in various fields such as science, technology, and global communication (Rahmani, 2025). In Indonesia, English is taught as a compulsory subject at the junior high school (SMP) level with the aim of equipping students with basic language skills to face global challenges (Lorenza & Huang, 2025). The success of English teaching is not only determined by the curriculum and teaching materials, but also greatly influenced by the teacher's role as a facilitator of learning in the classroom (Supriatna et al., 2026).

One important aspect influencing how teachers teach is their beliefs (teachers' beliefs) (Fischer et al., 2020). Teachers' beliefs refer to teachers' views, understandings, and assumptions about language, language learning, students, and teaching methods considered effective (Alghasab, 2025). These beliefs are shaped by teachers' learning

experiences, educational backgrounds, teaching experience, and the social and institutional contexts in which they teach (Joram et al., 2020a). According to (Yu, Kreijkes, & Salmela-aro, 2022a) shows that teacher beliefs are closely related to classroom teaching practices. (Wesely et al., 2024) stated that teacher beliefs influence the choice of methods, learning strategies, and how teachers respond to student needs. However according to (Alam & Mohanty, 2023) in practice, not all teacher beliefs can be implemented optimally due to various constraints such as time constraints, diverse student abilities, school facilities, and curriculum demands.

A study by (Pitikornpuangpetch & Suwanarak, 2021) revealed that English teachers tend to have positive beliefs about communicative learning, but still face difficulties in implementing them consistently in the classroom. This aligns with research in the Indonesian EFL context that shows a gap between teachers' beliefs and their teaching practices (Nurkamto et al., 2021). Teachers often have to adapt their ideal beliefs to actual conditions on the ground (Bonner et al., 2019). C

Research conducted by (Kim, 2021) emphasizes the importance of understanding teachers' beliefs in improving the quality of English language learning. For example, a study by (Koşar & Dolapçıoğlu, 2021) found that teachers' beliefs about students' role as active learners influenced their use of activity-based learning methods. Meanwhile, research by (Hol & Ayd, 2020) showed that teachers' beliefs about the use of technology in English language learning were influenced by their level of self-confidence and school institutional support.

At the junior high school level, particularly in regional public schools, research on teacher beliefs is relatively limited (Hermino, 2020). SMPN 3 Woha, as a junior high school, has unique student characteristics, a unique learning environment, and unique learning challenges. Therefore, it is important to examine how the beliefs of English teachers at this school are formed and how these beliefs are reflected in classroom teaching practices.

Based on this definition, this study focuses on analyzing teachers' beliefs in teaching English at SMPN 3 Woha. This study is expected to provide a deeper understanding of the relationship between teachers' beliefs and English teaching practices and provide a basis for teachers and schools to reflect on English teaching.

Based on the background above, the problem formulation of this study is: What are the beliefs of English teachers in teaching English at SMPN 3 Woha?. In line with this

problem formulation, the objective of this study is to identify and explore the beliefs held by English teachers regarding the teaching of English at SMPN 3 Woha. Through this study, the researcher seeks to gain a deeper understanding of how teachers' beliefs influence their teaching practices, instructional decisions, and approaches to English language learning in the classroom.

Significance of the Study

Theoretically, this study is expected to contribute to the existing body of knowledge regarding teachers' beliefs in the context of English as a Foreign Language (EFL), particularly at the junior high school level. By investigating the beliefs of English teachers and their implementation in classroom practices at SMPN 3 Woha, this study provides a deeper understanding of the relationship between teachers' beliefs and their instructional practices. In addition, the findings may offer empirical evidence that either supports or challenges previous studies concerning the consistency between teachers' beliefs and their actual teaching practices.

Practically, the findings of this study are expected to be beneficial for English teachers by increasing their awareness of the influence of their beliefs on teaching decisions and classroom behaviors. The results may encourage teachers to reflect on and improve their instructional practices in order to better meet students' learning needs. For schools and educational institutions, this study can serve as a valuable reference for developing professional training programs aimed at enhancing teachers' pedagogical competence. Furthermore, the findings may provide useful insights for policymakers and curriculum developers in designing strategies and policies that support more effective English language teaching at the junior high school level.

RELEVANT REASERCH

1. Concept of Teachers' Beliefs

   Teachers' beliefs are defined as teachers' personal assumptions, perceptions, and understandings about teaching, learning, learners, and subject matter that guide their instructional decisions in the classroom (Chau & Tran, 2025). (L. Li, 2020) states that teachers' beliefs are a core component of teacher cognition and play a crucial role in shaping how teachers plan lessons, select teaching methods, and interact with students. These beliefs are often formed

through teachers' prior learning experiences, professional training, and classroom practices.

In the context of English Language Teaching (ELT), teachers' beliefs commonly relate to views about language learning processes, the importance of grammar and communication, students' abilities, and the role of the teacher in the classroom (Andriyanti, 2022). (Fitriyani et al., 2020) found that EFL teachers' beliefs about grammar teaching varied based on students' proficiency levels and learning needs, indicating that beliefs are flexible and context-dependent.

2. Types of Teacher's Beliefs in English Language Teaching

Teachers' beliefs in ELT can be categorized into several aspects, including beliefs about language learning, teaching methods, and learners (Soleimani, 2020). Beliefs about language learning refer to teachers' views on how students acquire a foreign language, whether through explicit instruction, communicative interaction, or a combination of both (Version, 2021). (Lőrincz, 2023) reported that many EFL teachers believe communicative language teaching (CLT) is effective for developing students' speaking skills.

Beliefs about teaching methods influence teachers' choices of instructional strategies, classroom activities, and assessment techniques (Correia & Harrison, 2024). Meanwhile, states by (Hinca, 2020) beliefs about learners include teachers' perceptions of students' motivation, abilities, and learning styles. (Wenas et al., 2023) found that teachers who believed students should be active participants tended to employ collaborative and task-based learning activities.

3. Relationship between Teachers' Beliefs and Teaching Practices

Research according to (Ayu & Sri, 2020) shows that teachers' beliefs significantly influence classroom practices; however, the relationship is not always consistent. (Juang Radianto Putra, 2022) revealed that Indonesian EFL teachers' beliefs affected their instructional strategies and classroom management. Teachers who believed in student-centered learning frequently used group discussions and interactive activities (Ho & Tang, 2023).

Nevertheless, research by (Yu et al., 2022) reported discrepancies between teachers' beliefs and their actual teaching practices. (Alghamdi, 2021) found that although teachers supported CLT in theory, they often implemented teacher-centered approaches due to time constraints, examination demands, and large

class sizes. These findings suggest that contextual factors can limit the realization of teachers' beliefs in classroom practice.

4. Teachers' Beliefs in the Indonesian EFL Context

In Indonesia, research on teachers' beliefs has highlighted the influence of contextual and institutional factors. (Hol & Ayd, 2020) examined teachers' beliefs regarding technology integration in EFL classrooms and found that positive beliefs did not always result in effective technology use. Limited facilities, lack of training, and low technological self-efficacy were identified as major barriers.

According to (Iwan & Newton, 2020) argues that teachers' beliefs in EFL contexts are shaped by sociocultural values, curriculum demands, and school policies. As a result, teachers often adjust their beliefs and teaching practices to fit classroom realities, which may lead to inconsistencies between beliefs and actions.

METHODS

This study employed a descriptive qualitative research design to explore English teachers' beliefs and how those beliefs were reflected in classroom teaching practices (Turale, 2020). A qualitative approach was used because it allowed an in-depth understanding of teachers' perspectives within their natural teaching context (Chand, 2025). The research was conducted at SMPN 3 Woha, a public junior high school, involving English teachers who were selected through purposive sampling based on their relevance to the research objectives. Data were collected through semi-structured interviews, classroom observations, and documentation such as lesson plans, syllabi, and teaching materials. The instruments used in this study included an interview guideline, an observation checklist, and a documentation analysis sheet designed to answer the research questions. The data were analyzed using thematic analysis through data reduction, data display, and conclusion drawing to identify recurring themes related to teachers' beliefs and teaching practices. To ensure the trustworthiness of the findings, triangulation was applied by comparing data from interviews, observations, and documentation, while member checking was conducted to confirm the accuracy of the interview data. Ethical principles were also carefully observed throughout the research process by obtaining permission from school authorities, securing participants' consent, informing participants about the purpose of the study and their right to withdraw at any

time, and maintaining confidentiality and anonymity through the use of pseudonyms and the proper use of collected data solely for research purposes.

RESULT AND DISCUSSION

This study uses a descriptive qualitative research design to explore English teachers' beliefs and how those beliefs are reflected in classroom teaching practices. The qualitative descriptive approach is considered appropriate because it allows researchers to gain a deep understanding of the perspectives and experiences of the teacher in their natural educational environment (Muzari et al., 2022).

The research was conducted at SMP Negeri 3 Woha, a public junior high school in Bima Regency, West Nusa Tenggara, Indonesia. The participants consisted of three English teachers who were selected through purposive sampling. Purposive sampling is used because it allows researchers to select information-rich participants who can provide relevant data regarding the research phenomenon (Tajik et al., 2024). The selection criteria include: (1) being an English teacher at SMP Negeri 3 Woha, (2) having teaching experience, (3) actively teaching during the data collection period, and (4) willing to participate voluntarily in the research.

The participants consisted of two female teachers and one male teacher. T1 teachers have more than ten years of teaching experience, T2 teachers have about seven years of teaching experience, and T3 teachers have three years of teaching experience. To maintain confidentiality, pseudonyms were used during the study.

Data was collected through semi-structured interviews, classroom observations, and document analysis. Semi-structured interview guidelines were developed based on the teacher's belief framework proposed by Latif & Wasim, (2022). Interview indicators include: (1) beliefs about language learning, (2) beliefs about teaching methods and classroom interactions, (3) beliefs about the role of students in learning, and (4) factors that influence teachers' beliefs. Classroom observation is conducted using an observational checklist that focuses on instructional strategies, teacher-student interaction, classroom management, and the implementation of teacher beliefs expressed in practice. Documentation analysis involves reviewing lesson plans, syllabus, teaching materials, and assessment documents to identify evidence that supports interview and observational findings.

Data analysis was carried out using thematic analysis following the six-phase framework of Byrne, (2022) . First, the researcher familiarizes himself with the data by repeatedly reading interview transcripts, observation notes, and documents. Second, the initial code is generated to identify meaningful data units related to teacher beliefs and classroom practices. Third, similar codes are grouped into potential themes. Fourth, the themes are reviewed and refined to ensure consistency with the dataset. Fifth, themes are defined and named according to their conceptual meaning. Finally, the findings were interpreted and reported by linking the themes to the existing literature on teacher beliefs and English language teaching.

To increase the reliability of the findings, methodological triangulation is applied by comparing data obtained from interviews, classroom observations, and documentation (Schlunegger et al., 2024). Member checks were also carried out by returning interview summaries to teachers to verify the accuracy and credibility of the interpretation (Article, 2024). Ethical considerations were carefully observed during the study, including obtaining permission from the school, securing informed consent from participants, ensuring voluntary participation, and maintaining confidentiality through the use of pseudonyms.

Data triangulation is carried out by comparing information obtained from interviews, class observations, and documentation to ensure the credibility and validity of research findings. According to Donkoh (2023), triangulation allows researchers to verify the consistency of data across multiple sources and provide a more comprehensive understanding of the phenomenon being investigated.

The triangulation results revealed a high level of consistency between the three data sources. Based on the findings of the interviews, the teachers believe that English learning should be communicative, interactive, and student-centered. This belief is confirmed through classroom observation, which shows that teachers often implement discussion activities, question and answer sessions, collaborative learning, and opportunities for students' active participation during the teaching and learning process. Furthermore, an analysis of lesson plans, teaching materials, and other instructional documents demonstrates the use of learning strategies designed to promote student engagement and interaction.

The triangulation process also confirms teachers' beliefs about their role as facilitators and motivators in the classroom. During the interview, all participants

emphasized the importance of guiding and encouraging students rather than just delivering content. Similar findings were observed during classroom observations, where teachers actively monitored student learning, provided feedback, and encouraged participation. This role is also reflected in the instructional objectives and learning activities listed in lesson plans and teaching documents.

In addition, the three data sources consistently identified several challenges affecting the implementation of English language teaching. These challenges include limited teaching time, differences in students' language proficiency levels, and inadequate school facilities. The convergence of findings across interviews, observations, and documentation shows that the research findings have a satisfactory level of credibility and trust. Therefore, the triangulation process strengthens the validity of the research by showing that the identified themes are supported by various sources of evidence.

The member check is carried out by returning the interview summary and initial interpretation to the teacher for verification. Teachers affirm that interpretations accurately reflect their views and experiences. This procedure increases the credibility and credibility of the findings (Shufutinsky, 2020).

Results

This research teachers or a sample of three individuals from one school were questioned about how beliefs they were in their ability to teach in the classroom. The table below (Table 1) groups and classifies their responses.

Table 1. Interview Results

Interview Results	**Numbers**			**Percentage**
Teachers' Experience as Language Learners	**T1**	**T2**	**T3**	
Teachers have educational backgrounds relevant to English education	1	1	1	100%
Teachers have strong motivation for choosing English Education	1	1	1	100%
Teachers improve their English skills through self-development activities	1	1	1	100%

External factors influenced teachers during their learning process	1	1		67%
Internal factors influenced teachers during their learning process			1	33%
Teachers have role model teachers or lecturers	1	1	1	100%
Teaching style is influenced by teachers' previous learning experiences	1	1		67%
Teaching style is influenced by colleagues or other teachers			1	33%
Teaching Experience				
Teaching experience more than 5 years	1	1		67%
Teaching experience less than 5 years			1	33%
Teachers believe their role is to educate, guide, and motivate students	1	1	1	100%
Teachers feel proud when students succeed in learning English	1	1	1	100%
Teachers adapt their teaching strategies based on classroom experiences	1	1		67%
Teachers adapt teaching strategies from colleagues			1	33%
Learning is viewed as an active and continuous process	1	1	1	100%
Education-Based or Research-Based Principles				
Teachers observe students' learning progress in class	1		1	100%
Teachers make notes related to classroom learning activities	1	1	1	100%
Teachers believe pedagogical knowledge and student understanding are important	1	1	1	100%
Teachers use specific teaching methods and strategies	1	1		67%
Teachers read journals or research related to teaching			1	33%
Teachers conduct classroom-based research	0	0	0	0%

Teachers' Personality				
Teachers master speaking and listening skills	1	1		67%
Teachers master reading and writing skills			1	33%
Speaking is considered the most difficult skill to teach	1	1		67%
Grammar is considered difficult to teach			1	33%
Teachers believe appearance and teaching style influence students' attention	1	1	1	100%
Teachers use various learning media to increase students' interest	1	1	1	100%
Teachers combine English and Bahasa Indonesia during teaching	1	1	1	100%
Teachers encourage curiosity and active learning	1	1	1	100%
Teachers share learning experiences with students	1	1	1	100%
Teachers feel uncomfortable when the classroom is noisy	1	1	1	100%

The table above presents data obtained from interviews with three English teachers at SMPN 3 Woha. The interview questions were categorized into four main aspects, namely: 1) teachers' experiences as language learners, 2) teaching experiences, 3) education-based or research-based principles in teaching, and 4) teachers' personality. These aspects were explored to identify teachers' beliefs and how those beliefs influenced their teaching practices in the classroom. The categories were adapted from the theory proposed by (Huang et al., 2019), which explains that teachers' beliefs are formed through learning experiences, teaching experiences, educational principles, and personal characteristics.

Discussion

The findings of this study show that English teachers at SMP Negeri 3 Woha have positive beliefs about teaching and learning English. Teachers believe that effective English teaching should be communicative, interactive, and student-centered. These findings are consistent with Adem & Berkessa (2022), who reports that many EFL teachers view communicative language teaching as an effective approach to developing

students' language skills. Similarly, Ho & Tang (2023) argue that student-centered learning encourages active participation and promotes meaningful learning experiences.

The study also revealed that teachers' beliefs are strongly influenced by their educational backgrounds, previous learning experiences, and teaching experiences. All participants had an educational background in English language education and reported that their experiences as language learners shaped their teaching practices. These findings support Joram et al. (2020b) theory of teacher cognition, which states that teachers' beliefs are developed through their personal experiences as learners and practitioners. In addition, Bonner et al. (2019) emphasize that teachers' beliefs continue to be shaped by professional experience and classroom interactions.

Another significant finding is that teachers consider their role not only as transmitters of knowledge but also as facilitators and motivators of learning. Interview and observation data show that teachers try to encourage student participation, curiosity, and confidence during classroom activities. These findings are in line with Cheng et al. (2021), who found that teachers who believe students should be active learners tend to create more engaging and collaborative learning environments. Additionally, the use of discussions, question and answer sessions, and interactive activities observed in the classroom reflect teachers' efforts to implement student-centered practices.

Further findings show that teachers regularly adjust their instructional strategies based on student needs and classroom conditions. This suggests that teachers' beliefs influence pedagogical decision-making and classroom management. The results support G. Li & Ma (2025), who argue that teachers' beliefs significantly influence instructional approaches, classroom interactions, and teaching strategies. Similarly, Yu, Kreijkes, & Salmela-Aro (2022) found that teachers' beliefs are closely related to their classroom practices and learning environment.

However, despite holding positive beliefs about communicative and student-centered learning, teachers face some challenges in applying these beliefs consistently. Limited teaching time, differences in students' English proficiency, low student confidence, and inadequate school facilities were identified as major obstacles. As a result, teachers sometimes use a teacher-centered approach to ensure that lesson objectives are achieved. These findings are consistent with Iwan & Newton (2020), who reports that EFL teachers often experience discrepancies between their beliefs and actual classroom practices due to contextual constraints. Similarly, Mahmud (2020) found that

EFL Indonesian teachers often adapt their teaching practices to accommodate classroom realities and institutional demands.

Another important finding is that teachers rely more on teaching experience than research-based practice when making instructional decisions. Although all teachers monitored students' learning progress and reflected on their classroom practices, only one participant reported reading educational research, and none conducted classroom-based research. This shows the gap between practical teaching experience and research engagement. According to Lichtenstein & Phillips (2021), teachers often perceive research findings as less applicable to their in-person classroom needs, making them rely more on personal teaching experiences. Therefore, greater support for professional development and action research can help teachers integrate research-based knowledge into their instructional practices.

Overall, these findings show that teachers' beliefs play an important role in shaping English teaching practices at SMP Negeri 3 Woha. However, the implementation of this belief is influenced by contextual and institutional factors. This study supports previous research showing that while teachers' beliefs serve as an important basis for instructional practice, external constraints can limit the extent to which those beliefs can be fully realized in classroom settings.

CONCLUSION

This study investigated English teachers' beliefs about teaching English at SMP Negeri 3 Woha and examined how these beliefs are reflected in their classroom practices. The findings revealed that teachers have a positive belief in communicative, interactive, and student-centered English language learning. They believe that students should actively participate in classroom activities, develop confidence in using English, and engage in meaningful learning experiences.

The study also found that teachers' beliefs are shaped by educational backgrounds, previous learning experiences, teaching experiences, and personal characteristics. These beliefs influence various aspects of classroom practice, including instructional strategies, classroom management, learning activities, and the use of teaching media. In addition, the findings show that teachers view themselves as facilitators and motivators who support student learning and encourage active participation.

However, the application of teachers' beliefs is not always completely consistent with classroom practice. Several contextual challenges, including limited teaching time, student ability differences, low student confidence, and inadequate school facilities, affect teachers' ability to consistently apply student-centered and communicative approaches. As a result, teachers sometimes adopt teacher-centered practices to accommodate classroom realities and achieve learning goals.

Overall, the study confirms that teachers' beliefs play an important role in shaping English teaching practices. However, the relationship between belief and practice is influenced by contextual factors in the school environment. Therefore, efforts to improve the quality of teaching should focus not only on strengthening teachers' pedagogical beliefs but also on the provision of adequate institutional support, professional development opportunities, and learning resources that enable teachers to effectively implement their beliefs.

One of the limitations of this study was that it only involved three English teachers from one junior high school. Therefore, the findings cannot be generalized to all EFL teachers in different educational contexts. However, this study provides valuable insights into teachers' beliefs and their influence on classroom practice in the specific context of SMP Negeri 3 Woha.

Future research is recommended to involve more participants from different schools and levels of education to gain a broader understanding of teachers' beliefs and their impact on English teaching practices in a variety of EFL contexts.

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