



Exploring high school English teachers' perceptions of implementing scientific approach and their beliefs in English language teaching in Indonesia

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Abstract

The focal points of this study lie within teachers' perceptions of the implementation of Scientific Approach (SA) as well as teaching text genres in English learning, and their beliefs in English language teaching. This study was aimed at shedding light on the addressed issues through in-depth information. The subjects of this research were 144 teachers of junior high school and senior high school in Lampung Province (2 cities and 4 regencies). The data obtained from the open-ended questionnaires were read over and over, and were grouped using vivo coding. The data were obtained from open-ended questionnaires. The data analysis results provide the following information: (1) 85 percent of the teachers applied SA. These teachers argued that they did that for the fulfilment of the requirements set by the applied curricula; (2) 122 (85%) of the teachers always taught text genres for the same reason, i.e. to meet the demands of the curricula; and (3) 142 (99%) of the teachers believed that communicative language teaching (CLT) was the best approach for the process of English learning. Taken together, the results suggest that teachers should be granted the freedom to determine the techniques for the learning processes as their beliefs are in perfect accord with the English learning intended to enable learners to communicate in English while dealing with various types of texts, as elaborated in Curriculum 2013.

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Introduction

In reference to the Regulation of the Minister of Education and Culture Number 65 of 2013, teachers should base the learning processes at junior high school and senior high school on Curriculum 2013, which uses Scientific Approach (SA). SA-underlain learning comprises five activity phases; observing, questioning, experimenting, associating, and communicating (Ministry of Education and Culture, 2013) and is still widely used in Lampung province-Indonesia. By having this approach, it is believed the learning process runs well because the students will have critical thinking, and consequently, learning objectives can optimally be achieved. In order to optimize the implementation of SA, numerous training sessions have been provided for teachers of all subjects, including English, on both national and local scales.

As the implementation of SA gains more ground, research in relation to the implementation of this approach on English grows. By observing teachers, Azizah (2015) and Zaim (2017) found out that they do not have the capability to implement this approach properly. In other words, the principles of SA phases have not yet been integrated correctly. This partially contradicts the finding of Shofwan (2017), which was teachers have enough capacity to involve three of the recommended SA phases, i.e. experimenting, associating, and communicating, in the right way. To put it another way, the other two phases, observing and questioning, are sidelined from learning processes. However, the English improvement of their sample, who was students, nonetheless culminated their study. The main problem is that even though the teachers did not apply the steps of SA properly as suggested by the government, there was the students' English improvement. Therefore, it is needed to explore more why the teachers are reluctant to apply the steps of SA in their teaching-learning process.

Taking into account the aforementioned facts, it is safe to infer that the previous research looked into the reality in the field; when teachers teach with SA. Simply put, the previous studies centering on the implementation of SA focus on the results of the researchers' observation. For that reason, this research, which turns the spotlight on the practitioners' perceptions of SA implementation, is unprecedented. Richard (2001), Tavakoli (2009a), and Awwad (2019) affirm that someone's perception of what they experience calls for identification. This statement concurs with what has been put forward by a psychologist, Mouly (1973), that in spite

of sharing the same experience with others, an individual might feel about or perceive it differently.

English learning at junior high school and senior high school is text-based. The types are interpersonal, transactional, short functional, and monologue texts. Each of these types is composed of a different generic structure, social functions, and language features, as described by Derewianka (1990). The basic competence for each text encompasses the understanding of the social functions, generic structure, and language features. This might lead teachers to focusing learning activities on the components. With respect to a learning process, a teacher upholds the beliefs in why they do something (Borg, 2001). Plainly speaking, a teacher decides on the techniques they will employ in class (Ajzen, 1988; Fishbein & Ajzen, 1975) since they have their own beliefs.

Driven by the ideas above, this research was intended to provide in-depth information on teachers' perceptions of: (1) Scientific Approach implementation; (2) teaching text genres in English learning, and (3) teachers' beliefs in English language teaching.

Literature Review

This section will briefly discuss Scientific Approach in English learning, text-based learning, and teachers' beliefs in language teaching.

Scientific Approach in English Learning

English is compulsory subject at junior and senior high school in Indonesia. The teachers should teach students based on the curriculum and approach provided by the government. Formally, Curriculum 2013 is used for the time being in Indonesia. Prior to this, there was curriculum 2004, called school - based curriculum. Both curricula have the same objective, that is to enable students to communicate in English using various kinds of text. Therefore, the materials provided in the curriculum are text-types. Each text has its own generic structure and language features. The difference is only in approach. The former one used *Contextual teaching and learning* that consists of 7 components: (1) Constructivism; (2) Inquiry; (3) Questioning; (4) Learning Community; (5) Modelling; (6) Authentic Assessment and (7) Reflection, while the present one uses scientific approach (SA), consisting of 5 components: (1) observing; (2) questioning; (3) experimenting; (4) associating, and (5) communicating.

In teaching-learning process, the teachers should arrange the activities by following those steps.

The English learning accommodating Scientific Approach (SA) started with the integration of Curriculum 2013 with all the lessons at junior and senior high school, including English. SA comprises five phases of learning; observing, questioning, experimenting, associating, and communicating. SA is also called a scientific process-based approach as it enables learners to acquire scientific knowledge in systematic manners (Regulation of the Minister of Education and Culture Number 65 of 2013).

Despite training programs in the engagement of SA for English teachers, some studies have still revealed that teachers are not yet able to execute the integration of the SA phases well enough (Azizah et al., 2015; Zaim, 2017). Sarwanti (2016) nevertheless affirms that SA can be used for English learning, yet the phases are not effective enough because teachers only focus on these phases and as a result, the class lacks natural language use. Considering how English learning differs from scientific learning, this inference of Sarwanti's (2016) is accurate. The most vital element in language learning is the opportunity for learners to put the language they are learning into practice. Such language learning experts as Littlewood (1981), Larsen-Freeman (2000), Brown (2001), and Richard (2001) view language functions as communicative competence, not linguistic competence, believing that in the learning process, it is of paramount importance to provide adequate time for learners to use the learned language since language expertise requires sufficient practice (Littlewood, 1981). This idea indicates that learning should be student-centered. Suffice to say, learning should be designed to engage learners in language use, practice, or meaningful activities. Accordingly, the chance for learners to have enough practice of the language might exist through interaction among learners or between learners and their teacher. Interaction among learners is a strategy for supplying sufficient time to avail them of the opportunity to put the learned language into optimum practice.

In conclusion, the teachers are recommended use SA that consists of 5 steps. Research findings show that teachers did not apply the steps of SA properly, but there was improvement on students' achievement. This reality needs to explore more about their beliefs in teaching. In teaching English, experts like Brown (2001), and Richard (2001) suggest CLT principles, such as student-centered learning, focus on communication, and functional language use. Therefore, knowing their beliefs in teaching English is needed so that information about the finding of the unsatisfied SA implementation can be clarified.

Teaching Text Genres in English Learning

Halliday and Hasan (1976) define a text as a term used to refer to any passage, spoken or written, of whatever length forming a unified whole. A text is a unit of language use. It is not a grammatical unit, like a clause or a sentence, nor is it defined by size. A text is best regarded as a semantic unit; a unit of meaning, not that of form. On the basis of this definition of Halliday and Hasan's (1976), starting with Curriculum 2004, also known as Educational Level Unit Curriculum, and succeeded by Curriculum 2013 (currently applied), text-based learning keeps being integrated with education. Apart from that, the underpinning learning and language theory remain the same. In a nutshell, these curricula adopt the learning theory viewing learners as whole persons and spotlighting psychomotor, cognitive, and affective aspects. The adopted language theory is that communication is basically a process of producing and comprehending speech and text. Communicative competence entails linguistic, sociolinguistic, discourse, and strategic aspects.

In alignment with this, for the English learning at junior and senior high school, Curriculum (2013) aims to enable learners to communicate various types of texts in English orally and in writing. The types of texts encompassed by Curriculum (2013) are interpersonal, transactional, short functional, and monologue texts. These types of texts each have their own generic structures, social functions, and language features, as expounded by Derewianka (1990). The basic competence for each text is included in Curriculum (2013), and then, teachers set the competence achievement indicators as per the requirements of the basic competence. Each basic competence requires learners' grip on the social functions, generic structure, and language features. This probably causes teachers to always focus learning activities on the components. Based upon informal field observation and in the researchers' experience as tutors in teacher professional education programs, most teachers aim more focus at the generic structures and language features of the texts in the curriculum. In the learning processes, the teachers are busy defining these components for students. Each basic competence in the Curriculum (2013) contains the words *generic structure* and *language features*. It is plausible that teachers always highlight the definitions of generic structures and language features for this reason. Additionally, training sessions and referred books also explain generic structures and language features. In short, learners lack the occasion for the natural use of the language they are learning.

Littlewood (1981) assert that learners need enough chance to put a learned language to use. In the same vein, Larsen-Freeman (2000), Brown (2001), and Richard (2001) suggest that language is communicative competence, not linguistic competence. Teachers should therefore train learners in language components like vocabulary, structure, and pronunciation, before they contextually produce speeches and texts.

Teachers' Beliefs in English Language Teaching

Teachers' beliefs are their confidence in a language learning process (Borg, 2001). With these beliefs, teachers determine what techniques are worth employing in class (Ajzen, 1988; Fishbein & Ajzen, 1975). By examining the lesson plans made by the teachers, Johnson (1992) concluded that teachers teach based on their theoretical beliefs. In relation to this, Richardson, (1996) stated that there are three main sources of teachers' beliefs, namely; personal experience, experience with instruction, and experience with formal knowledge. This finding is similar to Burns (1999) and Chou (2008). They stated that that the activities in the classroom were based on their experience in learning. Furthermore, Li (2012) declared that beliefs originate from teachers' experiences. In conclusion, teachers' beliefs about teaching and learning are affected by their own experiences. Teachers' beliefs will have a great effect on forming active teaching methods and will bring their decisions in the classroom to improve the learners' language capabilities. In teaching English as a foreign language, communicative approaches are widely suggested by English teaching experts. Communicative approaches in English were proposed by Brumfit and Johnson (1979). Inspired by Brumfit and Johnson (1979), experts in English learning, such as Richards and Schmidt (2002) and Littlewood (2013) popularized communicative language teaching. Richards and Schmidt (2002) decisively deduce that CLT, where English is treated as a foreign language with communicative competence-oriented learning goals, is the best approach for English learning.

Apropos of CLT, a fairly large number of studies with wide-ranging learning techniques, like role playing, Think-Pair-Share (TPS), Jigsaw, Know-Want to know-Learned (KWL), Three-Step Interview (TPS), mind mapping (MM), Roundtable, and others, have come to the surface. Each of these has the same principles; student-centered, and collaborative learning. The main principles of CLT are; student-centered learning, focus on communication and collaborative learning. In short, the examples of the techniques mentioned are in line

with the principles of CLT. However, Brown (2000) and Mobaraki and Aminzadeh (2012) believe that it is advisable for teachers to employ an eclectic method, meaning modifying certain techniques and mixing them since none of the techniques is independently perfect for all the set learning goals. Given this idea, teachers should choose and modify the techniques in accordance with the character and situations of the taught students, but the basic principles of the techniques should be applied.

The studies conducted by Mahpul and Rhonda (2018) concern communicative language teaching (CLT) as well. The techniques were performed as a result of the researchers' beliefs in the learning of English as a foreign language for communication. SS Learners have the chance to put the language into practice and can improve their language accuracy since they get input from their output. The input is in the form of corrections from their classmates and teacher (Flora, 2016).

Methodology

Research Methods and Procedure

This is qualitative research with content analysis. The data of this research are the teachers' written responses to the open-ended questions and statements given by the researchers. The employed procedure was an inductive procedure, meaning the data obtained from the questionnaires were repeatedly read and then classified into the previously set categories. This was performed to reach deep apprehension of the teachers' perceptions of Scientific Approach, text-based language learning, and their beliefs in communicative language teaching.

Participants

The open-ended questionnaire was distributed to all teachers in Lampung province through English teaching forum in every city and regency in Lampung province. Then they were required to send the questionnaire to the teachers (participants) in their city or regency. The teachers were instructed to send their responses through the provided link. Based on this, the participants of this study were only those who responded to the questionnaire. There were 144 English teachers of junior and senior high school from 2 cities and 4 regencies. Based on their identities, they had been working for 2–30 years, and all of them used Curriculum (2013) and SA. In addition, they were graduates in English Education. Therefore, they were all appropriate as the participants of this study.

Research Instruments and their Construct Validity

The instruments used to achieve the research goal were open-ended questionnaires; 2 items for Scientific approach, 6 items for Text-based Learning, and 10 items for Teachers' beliefs in English language teaching. The items were made based on relevant theories by the three researchers. To have more accurate instruments, all the items were given to 3 English Department, Faculty of Education, Lampung University lecturers who have majored in 2013 English curriculum and English teaching methods; 2 items for research question no 1; 6 items for research question no 2, and 10 items for research question no 3. They read every item and stick to "yes" or "no" provided in the instruments. The results indicated that instruments have good construct validity. In conclusion, the instruments tested what is supposed to be tested.

Data Collection and Analysis

1. The questionnaires were distributed to the teachers via email and an application called *WhatsApp*. The responses of the teachers were then sent to the provided link.

2. The data obtained from the open-ended questionnaires were read over and over with vivo coding (Miles & Huberman, 1994; Saldana, 2009). The qualitative data analysis process in this study was done by the following steps: (1) The three researchers of this study read the data (the reasons given by the participants) and coded them into the provided category; (2) discussion was also done among the 3 researchers; and (3) The same reasons were put into the provided category and were counted for the total number and the percentage. For example; Do you implement the 5 components of scientific approach in teaching? Why? (Research question no 1). First, they have to choose 'yes' or 'no', then they give the reasons in the provided column. All similar reasons were coded and were grouped into one category. For example, the reasons given by the teachers to that question were: (1) When I followed the training of Curriculum (2013) I got SA and I was suggested to implement it; (2) SA is suitable with Curriculum; (3) We all teachers in my school use Curriculum (2013), that is why we use SA; and (4) My headmaster always reminds us to apply SA as Curriculum (2013) recommended, (5) We always discuss it in teaching forum when we make a lesson plan. These similar answers from the teachers were then coded and were grouped into one category "Yes, because they fit Curriculum (2013)". After that, the percentage of

the same reasons were counted. For example, there are 122 who agree to question number 1. The percentage is $122: 144 \times 100 = 85$ percent. The same steps were also done to other items. These steps were done in order to answer research questions elaborated in the introduction.

3. In accordance with the research purpose, the data were then displayed in Tables and Figures.

Results

Teachers' Perception of Scientific Approach Implementation

As mentioned in methodology, this is open-ended questionnaires. To answer the 3 research questions, the participants were free to give their reasons to the questions or statements. Then the same reasons were grouped together into the provided category, and the total number and the percentage were counted. The participants (teachers) firstly, stated whether they agreed or not to each question. After that, they had to give their reasons. Then the same reasons were grouped together into the provided category, and the total number and the percentage were counted.

As seen in [Figure 1](#), out of the 144 English teachers, 122 teachers (85%) stated that they maintained the implementation of the five Scientific Approach phases, i.e. observing, questioning, experimenting, associating, and communicating. 112 (92%) of them confirmed that they implemented Scientific Approach (SA) since it could be tailored to what the curricula recommend, while 10 others (8%) believed that it was in agreement with the lesson plans. Only as few as 22 (15%) of the whole 144 teachers rejected the implementation of Scientific Approach; 19 teachers (86%) reasoned that it was due to time insufficiency, and 3 other teachers (14%) argued that the approach was appropriate for scientific learning only, not English learning.

10 teachers (7%) said that they always implemented the sequence of SA steps; 7 (70%) of the 10 teachers regarded the sequence as being in conformity with the arranged lesson plans and 3 others (30%) agreed that the sequence well corresponded to the used books, whereas 134 (93%) of the whole 144 teachers disapproved of the SA sequence; 4 teachers (3%) perceived English learning and scientific learning as being disparate, and 139 others (97%) stressed that it was the attractiveness of the learning process and ease of comprehending materials that should be taken into account.

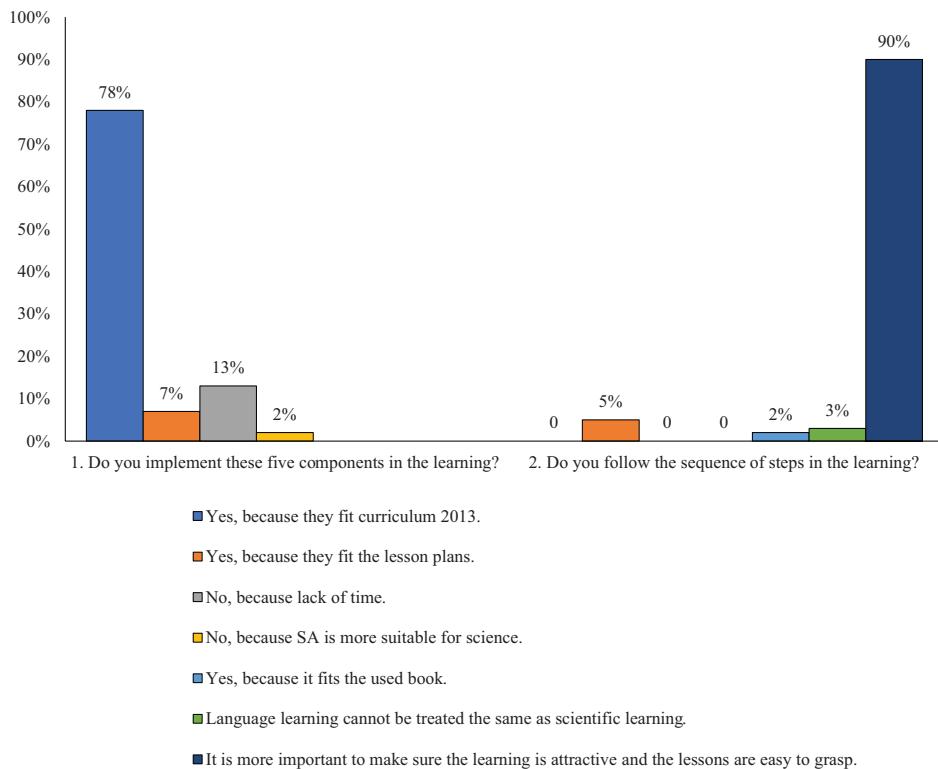


Figure 1 Teachers' perception of scientific approach implementation

Teaching Text Genres in English Learning

There are 6 questions as elaborated in the following Figure. The participants (teachers) firstly, stated whether they agreed or not to each question. After that they had to give their reasons. Then the same reasons were grouped together into the provided category, and the total number and the percentage were counted. The results can be seen in Figure 2.

For question number 1 (*Do you always teach the generic structure of a text?*), 122 teachers (85%) said that they taught it as it suited the requirements of the curricula, whereas 22 teachers (15%) excluded teaching the generic structure of each text considering the knowledge is rarely necessary in daily life.

As for question number 2 (*Do you always explicitly teach grammar-related language features?*), 92 teachers (64%) saw explicitly teaching grammar-related language features as beneficial since students would grasp texts better, while in contrast, 52 teachers (36%) did not teach the features explicitly as they believed that students could be cognizant of how to make sentences along with their formulae by reading texts.

Concerning question number 3 (*Do you give students any chance to put into practice the grammar they are learning contextually?*), 142 teachers (99%) answered that

they gave such chance to students since they perceived it as a way to drive students to have a better grip on the grammatical points. With the fact that their students lived in remote areas, 2 teachers (1%), on the other hand, revealed that they did not provide that kind of chance.

In the case of question number 4 (*Do you teach vocabulary-related language features according to the taught text in the English learning?*), all the 144 teachers (100%) responded with yes by reason of their belief that it led to students' better comprehension of texts.

In respect of question number 5 (*Do you give students any chance to put into practice the vocabulary they are learning contextually?*), 139 teachers (97%) gave students time to put the vocabulary they were learning to contextual use on the basis of the idea that they will be able to apply the vocabulary in other sentences. In contrast, 5 teachers (3%) did not spare any time for that purpose due to time constraints.

Last but not least, question number 6 (*Do you give students any chance to produce texts of the type they are learning?*), 142 teachers (97%) opted for yes, arguing students' production of texts of the learned types was included in the basic competence in the syllabi. As opposed to it, the 2 other teachers (3%) chose no for their answers, putting forward the view that students would find it too difficult.

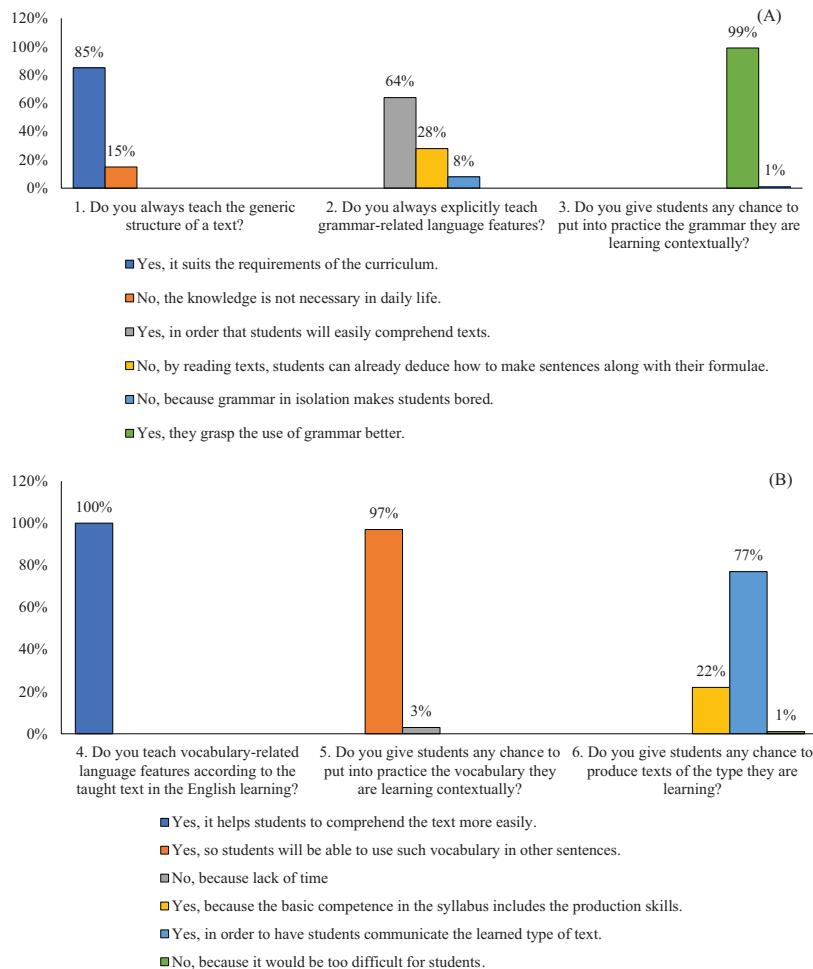


Figure 2 Teaching text genres in English learning

Teachers' Beliefs in Communicative Language Teaching (CLT)

There are 10 items as elaborated in the following Figure 3. The participants (teachers) firstly, stated whether they agreed or not to each statement. After that they had to give their reasons. Then the same reasons were grouped together into the provided category, and the total number and the percentage were counted. The results are elaborated in Figure 3.

1. English learning should be centered on students, not the teacher. Out of the 144 teachers, 142 (99%) shared the agreement to this statement on account of their reliance on the idea that students' activity plays a more vital role than the teacher's, while 2 teachers (1%) disagreed in consideration of the handicaps of the implementation in remote areas.

2. Practicing using English in pairs or small groups motivates students to use the language. 142 (99%) gave

credence to the significance of practicing the language in pairs or small groups in terms of the motivation to use English. Conversely, 2 teachers (1%) dissented from the majority as they regarded such practice as ineffective in remote areas.

3. Working in small groups will encourage shy students to speak in front of the class. The whole 144 (100%) teachers were on the same wavelength about the point that working in small groups helps shy students to speak in front of the class because they were convinced that the students' small groups and best friends would push them to speak in positive ways.

4. Explicit grammar learning is not beneficial to the improvement of communication skills. With 123 teachers (85%) opting for agreement, the consensus on the contribution of explicit grammar learning to communication skill improvement was that the kind of learning was worth sidelining as the teachers deemed students' willingness to speak and capability to be understood more essential.



Figure 3 Teachers' Beliefs in Communicative Language Teaching (CLT)

The other 11 teachers (15%), however, were not in favor of the rest by virtue of their judgment that the learning was still a requisite for students' utterances in the sense that their utterances will be grammatically correct sooner rather than later in that way.

5. In their communication, students do not have to respond in a grammatical way. 139 teachers (97%) embraced the view that students do not have to give responses in accordance with English standard grammar when communicating and highlighted that students' willingness to speak English and capacity to be understood were luxuries. Being in favor of the right use of grammar, the other 5 teachers (3%) asserted that grammatical utterances avoid misunderstanding.

6. In language teaching, it is better to emphasize language use rather than language formulae or patterns (form). 142 of the teachers (99%) found it advisable to aim more focus at language use than language patterns. Notwithstanding the fact that they had mutual agreement on this matter, the teachers' reasons slightly varied; 5 teachers (4%) portrayed patterns as boring for students, and the other 139 teachers (96%) contended that when students had been habituated to the right language use, they would perceive patterns or formulae (forms) as more digestible and learnable. 2 teachers (1%), on the contrary, rejected the idea, believing formulae were also pivotal to students' better cognizance.

7. When assigning students to a task or an activity, the teacher should take into consideration the suitability of the context for the students' needs. In regard to this statement, all the 144 teachers (100%) responded in approval; 80 teachers (56%) reasoned that it was easier for students to grasp the materials in that way, and 64 others (44%) believed that students became more motivated.

8. In language learning, emphasis on fluency is better than that on accuracy. 140 teachers (97%) held that the statement was true; 109 of them (78%) put accuracy second to being understood and making others understand; 31 (22%) affirmed that students who could already use the language found it easier to grasp the grammar. The other 4 teachers' (3%) opposition to the statement was grounded in the concern that taking accuracy that lightly would give rise to the prevalence of students' errors.

9. Corrections from the teacher should be avoided if it is expected to interfere with students' interaction. Every single one of the 144 teachers (100%) accepted the statement and, in justification of their acceptance, added that it would be better to address corrections at the end of a session or activity so as to prevent students from feeling

disrupted or disturbed and help them remember the errors they have made along with the solutions.

10. The teacher spares students' opportunities to correct each other amidst their interaction. The majority of the teachers, 136 (94%), found the statement plausible; 78 of them (57%) based their approval on the belief that students would be more active, while 58 others (43%) judged it better for students to be corrected by their mates on comfort grounds. Quite the reverse, the statement was reckoned as false by the 8 teachers (6%) who were on the other side of the majority in light of sheer inefficiency.

Discussion

Teachers' Perceptions of the Implementation of Scientific Approach (SA)

With the intention to find out the teachers' perceptions of Scientific Approach (SA) implementation, 2 questions were put forward: (1) *Do you implement these five components in the learning;* and (2) *do you follow the sequence of steps in the learning?* From the answers to question number 1, it was found that out of the 144 teachers of junior and senior high school, most (85%) implemented SA. It was sensible enough for them owing to the aptness of the approach for the applied curricula and set lesson plans. However, some previous studies have left the implication that teachers are not yet to have prowess to well execute Scientific Approach in their teaching (Azizah et al., 2015; Zaim, 2017). This dissimilarity might be a consequence of differing views of the components composing Scientific Approach, i.e. observing, questioning, experimenting, associating, and communicating. Clinging to the conception that SA was appropriate for scientific learning, not English learning, 15 percent of the teachers did not involve this approach in their teaching. This finding accords with Sarwanti (2016), who points out that despite the fact Scientific Approach is applicable to English learning, the steps are ineffective because teachers focus too much on them as natural language learning takes too small a part.

It was also known that in their teaching, 93 percent of the teachers did not regularly follow the phases of SA, i.e. observing, questioning, experimenting, associating, and communicating. They shared the argument that language learning should not be treated the same as scientific learning, and they also stressed that the attraction of a learning process and how easy it was to grasp materials should always be in the limelight. Something along those lines might have contributed to Shofwan's (2017)

and Zaim's (2017) finding, which was teachers are proficient enough to implement three of the five phases, i.e. experimenting, associating, and communicating. Put differently, the phases of observing and questioning are not engaged in learning.

Teachers' Perceptions of Text Genre-based Learning

The 2013 curriculum highlights the text-based approach in English learning, where the taught materials should be types of texts and how to distinguish these types along with their generic structures and language features.

Out of 144 teachers of junior and senior high school from 2 cities and 4 regencies in Lampung Province, 122 (85%) taught generic structures as a result of the existence of the points in the curricula. Referring to the informal field observation, so far, many teachers focus their attention on the generic structures of texts found in the curricula. The teachers are busy defining each of these components for their students. Without a shade of doubt, it is not right as a learning process should have students learn to produce texts or engage themselves in activities leading to good oral and written communication of the language components of the texts. As implied by Littlewood (1981), language practice is an absolute necessity for a language learning process. Only a little learning of a new language can take place without practice (Littlewood, 1981). Littlewood (1981), Larsen-Freeman (2000), Brown (2001), and Richard (2001) have come to a meeting of minds on the idea that a language serves for communicative competence, not linguistic competence. It is on the grounds of this judgment teachers should facilitate students with the practice of using such language components as vocabulary, structure, and pronunciation before the students' production of contextual oral and written texts.

Teachers' Beliefs in Communicative Language Teaching (CLT)

As a whole, the issue this research was intended to address through teachers' beliefs was in connection with communicative language teaching (CLT). As experts have elucidated, CLT is the best approach for English as a foreign language. Out of the 144 respondents, 142 teachers (97%) alluded that English learning should be student-centered, which means it is students who should be active, not teachers. Larsen-Freeman (2000) and Brown (2001) found this conception favorable, suggesting teachers should design English learning that

gets students actively engaged in it, a kind of learning which grants students chances to put the learned language to good use. In language learning, it is also substantial to pave the way for students to use the learned language through the provision of adequate time for the practice (Littlewood, 1981).

All the respondents (144 teachers) deemed it imperative to give students tasks enabling them to practice the language in pairs or small groups for two purposes: (1) to accommodate students' need for enough practice of the language; and (2) to motivate passive or shy students to be active. These data suggest that the teachers had beliefs in the principles of communicative language teaching. Moreover, from the respondents' standpoint, students draw comfort from small-group learning during their interaction with fellow students, above all those who are shy. The way they saw it was in conformity with the visions presented in several previous studies (Pica, 1985; Flora, 2016). The more relaxed a learner feels, the lower their affective filter becomes, and therefore, the more easily they process the input they get.

It is better to weight language learning in favor of fluency rather than accuracy. It is also plausible to analogize it to the basic goal of driving a car, to set it in motion. After a while, a driver will be skilled at driving a car, following the applied rules, and eventually be a professional driver. In a similar vein, students should be pushed to communicate in the learned language in the most comfortable way possible regardless of how well they have understood and applied the language rules.

Unwillingness to practice a learned language and fear of violating language rules are actually two sides of the same coin. It is unquestionable that learners should practice the language they are learning without any hesitation or discomfort and find ways to express their ideas in the language in understandable fashion. Code switching might be a choice they have to make at the beginning due to their knowledge limitations (Wardhough, 1998, pp. 102–103). It is still considerably better than having no chance of language use. Given this context, it is of the essence that teachers instruct students to help each other to solve their problems in relation to expressing ideas (Flora, 2016, pp. 14–15).

In addition, it is undeniably crucial for teachers to monitor how students are engaged in the set-up activities and deal with the given tasks. Concerning this urgency, another finding of this research is that the teachers held correction as indispensable, but they strongly advised it should not be done when the exchange of ideas is ongoing between students or when students convey their thoughts.

All the respondents (144 teachers) put forward that in learning, it would be beneficial to include tasks in which students would communicate in the learned language in pairs or small groups for the following 2 (two) reasons: (1) Students would learn to use the language, and (2) passive or shy students would grow motivation to be more active. These data as well confirm that they had the belief in the principles of communicative language teaching. Plus, all the respondents perceived learning in small groups as advantageous since students, shy ones in particular, feel comfortable interacting with their mates. This research finding is in harmony with the inference of Pica (1985, 1994), that students take comfort from and are active in their interaction with other students.

For the good of the improvement of communication skills, explicit grammar learning should be sidestepped. 140 (97%) of the respondents took students' motivation to speak English as the utmost priority of English learning. Apart from that, they assured that students would eventually be good at English grammar in the event that they habituated to constant spoken English. The teachers' beliefs in communicative language teaching reinforce Richards' (2001) idea that language learning should prioritize real meaning over grammar and be communicative competence-oriented, not linguistic competence-oriented, and be aimed at finding language rules through language activities (*learning by doing*). The most salient thing is that language learners have the ability to put the learned language into practice, convey ideas, and lead the listeners to the right understanding of the conveyed ideas. In the initial phase, code switching might be inevitable owing to language learners' knowledge constraints. This drawback, however, is far better than learning with no opportunity to use the learned language. With this in mind, it is consequential for teachers to direct students to help their mates out when they find trouble expressing their ideas, especially those in terms of vocabulary. Corresponding to this, the teachers (respondents) were convinced that correction was still of the essence. In short, a majority of the participants (teachers) implemented Scientific Approach and the generic structure of the texts because they could be tailored to what the curricula recommend. However, it can be assumed that they were not happy with those since they believe that in teaching English, the most important thing is student-centered learning. The learning process should focus on communication, functional language use, task-based activities, and collaborative learning. Based on teachers' beliefs, education policy makers should give freedom for the teachers to choose their own ways in teaching.

A small number of participants in this study stated that the principles of Communicative Language Teaching cannot be applied to their classes because they teach in remote areas. This may be due to their prior knowledge and working experience. In this study the range of working experience is 2–30. Therefore, it will be much better if their working experience would also be considered in future study because it might make different perceptions about the things related to the research questions.

Conclusion

The majority of teachers implements Scientific Approach in English learning out of their obedience to (Curriculum, 2013). However, most of them reveal that in reality, the five phases of this approach are not necessarily performed sequentially and sometimes, not all of them are applicable for such reasons as a lack of time, a need for flexibility, and ineffective and inefficient English learning resulting from certain phases. Most of them also teach English based on Text Genres because the materials provided in the curricula are text genres. As regards communicative learning, the teachers' responses in this study, which were obtained from open-ended questionnaires, reflected that they gave credence to communicative language teaching (CLT) as the kind of learning befitting English learning the most. Hence, it is undeniable that teachers need the freedom to determine their own set of techniques for their teaching.

It is worth spotlighting that the data of this research are still limited to the teachers' perceptions of communicative language teaching (CLT), which were obtained from open-ended questionnaires. It is hoped that the next research pertaining to this issue will also address the lesson plans and their execution in class through proper observation in view of the significance of more accurate information on the CLT concept and its relation to teachers' beliefs in it.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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