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TEACHER BELIEF AND PRACTICE IN A SCHOOL-BASED ENGLISH LANGUAGE CLASSROOM IN EASTERN INDONESIA

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ABSTRACT

This study examines an English language teacher's beliefs and practices within the context of implementation of school-based curriculum in Eastern Indonesia. The aim of this study is to examine the relationship between teacher belief and practice in the school-based curriculum through two research questions: "What are the teacher's beliefs about teaching English in a school-based curriculum setting?" and "How does the school-based curriculum influence the teacher's beliefs and practices?". This case study adopts purposeful sampling involving a volunteered public junior high school English language teacher. It derives its qualitative data from semi-structured interviews, observation field notes and lesson plans. It identifies two themes of this teacher's belief: "pragmatic views of teaching" and "conformity to practice". When the beliefs were examined in relation to the practices, another two themes emerged, and they were "negotiation between expectations and practices" and "tension between conformity and practice". The findings of this study indicate that negotiation was a constant practice while teaching within the context of the school-based curriculum. Although the teacher demonstrated autonomy in classroom management and teaching strategies, the freedom was not extended to the selection of teaching materials and activities. The identified tensions between conformity

and practice highlight issues in teacher readiness and teacher support on the implementation of school-based curriculum.

Keywords: Classroom practice, English language teacher, Indonesia, school-based curriculum, teacher belief.

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1.0 INTRODUCTION

Research on teacher belief and practice is key in understanding teacher quality and pedagogical development in classroom. Teacher belief is a concept that describes what teachers know, believe and think when making decisions (Burns, Freeman, & Edwards, 2015; Basturkmen, 2012; Borg, 2003). Research on teacher belief is based on a premise that it influences teachers' assumptions about students, classrooms and teaching materials (Kagan, 1992), changes teachers' judgement, decision making and classroom practice (Borg, 2003; Farrell & Kun, 2007), assists teachers' understanding of students' learning outcomes and experiences (Devine, Fahie, & McGillicuddy, 2013), and improves professional development and teacher education (Johnson, 1994). Other studies examine the concept of teacher belief itself, such as the process of the change of beliefs (Peacock, 2001), and experienced and novice teachers' beliefs (Farrell & Bennis, 2013; Gatbonton, 2008; Jerome & Samuel, 2017). The contexts of the studies include curriculum and evaluation (Zhang & Liu, 2014), grammar teaching (Phipps & Borg, 2009), Standard English spoking policy (Farrell & Kun, 2007), and task-based language learning and teaching (Zheng & Borg, 2013). However, there is a dearth of research in the context of school-based curriculum.

The findings of studies on teacher belief and practice have not been consistent according to Basturkmen (2012), Breen, Hird, Milton, Oliver, and Thwaite (2001), and Marcos, Sanchez, and Tillema (2011) in their review of various studies. However, this research design is still popular due to the insights in the findings that help researchers to understand teachers' thinking processes in relation to their practices. Basturkmen (2012) explains that the mixed findings are due to the choice of case study research design that stresses on context exclusivity. The case study research design lends itself well for examining teacher belief and practice in

relation to demands of the context of the study. It is due to this exclusivity that researchers continue to employ this research design.

The context of the present study is school-based curriculum that was implemented in Eastern Indonesia, an island that local dialects are used daily together with the national language, Bahasa Indonesia. This study does not attempt to examine the congruity-incongurity/consistency-inconsistency between teacher belief and practice. However, it attempts to examine the relationship a junior high school English language teacher's beliefs and practices in a school-based curriculum setting. The objectives of this study are to help understand the influence of school-based curriculum on the teacher's beliefs and practices. For the purpose of achieving these aims, the folliwing two research questions are addressed:

1. What are the teacher's beliefs about teaching English in a school-based curriculum setting?
2. How does the school-based curriculum influence the teacher's beliefs and practices?

The first research question solicits the teacher's beliefs on English language, teaching and her responses to the school-based curriculum. The second question identifies factors influencing the teacher's beliefs and practices in the school-based curriculum setting.

2.0 LITERATURE REVIEW

Belief is a complex system that encompasses observable and non-observable manifestations of different mental activities. It is informed by cognition and personal experiences (Borg, 2003; Fives & Buehl, 2012; Crookes, 2009). A variety of terms have been used to refer to teacher belief—theoretical beliefs (Johnson, 1994), pedagogical knowledge (Gatbonton, 2008), pedagogic principles (Breen et al., 2001), teacher cognition (Borg, 2003, 2006) and teacher thinking (Burns, Freeman, & Edwards, 2015). Despite Borg's (2012) proposal to broaden the scope of the terminology, Kubanyiova and Feryok (2015) suggest that each term needs to be defined due to its concept variation. Granted the controversy on the terminology, teacher stated beliefs in this article is defined as what teachers know, believe and think in relation to teaching.

2.1 Research on Teacher Belief and Practice in Asia

Studies in Asia on teacher belief and practice focus mostly on centralised educational systems. In their survey of junior high school teachers, Zhang and Liu (2014) found that there were tensions between teachers' beliefs with curriculum reform, high-stakes testing, classroom cultural values and governmental classification of schools. Farrell and Kun's (2007) study on the implementation of Standard English spoken language policy in Singapore revealed teachers' different interpretations of the policy and how that influenced practices. The two studies revealed that contexts influenced teachers' beliefs and practices and communication and training were crucial to address the gap.

Unlike many studies in the Asian region, the focus of the present study is to examine teacher belief and practice within a decentralised education system, Indonesia. There are studies on teacher belief, but they focus on the primary school level and the teacher's perception on school-based curriculum. Hawanti (2014) conducted a study on Indonesian English language teachers' beliefs in implementing English language teaching policy, but the focus of the study was on primary school teachers. There are other studies researching teachers at the secondary school level in Indonesia, but most of the publications examined only teacher perception without examining practice (Diem & Koniaturrohmah, 2016; Widiastuti, Padmadewi, & Artini, 2013).

2.2 English Language School-Based Curriculum in Indonesia

The concept of school-based curriculum emerged in the 1970s and it entails that schools or institutions plan, design, implement and evaluate curriculums which they offer (Skilback, 1990). Marsh (1992) summarises that enacting school-based curriculum is an organic process within an organisation that defines roles, values, norms, procedures through shared responsibilities and relationships. Studies on school-based curriculum in Asia examine how various elements on implementation of the curriculum in order to meet the national standards. Some studies include developing multiple intelligence curricula in Korea (Elliot, 2012), exploring relation between qualification and school-based professional learning community in Hong Kong (Ho, Lee, & Teng, 2016), relation between school-based curriculum and professional development programmes in Taiwan (Kennedy & Lee, 2008),

School-based curriculum in Indonesia is governed by the Council for National Education Standard or *Badan Standar Nasional Pendidikan* (BSNP). BSNP oversees the standard of the curriculum, such as content, process, competency, staff, facilities, management,

finance, and evaluation (*Badan Standar Nasional Pendidikan*, 2006). According to Widodo (2016), the latest three versions of curriculum denote three different focuses for English language curriculum. The 2004 Curriculum or *Kurikulum Berbasis Kompetensi (KPK*) frames its foundations on a competence model and a systemic functional grammar framework. The 2006 Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* emphasises autonomy on resource development while it retains the goals of English language learning stated in the 2004 Curriculum. The autonomy allows educational units in different regions to develop a curriculum based on the needs of the educational unit in the region and students' abilities (Bire, 2011; Mulyasa, 2008). The 2013 curriculum highlights a value-based education and pedagogical approach. Teachers are required to include prescribed values which help character building in every lesson through the adoption of a five-step scientific enquiry process—observing, on centralised educational systems questing, exploring/experimenting, associating and communicating (Qoyyimah, 2016; Widodo, 2016).

The implementation of the school-based English language curriculum has encountered various challenges since its inception in 2006. The main challenge for the implementation of school-based curriculum in Indonesia is the teachers' readiness due to a lack of understanding of the curriculum and subject knowledge. Such a conclusion was shared by qualitative studies, such as Hawanti's (2014) study on primary school English language teachers, and Widiastuti et al. (2013) study on senior higher school English language teachers. Diverse cultural and linguistic backgrounds (Lie, 2007; Qoyyimah, 2009; Widodo, 2016) and lack of qualified teachers, resources and support from the authorities (Yuwono & Harbon, 2010) are challenges in English language teaching in Indonesia.

Diem and Koniaturrohmah's (2016) survey of one hundred and seven secondary school English language teachers reported that as high as sixty-two percent of the English language teachers had not even implemented elements of the 2006 Curriculum in their teaching which is school-based curriculum. Their research also shows that teacher certification was significantly correlated with teacher preparation of school-based curriculum, teaching experience and involvement in the dissemination programmes, but not application, evaluation and overall implementation of school-based curriculum. This survey reveals that the secondary school English language teachers' lacked the confidence and training in implementing school-based curriculum. However, this study does not provide any detail on what support is given and what causes the lack of implementation. Therefore, the present study aims to explore the working relationship between the district office and teachers, and the enactment of school-based

curriculum of an English language teacher in order to understand the issues in the implementation of school-based curriculum.

3.0 METHODOLOGY

This study adopted a case study design because it examined a junior high school English language teacher's beliefs and practices within the context of school-based curriculum setting. This study aimed to understand the teacher's beliefs and practice within a limited time and space to obtain a comprehensive understanding of her beliefs and practices (Hancock & Algozzine, 2011). This study is categorised as a 'revelatory case' (Yin, 2003, p. 42) because no studies on teacher belief and practice have been conducted in the similar area, an island of Eastern Indonesia, at the time of this study. The island is located within an archipelago in Eastern Indonesia and it is under-represented and under-resourced as compared to islands in Western Indonesia. Although Bahasa Indonesia is the medium of instruction in schools, local dialects are used in daily communication among staff and students outside the classroom and sometimes, in class. The multicultural and multilingual context warrants an analysis that locates the teacher's practice within the local context (Tin, 2014).

The selection of the sample followed Miles and Huberman's (1994) opportunist approach and was based on three criteria: first, a qualified English language teacher governed by the Ministry of Education and Culture, Indonesia; second, having at least two years of teaching in a public junior high school. A participant, Mona (pseudonym), volunteered to be in this study as she was willing to have her teaching examined.

Mona has a Bachelor's degree in English Language Education from a public university in Eastern Indonesia. She began her teaching career by teaching part-time for thirteen years before she decided to apply to join the civil service as an English language teacher. Mona had taught in a public junior high school for seven years when she participated in this study. She taught two types of classes, "bilingual" and "regular" classes. Students in "bilingual" classes commanded higher proficiency of English while students in "regular" classes were those of mixed abilities. However, she only agreed to be observed in her "bilingual" English language classes.

There are three sources of data in this study, namely semi-structured interview transcripts, observation notes and lesson plans. The procedure of data collection is presented as follows:

Table 1: Instruments and data collection procedure

No.	Source of data	Instruments	Objectives
1	Personal interview	Semi-structured interview	To understand teacher's beliefs & develop observation checklist
2A	Lesson 1 pre-lesson interview & lesson plan	Semi-structured interview & lesson plan	To understand the aims of the lesson
2B	Lesson 1 observation	Observation field notes	To analyse beliefs & practices
2C	Lesson 1 post-lesson interview	Semi-structured interview	To solicit responses to the lesson & practice
3A	Lesson 2 pre-lesson interview & lesson plan	Semi-structured interview & lesson plan	To understand the aims of the lesson
3B	Lesson 2 observation	Observation field notes	To analyse beliefs & practices
3C	Lesson 2 post-lesson interview	Semi-structured interview	To solicit responses to the lesson & practice
4	Confirmation interview	Semi-structured interview	To confirm & clarify beliefs and practices

The personal interview was to solicit information on Mona's background and beliefs. It was also used to develop an observation checklist for the two lesson observations. Each lesson lasted eighty minutes. The pre-lesson and post-lesson semi-structured interviews were conducted before and after each observation. The two observations were conducted with a two-day interval. Finally, a confirmation interview was conducted after analysis of data from the interviews and beliefs was completed. All the interviews were conducted in the English language and lasted thirty to forty minutes. To validate the accuracy and consistency of this study, thick description from various sources of data, triangulation of data and member checking were carried out (Ary, Jacobs, Ravazieh, & Sorensen, 2007).

This study adopted an inductive thematic analysis approach developed by Boyatzis (1998) to analyse the interview transcripts. The researchers followed the six phases of thematic analysis advocated by Braun and Clarke (2006) during the analysis. The phases were:

1. *Familiarizing yourself transcribing data;*
2. *Generating initial codes;*
3. *Searching for themes;*
4. *Reviewing themes;*
5. *Defining and naming themes, and*
6. *Producing the report.*

(Braun & Clarke, 2006, p. 87)

The analysis process of this study began with transcribing data, reading the data and writing initial ideas. After organising the initial ideas into different meaningful groups, codes are created (Tuckett, 2005). For instances, many codes were identified initially, such as "role of English in Indonesia", "decision in learning English", "contrastive method in teaching culture" and "selective use of L1". These four codes formed a preliminary theme of "beliefs in learning and teaching". Subsequently, it was revised to "Pragmatic views on teaching". The two research questions were the references during this analysis process to ensure that all themes reflected the objectives of this study.

4.0 RESULTS AND DISCUSSION

In the context of the present study, Eastern Indonesia, which is an under-represented and under-resourced setting warrants critical analysis of as a local context. The 'peripheral' context in which English language is taught despite various constraints represents a reality on the ground (Tin, 2014, p. 397). Factors that influence teacher belief and practice are education policy, teacher education, and teachers' interpretation of policies and beliefs. Therefore, a bottom-up approach suggested by Tin (2014) allows a holistic view on the context of the study because it provides a holistic view on understanding teacher beliefs and practice. The generated themes provide glimpse on Mona's beliefs and practices when she planned and taught her classes in a school-based curriculum environment.

The findings in this study reveal that Mona's stated beliefs and classroom practices are situated within a complex system of teacher cognition, social and cultural requirements. Although this study began with examining Mona's beliefs and practices separately, their analysis was conducted within a complex system in which Mona was located, such as her views on English language, teaching and students, relation with district education office and job

requirements. This is in tandem with Kubanyiova and Crookes' (2016) analysis of language teachers' roles, tasks and contributions within a multilingual environment.

4.1 What are the teacher's beliefs about teaching English in a school-based curriculum setting?

Two themes emerged in Mona's beliefs: pragmatic views in teaching and conformity in practice. Her beliefs could be traced from her views on the English language, knowledge about curriculum, and compliance to curriculum. The sources of her beliefs were based on her learning, professional training, and knowledge about curriculum and policies that reflect Borg's (2003, 2006) theorises how teachers' stated beliefs are formed.

Theme 1: Pragmatic Views on Teaching

Mona's practical view on teaching was revealed in her choice of pursuing a degree in English language Education at university as she saw the role of English as an international language in Indonesia (Dardjowidjojo, 2000; Lauder, 2008; Mistar, 2005) and because English is easy to learn and to be taught as there are many supporting resources compared to other foreign languages, like German. (Personal Interview, Line 22-23). Her practical view on the role of language was also shown in her teaching approach when she described her teaching. For instance, instead of teaching English culture, she preferred to use a contrastive method in teaching as explained below:

> *I usually compare two conversations, one in Indonesian, the other in English, so they can see the differences…Usually when they do not understand or ask and then I will illustrate or tell them.*
>
> *(Personal Interview, Line 35—38)*

The comparison between the use of Bahasa Indonesia and English language considers students' psychology in language learning (Nunan, 2001). Explicit instruction through contrastive teaching strategy increases students' ability in noticing language different structures (Ellis, 2002). This teaching approach also considers the multilingual context of her classroom in which students use more than one language in their daily communication. Mona's views on English language and teaching strategies demonstrate her awareness of her teaching context and requirements in fulfilling her role as an English language teacher in a multilingual context.

Mona's pragmatic views in teaching were also shown in her attitude towards L1 in the classroom. Mona code-switched to L1 only at the lexical level while allowing her students to answer in Bahasa Indonesia. When her students had trouble answering her questions in English, she would make a squeaky sound to signal to her students that they could give their answers in Bahasa Indonesia. This squeaky sound is a common gesture in the local community during informal interaction to draw attention. Her incorporation of a local practice not only enriches her practices in the classroom, but also presents a unique feature of the local pedagogy as argued by Tin (2014). The contrastive teaching approach, the allowance in using Bahasa Indonesia, and the incorporation of local practice demonstrate Mona's understanding of how personal background, L1 and culture influence the learning a foreign language.

Mona's pragmatic views on the role of language and teaching reflect her autonomy in her classroom (Devine et al., 2013). Mona's beliefs were similar to those of Farrell and Kun's (2007) and Zheng and Borg's (2013) studies in which the samples articulated their understanding of the situational constraints imposed, yet they used approaches which were appropriate in their contexts despite not complying to the policies. Like the samples in Farrell and Kun's (2007) and Zheng and Borg's (2013) studies, Mona circumvented constraints within the policies by using strategies that allowed her to deliver her lessons, such as the use of L1.

Theme 2: Conformity in Practice

Despite Mona's pragmatic views on teaching and her understanding of the curriculum, her beliefs were also framed by conformity in practice when she discussed her teaching approaches and learning materials. The need to conform was prevalent when she mentioned that she adopted a three-phase technique (pre-, while- and post-reading activities) because she was instructed to do so. The excerpt from the Personal Interview indicates this as follows:

M: I was once criticized for not using 3PT

I: Criticised?

M: At that time, I used the other method, the method that I commonly use when I teach…private course, because I think the material is suitable. But, since I [was] not a full-time teacher, they usually came to my class and did inspection…[When] the English coordinator came and I didn't use 3PT as in the lesson plan, I was criticised.

(Personal Interview, Line 72—78)

Mona's experience of being reprimanded by the supervisor was the reason she started using the three-phase technique despite her experience that other techniques might work. During the observation, she followed the three-phase technique closely. On these occasions, activities were clearly organised at different stages of teaching.

Since the implementation of the 2006 Curriculum, District Office and schools designed their own materials by using local responsive materials for learning. The English Teacher Development Group forum or *Musyawarah Guru Mata Pelajaran* in the same District was in charge of the development of material design for school (*Badan Standar Nasional Pendidikan, 2006*). Mona's conscious decision to follow what was instructed was also reflected in her approach to material selection and activity design. Her attitudes towards materials and activities in teaching were similar to the use of the three-phase technique. When Mona mentioned that the sources of materials and activities were from the syllabus, she was referring to materials designed and activities suggested by the District department. She used it as it was prescribed.

The issue of conformity in practice have been presented in the literature, but they are presented within the context of centralised education setting, such as in China (Zhang & Liu, 2014; Zheng & Borg, 2013), Nepal (Tin, 2014) and Singapore (Farrell & Kun, 2007). Although Indonesia implemented the school-based curriculum since 2006, there are very few studies how the school-based curriculum influence teachers' practices. Mona's answer on materials and activities reveal that there is still a systematic constraint imposed within the system as shown in Mona's context although the school-based curriculum allows district and school authorities to tailor-make their learning materials and teaching approaches for their students.

4.2 How does the school-based curriculum setting influence the teacher's beliefs and practices?

Two themes emerged when Mona's beliefs were examined with her practice. They were "negotiation between expectation and reality" and "tension between conformity and practice". These themes emerged when Mona was confronted with realities in her classroom and disparities between her beliefs and practices.

Theme 1: Negotiation Between Expectations and Practices

Mona's autonomy in her practices implied her constant negotiation between her expectations with her practises. Mona's negotiation stems from balancing learning outcomes and choices of classroom management and teaching strategies during the observation. The first incident of negotiation is between learning outcomes and classroom management strategies. When Mona realised that her students were not responsive, she changed her strategies to engage them. This is indicated in the excerpt from the field note below:

> *Mona initiated many discussion points, but students only gave short responses to questions she asked. ... However, it seemed that she facilitated the students to compete positively. She said, "Do your own work. Do not cheat. Believe in what you do."*
>
> *(Field note, Lesson 1, Page 9)*

She used positive and negative reinforcements in her teaching. The positive reinforcement, "Do your own work. Do not cheat. Believe in what you do.", was to motivate students to attempt the practices she assigned. The negative reinforcement of imposing a fine of IDR 1,000 or USD 0.07 if her students spoke in Bahasa Indonesia without her consent during her class served as a deterrent to discourage students from using L1. The fine became a catalyst in creating an English language speaking environment unlike other studies reporting negative impact on English only policy (Sa'd & Qadermazi, 2015). The excerpt below from the confirmation interview reflected her view:

> *M: Actually, that's the deal from the beginning of semester one. Actually it's just the way of prevention so that students do not use the Indonesian Language in class. If no fines, they will speak Indonesian language, believe me.*
>
> *I: Do you think that this policy brings [a] good impact?*
>
> *M: ... This actually makes them feel comfortable to speak English. This is indeed also what the school expects so that children have an environment to speak English.*
>
> *(Confirmation Interview, Line 3-9)*

The second negotiation is between learning outcomes and teaching strategies. When Mona realised that the students' performances were far from her expectations, she changed the focus of her teaching techniques. Mona performed her balancing of personal expectation and dealing with the reality of the classroom through adjustments in teaching strategies, policies, and tasks. Her pragmatic view of teaching was in line with what she practised in her class. Her views on the role of English language and flexibility in teaching were shown in her adjustments on the abovementioned elements in her teaching. The adaptation of practices alludes to Breen et al.'s (2001) idea that "a single principle held by the individual teacher may be realised in action through several distinct practices. Conversely, a single practice may be an expression of more than one practice" (p. 495). In view of this, the choices of various practices and implementation of different policies are the manifestation of Mona's beliefs in practice. Mona executed her negotiation between expectations and practices through a series of actions, such as class policies and teaching strategies. These negotiation acts are seen only through a holistic examination of perspective and practice to unearth reasons behind certain practices (Tin, 2014).

Theme 2: Tension between Conformity and Practice

Tension appears when there is a need to conform or comply to prescribed national, state, district or school standards and practices (Basturkmen, 2012; Burns, 1996; Tin, 2014). These tensions arise due to the fluidity of school-based curriculum when all stakeholders interpret and design materials when the stakeholders have different interpretations of standards (Marsh, 1992). The tension between conformity and classroom practice emerges in Mona's discussion of the syllabus, lesson plan and teaching materials. The following excerpt reveals the issues of interpretation and implementation:

> *I: Do you think the syllabus and the lesson plan that was provided reflect their [students'] needs?*
>
> *M: Okay, first, we have to follow the syllabus and the lesson plan. The syllabus and the lesson plan come from the local government. Not from the government, but like, the teachers in XXX. No, too big, in Kecamatan (district) XXX, they have meetings. In the meeting, the teachers will agree that this kind of material and activities are suitable for the students from this grade…*

> *M: So, yes, because the teachers, from that meeting, also consider the level of the students when they select the materials and activities.*
>
> *(Confirmation Interview, Line 33—39)*

Mona trusted her colleagues' judgements in understanding students' needs. However, the phrase 'have to' in the interview reveals a form of conformity on the use of materials. She did not adapt or revise the materials and activities like what she did for the classroom management and teaching strategies.

When Mona was asked how she would adapt the materials when given an opportunity, she indicated that there was little room for adaptation. See the excerpt below:

> *...I make it simpler. Or sometimes I give extra time for them. Or make it as homework. But to change, like totally change, I can't do that.*
>
> *(Confirmation Interview, Line 40—42)*

The tension between conformity and practice reveals dilemmas faced by Mona. She seldom changed the materials due to a need of conformity. However, she made adjustments on her strategies, such as using simple instructions to explain the requirements of task, having longer 'wait-time' when students answered questions, and answering students' questions when they were working on their tasks. This finding was in line with her views throughout this study that she exercised her pragmatics views through teaching and classroom management strategies while ensuring conformity in syllabus and teaching materials selection. Her conscious decisions in following the prescribed steps by the district and school officers resonate with those tensions revealed in Farrell and Kun's (2007) study when teachers needed to implement standard English policy in their classes and in Tin's (2014) analysis of a Nepalese English language teacher's teaching strategies in complying to the regulations imposed by the authorities. The complexity of conformity shows that teachers do not only teach, but also need to negotiate parameters in teaching in their context.

The analysis of Mona's negotiation activities and tension between her beliefs and practices implies an emergence of teacher autonomy in her classroom. The corroboration of data on Mona's beliefs and practices presents how teacher autonomy is enacted in the

negotiation activities. However, the degree of autonomy for Mona remained unclear due to the prescriptive nature by the authorities when the school-based curriculum was implemented. The findings implied that the school-based curriculum affects teachers' beliefs and practices. Despite the requirements set by the district education office, she used various strategies to get around the constraints. These strategies may not meet the expectations of those more resourceful learning contexts, but the bottom-up strategies give her means in negotiation. These bottom-up strategies allow Mona to make informed decisions based on the needs of her classroom to ensure learning takes place (Canagarajah, 2012).

Various teaching strategies used by Mona were in line with Prabhu's (1990) sense of plausibility in which she conceptualised her own teaching practice within her context to achieve the desired outcomes. If Mona's lessons are placed within the three post-method parameters framework of 'particularity', 'practicality', and 'possibility' proposed by Kumaravadivelu (2006, pp. 171-176.), her lessons fulfilled localisation of practice which is 'particularity'. She demonstrated the element of "practicality" by using her knowledge about education policies, roles of an English language teacher, and students to theorise and justify her teaching. However, to what extent she managed to engage her students in their social and political views in their personal environments in terms of 'possibility' remains unclear because there is not enough data to make a conclusion.

4.3 Issues in Implementation of School-based English Language Curriculum in Indonesia

The main challenge of the implementation of school-based English language curriculum in Indonesia is teacher readiness. English language teachers were not confident when they are empowered to adopt and adapt the curriculum. They struggled with the pedagogical content and subject matter knowledge when they needed to design curriculum. Subsequently, textbooks sourced from the open market became their guidebooks in teaching (Hawanti, 2014). They preferred to use materials designed by English teacher discussion groups in the district without any changes because they were not confident in developing their materials although they were encouraged to do so in order to cater to their students' needs (Widiastuti et al., 2013).

Mona, the English language teacher in a public junior high school and the sample in this study, shared the same trait as those teachers studied in Hawanti (2014) and Widiastuti et al. (2013). She used the materials developed by the District office without any amendment. She did not question on the legitimacy of the suggested the teaching techniques. The only

reason she provided that she followed the prescribed materials and teaching techniques because she "has to" to avoid any criticism. Mona's insistence on using prescribed teaching technique and materials are reflected in the themes of 'conformity to practice' and 'tension between beliefs and practice'. The issue of conformity raises a pertinent question on the scope of a teacher's autonomy within a decentralised education system: how much empowerment is granted to teachers besides flexibility in their teaching practice? If the issue of autonomy is not addressed in school-based curriculum, it will defeat the purpose of decentralised education system that supports school-based curriculum.

This study highlights the challenges of implementing school-based curriculum not only from the perspective of school-based curriculum, but also on preparing teachers for the curriculum. Basturkman (2012), Borg (2003, 2006), and Gabinete (2017) list that teachers' previous schooling, knowledge, teaching experiences, institutional support and personal initiative are among important factors in shaping teachers' beliefs. Hamid and Nguyen (2016) argue that while many teachers might meet the new expectations, some might resist the transformative role bestowed upon them. In the case of this study, although this study focuses on an English language teacher in Eastern Indonesia, the trend of implementing of school-based curriculum is similar with previous other previous studies. To address teacher readiness in school-based curriculum in Indonesia, teacher training and ongoing professional support are essential in implementing a successful school-based curriculum.

5.0 CONCLUSION

The purpose of this study was to examine a junior high school English language teacher's beliefs and practices within the context of the school-based curriculum in Eastern Indonesia. The use of case study research design was to deliberate on the paucity of research on teacher belief and practice in the context of school-based curriculum at the time this study was conducted. It should be acknowledged that the findings of this study may not be generalised despite a similar context due to the social and cultural differences. The single subject and short duration of study are the other two limitations of this study. However, the study presented a detailed description on the research methodology, used multiple instruments and stages of data collection, and analysis to ensure that this study fulfilled the objectives of this study. The findings of this study provide some insights into how an English language teacher exercised her beliefs in her teaching practices in the context the school-based curriculum.

Two themes emerged in the teacher's beliefs: "pragmatic views of teaching" and "conformity to practice". When the teacher's practices were analysed by cross-checking observation and interview transcripts, another two themes were identified: "negotiation between expectations and practices" and "tension between conformity and practice". This study found that the sample exercises her beliefs consistently in her teaching, but the school-based English language curriculum also creates tensions in practice. The contextual factors that cause the tensions include the need to conform to syllabus and teaching materials; and pressure from supervisor. This study highlights the importance of the implementation of school-based curriculum, specifically teacher training and continuous professional development. There is also a need to define the parameter of autonomy, so that teachers may meet the standards set by the curriculum while ensuring that teachers carrying out their responsibilities. For future research, researchers might want to adopt a mixed method design in examining teacher belief and practice, and to use a multiple case-study to examine the effect of connection between teacher belief and practice on students' achievements. It is also worthwhile to examine how teacher education and professional development programmes influence teacher beliefs and practices.

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